



# Sustainability Report

## April 2020

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## Introduction

Apprenticeship is defined by the United States Department of Labor (U.S. DOL) as 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 credential. Traditionally only accessible in manufacturing occupations, apprenticeship opportunities have in recent years expanded to countless occupations. Apprenticeship occupations include Bank Branch Manager, General Insurance Associate, Operations Management, Plumber, and Workforce Development Specialist.

Despite the growing interest in apprenticeship nationwide, as well as an overall increase in opportunities and resources, many employers struggle with the process of registering and operating a registered apprenticeship. As an apprenticeship Center of Excellence, the Advance Michigan Center for Apprenticeship Innovation (AMCAI), operated by the Workforce Intelligence Network (WIN), assists employers in southeast Michigan in developing, registering, and operating their registered apprenticeship program while building a strong apprenticeship ecosystem across the region.

## WIN/SEMCA Overview

The Workforce Intelligence Network for Southeast Michigan (WIN) is a partnership of 9 community colleges and 6 Michigan Works! Agencies in southeast Michigan. WIN specializes in fostering collaboration among talent partners, including workforce development, community colleges, four-year post-secondary institutions, K-12 schools, economic development organizations, government, community-based organizations, employers, and others.

The mission of WIN is to help cultivate a cohesive talent system by facilitating data-driven workforce solutions to ensure responsiveness to changing labor market demands. Activities are centered around three goals: data, employer engagement, and workforce solutions. WIN's served population and scope of services is primarily offered in a 16-county region, which includes Genesee, Hillsdale, Huron, Jackson, Lapeer, Lenawee, Livingston, Macomb, Monroe, Oakland, Saint Clair, Sanilac, Shiawassee, Tuscola, Washtenaw, and Wayne, and the City of Detroit.

The Southeast Michigan Community Alliance (SEMCA) provides administrative and fiduciary services to WIN. SEMCA is a 501(c)(3) Michigan Non-profit Corporation that administers various human services programs in Monroe County and out-Wayne County. Since 1996, SEMCA has been a leader in talent development programs and partners with various community organizations and contractors to serve residents in Wayne and Monroe counties, excluding the city of Detroit.

## AMCAI Overview

In October 2015, SEMCA was awarded a \$4 million American Apprenticeship Initiative Grant from the Department of Labor Employment and Training Administration. Known locally as the Advance Michigan Center for Apprenticeship Innovation (AMCAI), SEMCA/WIN's focus is to expand regional apprenticeship through statewide innovation in 37 counties throughout lower Michigan.

AMCAI's network is comprised of nine community colleges—Henry Ford College, Jackson College, Lansing Community College, Mid-Michigan Community College, Monroe County Community College, Oakland Community College, Schoolcraft College, and St. Clair County Community College—along with many local and regional corporate and workforce and economic development partners. This partnership of community colleges and other community partners represent AMCAI, which will focus on establishing and expanding apprenticeship programs responsive to the evolving technical needs in high-demand automotive and transportation sectors, along with expanding into non-traditional apprenticeship occupations like in healthcare and information technology. AMCAI will serve 853 individuals, both new and incumbent workers, by October 2020, with 28% of participants being of underrepresented populations.

### Deliverables

Since October 2015, the AMCAI staff at WIN have worked diligently toward meeting its stated deliverables. As a result of their hard work and dedication, several tools, products, and programs have been developed.

### Intermediary Program

AMCAI serves as an Intermediary for registered apprenticeships in advanced manufacturing, IT, and healthcare. Its program was registered in December 2018 with the goal of simplifying the entire apprenticeship process for employers.

As an intermediary, WIN facilitates the program development and registration process, sponsors apprenticeship programs on behalf of employers, manages records, compliance, and tracking, and serves as a liaison between stakeholders, including the Department of Labor.

In an effort to simply the process, AMCAI provides employers with a comprehensive onboarding package that includes:

- Employer onboarding checklist
- Agreements for employer and apprentice
- Employer launch checklist
- Standard “asks” for apprentice records upon registration

### RapidSkills

RapidSkills is a new, open-source tool that streamlines the process of developing a CB apprenticeship. RapidSkills provides a more intuitive entry point for employer and workforce development professionals seeking to develop CB apprenticeship programs, among other uses in CB training and education.

RapidSkills will allow individuals building apprenticeship programs to draw from a wide variety of sample skills outlines to customize CB work process outlines for apprenticeship programs. Provided skills outlines delineate suggested skills required to be competent in apprenticeable occupations and allows users to pick those skills most relevant for their customized program. RapidSkills will provide newly

developed skills outlines for a variety of manufacturing occupations; existing, open-source skills outlines developed by national experts; and outlines submitted by users and partners.

Furthermore, the RapidSkills system builds on a competency-based language that has already been vetted by industry and education partners. This common language is key to ensure that on-the-job training can be effectively supplemented by classroom instruction and that the time to translate—between the language of industry and the language of educators—is reduced.

The RapidSkills tool is available at [www.RapidSkills.org](http://www.RapidSkills.org).

### ROI Calculator

WIN's ROI Calculator provides the return on investment (ROI) of an apprentice for certain occupations. ROI is determined by considering a wage progression over the life of the program, the wages of an experienced technician, billing and hourly workloads for an experienced technician, the hourly cost of training the apprentice, and productivity changes from pairing an apprentice with an experienced technician. Wage data are median wages for apprentices who completed their programs in the State of Michigan between 2008 and 2015.

WIN's ROI Calculator, developed using funding from the Department of Labor, is available at <https://miapprenticeship.org/employers/roi-calculator>.

### Registered Apprentice in a Day (RAPiD)

The Registered Apprentice in a Day program was designed to allow employers to develop *and* register their apprenticeship program in a single day. Developed by AMCAI staff, this program has since been operated by community college partners and the State of Michigan. RAPiD is an interactive workshop that gives participants an opportunity to talk through the steps required to develop and launch a Department of Labor registered apprenticeship program. Participating employers that come to a RAPiD event prepared with the required documents are able to complete their program and have it signed by the Department of Labor at the event.

### Registered Apprenticeship Process Guide

The AMCAI Registered Apprentice Process Guide is meant to provide individuals working in workforce development with a full understanding of Registered Apprenticeships, including how to create them, how they are launched and managed, and how to find additional information and resources about apprenticeship. It also outlines the benefits of apprenticeship for the employer *and* the apprentice.

The Process Guide is available as a free download at <https://miapprenticeship.org/process-guide/>.

### Apprenti

Though not funded through the Department of Labor, WIN's Apprenti program works alongside the AMCAI staff in developing registered apprenticeship programs in Michigan. Apprenti is a nationally recognized IT apprenticeship program developed by the Washington Technology Industry Association (WTIA) whose goal is to augment the existing talent supply in the region. It helps provide a reliable

pipeline for underrepresented groups to gain training, certification, and placement within the tech industry.

### AMCAI Best Practices & Innovations

AMCAI credits its success to numerous best practices and policies. AMCAI partners closely with its Michigan Works! Association (MWAs) partners, including the Southeast Michigan Community Alliance (SEMCA), to provide instruction in understanding apprenticeships, developing programs, AMCAI resources, and assisting employers that are unable to come to AMCAI staff for assistance. AMCAI also relies on the expertise of MWAs knowledge related to braided funding opportunities.

WIN, which oversees AMCAI staff, serves a unique role in the region that allows for AMCAI's success in the apprenticeship ecosystem. WIN is a regional organization that focuses primarily on convening employers and educational partners to collaborate on workforce initiatives. As a result, WIN has developed a scalable model that can be replicated by other partners, or alongside new partners, with infrastructure that can be sustainable as the program grows.

### Sustainability Goals/Options

AMCAI's top priorities for sustainment are its intermediary program and the RapidSkills tool.

AMCAI has undergone several improvements to its intermediary program infrastructure to ensure that the current (and future) team can sustain long-term growth. The team has developed Standards of Procedure (SOPs) for file management, apprenticeship tracking and apprentice oversight, and communications. Since its inception in October 2018, the intermediary program has experienced slow but steady growth, serving over 30 apprentices and over 20 employers, and it continues to serve as a valued resource to employers with a registered apprenticeship program.

The intermediary program could be sustained in two ways: a fee for service or transfer management responsibilities to a partner organization, such as a local Michigan Works! office, or an employer. While a fee for service is an option worth consideration, it does not appear at this time to be a viable source of funding to support the AMCAI staff. The program is growing, and will continue to do so in the future, but there are not enough apprentices currently enrolled. Additionally, AMCAI staff work directly with several small businesses that may not have the capacity to financially support these fees.

AMCAI staff plan to pursue the transfer of intermediary services that are no longer funded through federal grants. Current considerations include the transfer of an apprenticeship program back to the employer or to another regional partner; ultimately the goal will be to maintain programs to ensure an apprentice receives support services as needed. AMCAI staff would also provide training and all procedural resources to the program recipient.

The current RapidSkills tool has many opportunities for additional phases and capabilities. AMCAI staff have outlined potential improvements to the tool:

- Improvements and enhancements to RapidSkills
  - Build RTI into the tool
  - Export capabilities, including formatting

- Generate full Appendix A
- Build repository content
- Enhance user experience
- Collaboration on program samples
- Expand competency-based program outlines
- Add time-based program outlines
- Robust mobile app
- Scaling
  - Technical support
  - Travel to conferences, trainings, and workshops
- Develop and strengthen a data trust
  - Governance structure
  - Continued partnership development
  - Integration with other skills data platforms

## Partnerships

AMCAI's success is due in large part to its relationship with community college partners and local employers. As an organization, WIN works closely with local Michigan Works! Agencies (MWAs), community colleges and educational partners, many of whom serve on its Board of Directors, as well as state and local government organizations.

## Resources

AMCAI's most important resource is its personnel (and associated fringe costs). The following staff members play a crucial role in the ongoing activities of the team: Executive Director, Communications Manager, Regional Apprenticeship Administrators, and a Grants Compliance Manager, with support from the WIN Research Team.

Additional costs under consideration during sustainability planning include travel expenses: mileage to and from conferences, internal coordination meetings, and employer meetings, as well as travel to Washington, D.C. for national conferences. Also included are supplies costs (office supplies, tech support, cell phones, and related expenses) and communications dollars, which would include web development and outreach materials.

## Current Funding Sources

AMCAI staff are currently dependent on federal funding from the Department of Labor to support their activities. Until September 30, 2020, staff are funded by WIN's AAI grant from the Department of Labor, as well as a new grant from the Department of Labor, Closing the Skills Gap, from March 1, 2020 through February 29, 2024.

AMCAI staff have also identified several local and national foundations that support apprenticeships, work-based learning opportunities, and workforce development programming. That list can be found as Appendix A.

## Conclusion

AMCAI staff, through their extensive knowledge and experiences in DOL registered apprenticeship program development and management, as well as best practices, innovations, and accolades, have developed an Apprenticeship Center of Excellence. AMCAI is proud to play a pivotal role in the growth of the apprenticeship ecosystem in the state of Michigan and in developing processes, procedures, and an infrastructure that can support regional and national expansion and further strengthen existing and new partnerships.

## Appendices

### Appendix A: Foundation List

<b>Foundation Name</b>
Consumer Energy
Community Foundation for Southeast Michigan
Michigan Education Excellence Foundation
United Way SEMichigan
Comerica Foundation
DTE Energy Foundation
Bank of America Foundation
McGregor
General Motors Corporate Giving
National Science Foundation
Work Skills Foundation
Council of Michigan Foundations
Herbert A. & Grace H. Dow Foundation
William Davidson Foundation
Lumina Foundation
Ballmer Group
Kellogg Foundation
Ford Foundation
GM Corporate Giving
Comerica Foundation
Walmart Foundation
The Annie E. Casey Foundation
The Harry and Jeanette Weinberg Foundation
Citi Foundation
National Fund for Workforce Solutions
W.K. Kellogg Foundation
Conrad N. Hilton Foundation
The Joyce Foundation

BlackRock Foundation

### Attachments

1. RapidSkills One Pager
2. MIApprenticeship Process Guide

## Background

Competency-based (CB) training puts the focus on skills and helps employers, instructors, and learners track progress throughout skill development. Employers and educators often fail to document skills in a common language that facilitates learning, updating and sustaining key job skills for employees.

As apprenticeship gains traction as a proven workforce development strategy, the demand for CB apprenticeships has also grown. The process of developing a CB apprenticeship program isn't well-understood and can be time-consuming and difficult to achieve. Employers often "reinvent the wheel" when they set out to design CB apprenticeship, as there is no easy-to-access repository of CB program samples or skills outlines for them to draw from.

## RapidSkills Overview

RapidSkills is a new, open-source tool that streamlines the process of developing a CB apprenticeship. RapidSkills provides a more intuitive entry point for employer and workforce development professionals seeking to develop CB apprenticeship programs, among other uses in CB training and education.

RapidSkills will allow individuals building apprenticeship programs to draw from a wide variety of sample skills outlines to customize CB work process outlines for apprenticeship programs. Provided skills outlines delineate suggested skills required to be competent in apprenticeable occupations and allows users to pick those skills most relevant for their customized program. RapidSkills will provide newly developed skills outlines; existing, open-source skills outlines developed by national experts; and outlines submitted by users and partners.

Furthermore, the RapidSkills system builds on a competency-based language that has already been vetted by industry and education partners. This common language is key to ensure that on-the-job training can be effectively supplemented by classroom instruction and that the time to translate—between the language of industry and the language of educators—is reduced.

## Goals

In the short term, RapidSkills will scale the use of CB apprenticeships by streamlining the development process. It will also continuously improve skills outlines aligned to apprenticeable occupations using user feedback and aggregate data about user customizations.

The successful development and scaling of this tool may have implications for the workforce development and education systems that go beyond the realm of apprenticeship. A high volume of users will improve the broad understanding of which employee skills are in demand, and where they're needed. Over time, the data generated through RapidSkills can be used to improve alignment of workforce development and education offerings with skills that employers need.

[Learn more at RapidSkills.org](https://www.rapidskills.org)

## Project Partners

**AMCAI:** The Advance Michigan Center for Apprenticeship Innovation (AMCAI) is a \$4 million American Apprenticeship Initiative (AAI) grant tasked with expanding apprenticeship through statewide innovation. Led by the Southeast Michigan Community Alliance (SEMCA) and Workforce Intelligence Network (WIN), AMCAI is comprised of community colleges and Michigan Works! Agencies from across the SE Michigan region. AMCAI provides overall project management, strategic planning, and apprenticeship expertise to the RapidSkills team. [www.Mlapprenticeship.org](http://www.Mlapprenticeship.org)

**BrightHive:** BrightHive helps organizations, networks, and communities securely and responsibly link their data to enhance their impact, empower individual and collective decision making, and increase equity of opportunity through collaborative data trusts. BrightHive Data Trusts provide the legal, technical, and governance framework to empower organizations and networks like Goodwill Industries International, the U.S. Chamber of Commerce Foundation, and the State of Virginia to securely connect their data sources and create new shared data resources. BrightHive manages the data infrastructure and data model that powers RapidSkills. [www.brighthive.io](http://www.brighthive.io)

**CREC:** The Center for Regional Economic Competitiveness (CREC) is an independent nonprofit that empowers policymakers and researchers by providing them with the information, tools, and skill sets they need to help their regions better compete in an increasingly connected, knowledge-based world. CREC manages networks of data and research professionals and provides technical assistance to support innovative, regional, job-creating strategies. CREC brings the RapidSkills team expertise and strategic guidance in partnership development, labor market data, and workforce development best practices. [www.creconline.org](http://www.creconline.org)

**ITS:** For over 50 years ITS has provided technical documentation and training primarily to the Automotive, Manufacturing and Aerospace industries. ITS' services include operation and maintenance manuals, interactive web-based Manuals, e-learning, learning management systems (LMS) and classroom training. ITS provides crucial employer-driven perspectives to RapidSkills, along with technical expertise for skills outline vetting and development. [www.its-na.com](http://www.its-na.com)

**WorkHands:** WorkHands makes running an apprenticeship program easier. WorkHands provides web and mobile applications to track on-the-job training, related instruction, documentation, and more. Building on its apprenticeship expertise, WorkHands manages the front-end development and user experience for RapidSkills. [www.workhands.us](http://www.workhands.us)

# Registered Apprenticeship Process Guide

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<https://Mlapprenticeship.org/administrator-resources/>

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5.5	Sample CB WP Tracking Template	attached

## Definitions and Acronyms

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**Appendix A** – the appendix to the Apprenticeship Program Standards that defines the apprenticeship program’s work process, required RTI, and wage scale, among other things

**Apprenticeable Occupation** – an occupation recognized by the DOL OA as being “apprenticeable,” in other words, an apprenticeship program can be registered to train individuals in that occupation

**Apprenticeship Program Standards** – sometimes called simply “the standards;” the document that describes how the program will be managed and is officially signed by the DOL OA and the apprenticeship sponsor to register the program

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

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

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

**Michigan Works! Agency** – **MWA** – the agencies that represent Michigan's workforce development system providing services and resources to employers and job-seekers

**RAPIDS** – the online registration system used by the DOL OA to register and track new apprenticeship programs and apprentices

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

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

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

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

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

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

## References

1. **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.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=99c9a20e960f56be66f17ae91b52c888&rgn=div5&view=text&node=29:1.1.1.1.23&idn\\_o=29](https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=99c9a20e960f56be66f17ae91b52c888&rgn=div5&view=text&node=29:1.1.1.1.23&idn_o=29)
2. **CFR Title 29, Part 30: Equal Employment Opportunity in Apprenticeship** – the federal regulation that governs how sponsors must ensure equal opportunity in their programs  
<https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=c9b5cf046ef99ea345fd5c5e800c70b5&ty=HTML&h=L&mc=true&r=PART&n=pt29.1.30>
3. **O\*Net online database** – the nation's primary source of occupational information; provides occupation codes for ~1000 standard occupations along with information on wages, education, etc.  
<https://www.onetonline.org/>
4. **MI Apprenticeship** – a general resource for individuals interested in learning about apprenticeship in Michigan, e.g. employers, candidates, educators, etc. – <https://miapprenticeship.org/>
5. **DOL Apprenticeship Quick Start Toolkit** – DOL overview of creating a registered apprenticeship  
[https://www.doleta.gov/oa/employers/apprenticeship\\_toolkit.pdf](https://www.doleta.gov/oa/employers/apprenticeship_toolkit.pdf)
6. **MI Talent Apprenticeship Page** – provides information about apprenticeships in Michigan, downloadable branding materials and more – <https://www.mitalent.org/apprenticeships>
7. **MI Apprenticeship partner contacts** – lists apprenticeship-related partners from around the state including those from the DOL, educational institutions, Michigan Works! Agencies, etc.  
<https://miapprenticeship.org/partner-contacts>
8. **WIN Apprenticeship Program** – includes information about WIN's intermediary apprenticeship program that employers can join  
<https://miapprenticeship.org/employers/win-apprenticeship-program/>
9. **DOL Apprenticeable Occupations List** – the list of over 1,400 occupations that the DOL has identified as “apprenticeable;” aligned with O\*Net codes – <https://www.doleta.gov/OA/occupations.cfm>
10. **Workforce GPS Apprenticeship Samples** – a collection resources that includes of 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>
11. **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>
12. **Online Apprenticeship Tracking Tool** – the online apprenticeship tracking tool used and recommended by MI Apprenticeship – [https://www.workhands.us/apprenticeship\\_tracking](https://www.workhands.us/apprenticeship_tracking)

# Section 1: The Basics

## *An Introduction to Registered Apprenticeship*

## Introduction

### What is **APPRENTICESHIP**?

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

### What are the **RULES**?

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

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

### What is **REGISTERED APPRENTICESHIP**?

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

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

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

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

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

## Benefits of Registered Apprenticeship

**Purpose:** Describe 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 workforce.
- Reduce turnover and foster loyalty among employees.
- Create customized, flexible training solutions to meet their unique needs.
- Retain institutional knowledge as experts near retirement age.
- Be considered for funding opportunities tied to registered apprenticeship.



Want to know more about how apprenticeship benefits employers? Check out this Apprenticeship Return on Investment (ROI) calculator to see how apprenticeship can reduce employers' costs!

<http://www.miapprenticeship.org/employers/roi-calculator/>

### Benefits for Apprentices

**Apprenticeships offer huge benefits to apprentices, allowing them to:**

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

### Benefits for Everyone!

Apprenticeships help the overall labor market by fostering a culture where employers see the value in investing in their employees, and individuals, in turn, feel committed to their employers and are incentivized to remain and grow with their employer. Further, knowledge is continually handed down from expert journeypersons to individuals entering their field, providing a consistently skilled labor force in high-demand and highly technical fields.

# Key Components of a Registered Apprenticeship

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

.....

## 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.

**Related Resources:** 2.E Selecting an Apprenticeable Occupation, (3) O\*Net

## 2 Work Process

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

**Related Resources:** 1.E Types of Registered Apprenticeships, 2.H Building an Appendix A

## 3 Related Technical Instruction

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

**Related Resources:** 1.C Key Partners in a Registered Apprenticeship, 2.G Related Technical Instruction

## 4 Wage Scale

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

**Related Resources:** 2.H Building an Appendix A

## Key Partners in a Registered Apprenticeship

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

### Employers

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

### 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.

### RTI Providers

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

### Apprentices

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

### Intermediaries

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

### Workforce Development Agencies

Workforce Development Agencies (in Michigan, these are Michigan Works! Agencies or MWAs) are often involved in helping employers develop and launch apprenticeships. Among other things, MWAs offer employers access to talent and funding opportunities to support their programs.

### Related Resources

- 1.D Apprenticeship Sponsors
- (7) MI Apprenticeship Partner Contacts

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

### Typical Sponsor Responsibilities

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

- Maintain records in accordance with DOL regulations, including records documenting
  - Apprentices’ completion of RTI
  - Apprentices’ progress through the program’s work process
  - Proof of required wage increases
  - Employer EEO policy
  - Hiring procedures and HR records
- Prepare for, participate in, and resolve DOL program audits
- Work with DOL to
  - Develop program standards
  - Develop RTI and Work Process
  - Update and maintain program standards and appendices
- Register apprentices in RAPIDS (DOL online tracking system)
- Report apprentice progress to DOL through RAPIDS

### Who can be a program sponsor?

**Employers** – employers often sponsor their own apprenticeship programs.

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

**Third Party Organizations** – sometimes, a third party organization may serve as the sponsor of an apprenticeship program on behalf of employers. This essentially “outsources” the management and oversight of the program to the sponsor.

### Who can benefit from apprenticeship intermediaries?

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

### Related Resources

Section 4: Manage  
(8) WIN Apprenticeship Program

## Types of Apprenticeships

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

### Three Types of Registered Apprenticeships

#### Time-Based

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

#### Competency-Based

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

#### Hybrid

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

### Typical Apprenticeship Delivery Models

#### Traditional



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

#### Front-Loaded



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

#### Segmented



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

#### Related Resources

- 2.E Selecting an Apprenticeable Occupation
- 2.H Building an Appendix A
- (11) DOL Quick Start Toolkit

## Registered Apprenticeship Documents

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

### Registered Apprenticeship Standards



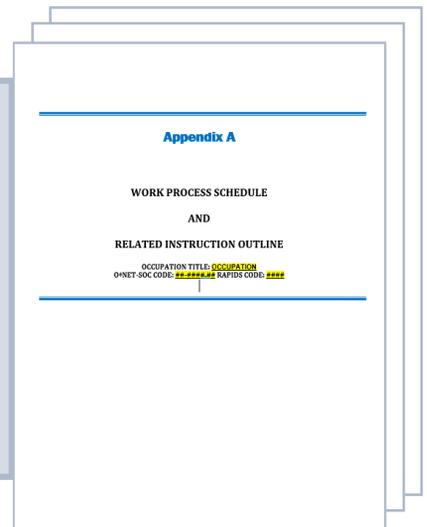
The Registered Apprenticeship Standards document is the key document in any registered apprenticeship program. The Standards describe, at a high level, how the program will run and who is responsible for key aspects of program management. The organization that signs the apprenticeship standards is the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



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

### Appendix A

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



### Related Resources

- 2.H Building an Appendix A, 2.I Sample Appendix A
- (7) MI Apprenticeship Partner & Intermediary Contacts

## Section 2: Build

### *Building a New Apprenticeship Program*

# Checklist: Build an Apprenticeship Program Employer Sponsor

**Purpose:** Lists the tasks that need to be completed in order for an employer to develop a registered apprenticeship program for which they will act as the sponsor.

✓	Task	Resource(s)
	Find DOL representative servicing your area and contact them to indicate interest	(4) MI Apprenticeship Partner Contacts
	Review materials sent by DOL, go/no go decision	
	Select occupation(s) to apprentice from the list of DOL apprenticeable occupations	(6) DOL Apprenticeable Occupations List 2.E Selecting an Apprenticeable Occupation
	Obtain samples for selected occupations (search online and/or request samples from DOL); review sample Work Process from DOL for selected occupation(s)	(7) Workforce GPS Apprenticeship Samples
	Review and customize Work Process for each occupation	2.H Building an Appendix A
	Select RTI provider(s) and request RTI	(4) MI Apprenticeship Partner Contacts
	Draft and finalize RTI curriculum	2.G Related Technical Instruction
	Define minimum wage scale (with at least one increase)	2.F Apprenticeship Wage Scale
	Send Work Process, RTI, and wage scale to DOL for review and approval	
	Review, customize, and sign Registered Apprenticeship Standards (provided by DOL)	
	Review and sign DOL Employer Agreement	
	Submit all final documents to DOL and obtain approval	

**\* Note:** The employer (sponsor) is ultimately responsible to complete each of these tasks, but they may receive guidance along the way from DOL, college, MWA, or intermediary partner!

# Checklist: Build an Apprenticeship Program Intermediary Sponsor

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

✓	Task	Resource(s)
	Contact intermediary (e.g. WIN) to indicate interest and conduct a preliminary meeting or phone call to determine next steps	(5) WIN Apprenticeship Program (4) MI Apprenticeship Partner Contacts
	Select occupation(s) to apprentice from the list of DOL apprenticeable occupations	(6) DOL Apprenticeable Occupations List 2.E Selecting an Apprenticeable Occupation
	Review and customize Work Process for each occupation (provided by intermediary sponsor)	2.H Building an Appendix A
	Select RTI provider(s) and request RTI	(4) MI Apprenticeship Partner Contacts
	Draft and finalize RTI curriculum	2.G Related Technical Instruction
	Define minimum wage scale (with at least one increase)	2.F Apprenticeship Wage Scale
	Review existing intermediary Apprenticeship Standards	
	Review and sign DOL Appendix D Employer Agreement	

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

## Types of Apprenticeship Standards

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

### FOUR TYPES OF APPRENTICESHIP PROGRAMS:

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

	GROUP	INDIVIDUAL
JOINT	<p><b>GROUP JOINT PROGRAM</b>                      Managed by a <u>joint apprenticeship committee</u> representing both employees and a union, involves <u>multiple employers</u></p>	<p><b>INDIVIDUAL JOINT PROGRAM</b>                      Managed by a <u>joint apprenticeship committee</u> representing both employees and a union, involves <u>one employer</u></p>
NON-JOINT	<p><b>GROUP NON-JOINT PROGRAM</b>  <u>No union</u> is involved in the management of the program, involves <u>multiple employers</u></p>	<p><b>INDIVIDUAL NON-JOINT PROGRAM</b>  <u>No union</u> is involved in the management of the program, involves <u>one employer</u></p>

### Multiple Appendix A's

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

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

## List of Apprenticeable Occupations

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

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

### Available Occupations

Apprenticeships can be found in all industries, from traditional sectors like Construction and Manufacturing to emerging sectors like Energy and Health Care. Here is a list of all available occupations in Registered Apprenticeship ([click here to download an Excel spreadsheet of the following list.](#)) If you’re interested in seeing which occupations can be found in emerging or Green industries, you can use the given O\*NET codes on the [O\\*NET website](#).

OCCUPATIONAL TITLE	RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
ABLE SEAMAN	1043	53-5011.01	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
ACOUSTICAL CARPENTER (Alternate Title: Acoustical Specialist)	0861	47-2081.01	8000	TB
ACOUSTICAL SPECIALIST (Existing Title: ...)				

Each occupation is on its own line

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

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/>

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



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 DOL for more information on how to do this.

## Selecting an Apprenticeable Occupation

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

### Discuss Needs With Employer

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

### Review Apprenticeable Occupations

The DOL recognizes over 1,200 occupations as being "apprenticeable" in registered apprenticeship programs. The current list of DOL-recognized apprenticeable occupations can be found at the link below. Use ctrl+F to search for the job title and key words related to the employer's needs.

**Related Resources:**

<https://www.doleta.gov/OA/occupations.cfm>



### Do Some Research

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

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

### Pull Samples & Review With Employer

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

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

### Try Again!

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

### Nothing Fits?

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

## Apprenticeship Wage Scale

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

### What

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

### 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!

### How

#### Time-Based Occupations

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

##### EXAMPLE – 8000 hour program

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

#### Competency-Based Occupations

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

##### EXAMPLE – Competency-Based program

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

## Related Technical Instruction

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

### Possible RTI Providers

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

*Community colleges (credit **or** non-credit)*

*Private training institutions*

*Unions*

*Online schools*

*Employers (internal RTI)*

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

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

### RTI Provider Requirements

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

“Meet the State DOE requirements for a vocational-technical instructor”

**- or -**

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

### How Much RTI Do I Need?

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

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

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

## Building an Appendix A

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

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

### 1 Occupation Codes

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

**Related Resources:** 2.D List of Apprenticeable Occupations, 2.E Selecting an Apprenticeable Occupation

### 3 Develop RTI

Determine the employer's preferred RTI providers, and develop the RTI course list. If a college will be providing RTI, work with the appropriate Apprenticeship Coordinator to develop a curriculum that suits the employer needs. Note: one college credit hour typically translates to 15 contact hours.

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

**Related Resources:** 2.G Related Technical Instruction

### 4 Define Wage Scale

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

**Related Resources:** 2.F Apprenticeship Wage Scale

### 2 Develop Work Process

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

Additional tools may be used to help employers build their work process for CB programs. Search for sample program 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:**

(8) WorkforceGPS Apprenticeship Samples

**CB programs:**

(9) Urban Institute National Occupational Frameworks

## Building an Appendix A, Continued

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

### 5 Define Journeyworker to Apprentice Ratio

In a registered apprenticeship, a **journeyworker** is a worker who has attained the skills, abilities and competencies that are required for their occupation, and is qualified to train an apprentice in their occupation. They may have achieved these skills through formal apprenticeship **or** through practical experience and formal training. Every registered apprenticeship must specify a required ratio of journeyworkers to apprentices to ensure that apprentices are receiving proper training and mentorship throughout their program.

For any occupation where there are safety concerns, as in most industrial or traditional trades occupations, the ratio is typically one journeyperson to one apprentice. Some less hazardous occupations (e.g. IT occupations where individuals are typically in “desk jobs”) have a ratio of one journeyworker to **two** apprentices. It’s unlikely to ever see a ratio where more than two apprentices can be learning under one journeyworker.

### 6 Define Probationary Period

Though registered apprenticeships are fully voluntary for apprentices and employers, every registered apprenticeship needs to have a defined probationary period during which the apprentice or employer may terminate the apprenticeship program without stated cause.

The probationary period cannot be more than 25% of the length of the overall program duration. E.g. for a 4000 hour apprenticeship, the probationary period cannot be more than 1000 hours.

### 7 Document Selection Procedures

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

### 8 Fill in the Appendix A Template

Complete your Appendix A draft and send it to the DOL for review and approval. Request an up-to-date template from the DOL or from your program intermediary (if applicable).

## Building an Appendix A: Example

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

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

### 1 Occupation Codes

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

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

**Related Resources:** (9) DOL Apprenticeable Occupations List

### 2 Develop Work Process

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

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

#### SAMPLE

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

#### 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
<b>TOTAL</b>	<b>8000 hours</b>

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

## Building an Appendix A: Example

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

### 3 Develop RTI

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

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

Working with the company, you draft the following RTI.

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

## Building an Appendix A: Example

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

### 4 Define Wage Scale

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

Their current wages for machinists follow these guidelines:

- 0\*-4 years' experience: \$18-\$20 per hour
- 5-10 years' experience: \$22-\$25 per hour
- 10+ years' experience: \$26-\$32 per hour

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

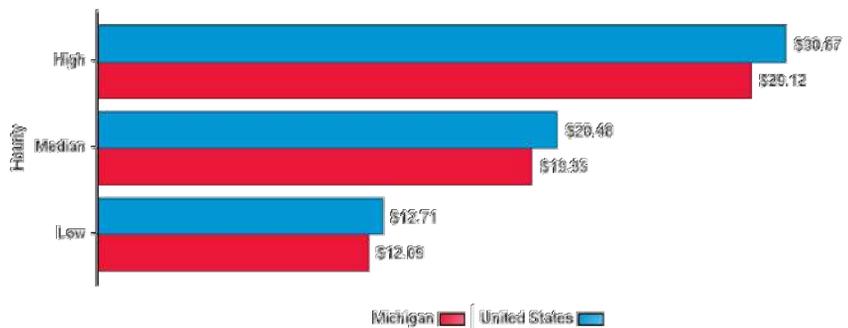
Since apprentices entering Company ABC's program are likely to have no experience or education in Machining, Company ABC sets their minimum wage scale as follows:

- Starting wage: \$14 per hour
- 2000 hours: \$15 per hour
- 4000 hours: \$16.50 per hour
- 6000 hours: \$17.50 per hour
- Ending wage (8000 hours): \$19.00 per hour



If an employer asks for feedback on their wage scale, it can be a good idea to check O\*Net for average wage information. This can help the company determine if their wages are competitive.

This chart shows average Machinist wages in Michigan and the US. Visit [ononline.org](https://ononline.org), search for the occupation of interest, and scroll down to view wage data to find a chart like this one.



### 5 Fill in the Appendix A Template

The Appendix A sample generated from this example is attached.

## Section 3: Launch

### *Launching Your New Apprenticeship Program*

## Employer Checklist: Launch Your Apprenticeship Program

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

✓	Task
	[RECOMMENDED] Develop internal, employer-specific policies. <b>RELATED RESOURCE:</b> 3.D Internal Employer Apprenticeship Policies
	Develop apprenticeship tracking and records maintenance procedures for work process and RTI completion.
	[IF HIRING NEW APPRENTICES] Connect with Michigan Works! Apprenticeship Coordinator to discuss applicable supportive services, e.g. hiring support and candidate screening, training funds, etc.
	Select apprentices (new hires or existing employees) according to HR policies and defined apprentice selection procedures (see Appendix A).
	Have apprentices review the Apprenticeship Program Standards, Appendix A, and all relevant program policies.
	Identify apprentice mentor(s) and have them review Apprenticeship Program Standards, Appendix A, and all relevant program policies.
	Complete mentor training for apprentice mentors, if needed.
	Connect apprentice with college Apprenticeship Coordinator (or relevant RTI provider contacts) to arrange apprentices' RTI registration and schedule.
	Assess apprentices' previous experience and determine whether to grant advance standing (apprentice must request credit upon registration, employer must determine how much credit to grant apprentice by end of probationary period), including: <ul style="list-style-type: none"> <li>- RTI coursework completed previously</li> <li>- prior hours worked on the job (if time-based program and existing employee)</li> </ul>
	Register apprentice(s) in RAPIDS.
	Generate Apprentice Agreement (Form 671) in RAPIDS for each apprentice, obtain apprentice signature(s), and file in the apprentice record.
	Generate pay stub or other documentation showing apprentice starting wage and file in the apprentice record.

# Employer Checklist: Launch Your Apprenticeship Program (with Intermediary)

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

✓	Task
	<p>[RECOMMENDED] Develop internal, employer-specific policies.  <b>RELATED RESOURCE:</b> 3.D Internal Employer Apprenticeship Policies</p>
	<p>Review intermediary tracking procedures, adjusting if needed.</p>
	<p>[IF HIRING NEW APPRENTICES] Connect with Michigan Works! Apprenticeship Coordinator to discuss applicable supportive services, e.g. hiring support and candidate screening, training funds, etc.</p>
	<p>Select apprentices (new hires or existing employees) according to HR policies and defined apprentice selection procedures (see Appendix A).</p>
	<p>Have apprentices review the Apprenticeship Program Standards, Appendix A, and all relevant program policies.</p>
	<p>Identify apprentice mentor(s) and have them review Apprenticeship Program Standards, Appendix A, and all relevant program policies.</p>
	<p>Complete mentor training for apprentice mentors, if needed.</p>
	<p>Connect apprentice with college Apprenticeship Coordinator (or relevant RTI provider contacts) to arrange apprentices' RTI registration and schedule.</p>
	<p>Assess apprentices' previous experience and determine whether to grant advance standing, including:</p> <ul style="list-style-type: none"> <li>- RTI coursework completed previously</li> <li>- prior hours worked on the job (if time-based program and existing employee)</li> </ul>
	<p>Share apprentice information with intermediary for entry into RAPIDS. Intermediary will enter apprentice(s) into RAPIDS and generate 671. Have apprentice(s) sign 671 and return.</p>
	<p>Generate pay stub or other documentation showing apprentice starting wage and send to intermediary for records.</p>

# Apprentice Checklist: Start Your Apprenticeship Program

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

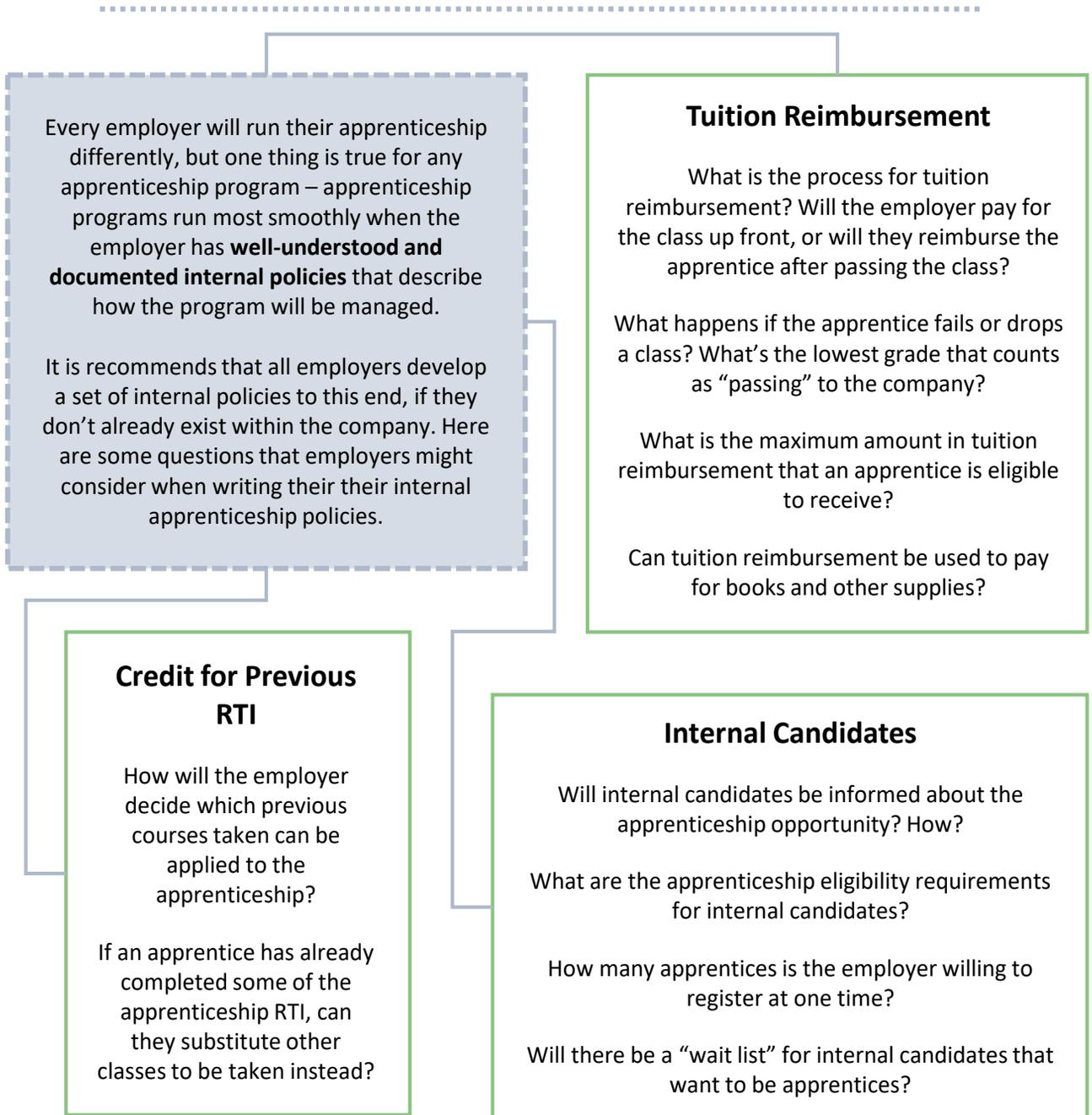
✓	Task
	Review program Appendix A, program policies, and other relevant apprenticeship program documents.
	Sign and return Apprentice Agreement (Form 671) to employer.
	[IF COLLEGE IS RTI PROVIDER] Discuss steps to enroll in classes with college Apprenticeship Coordinator, including applying to be a student at the college, completion of English and Math placement exams (if applicable), and apply for FAFSA to determine your eligibility for financial aid and grants.
	Register to enroll in first semester classes.
	Discuss work process tracking procedures with apprenticeship mentor and/or employer HR and finalize process for submission of work process progress.
	Provide your employer with relevant documentation of previously completed training and education that may count towards your apprenticeship. This may include: <ul style="list-style-type: none"> <li>- college transcripts</li> <li>- certificates of completion for relevant training, etc.</li> </ul>
	[IF AN EXISTING EMPLOYEE IN A TB or HY PROGRAM*] Document previous hours worked in each work process category to submit for consideration for advanced standing in the program. Share with your mentor/supervisor for review and approval.



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.

## Internal Employer Apprenticeship Policies

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



## Credit for Previous Experience

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

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

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



Each employer can determine how much credit towards their time-based or hybrid work process an apprentice should receive, but must do so uniformly for all apprentices. Apprentices must be registered for a minimum of six months (about 1000 hours). Credit for previous experience is entered directly in RAPIDS once the employer has decided how much credit to grant their apprentice(s). For additional guidance, consult with the DOL.

### Example

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

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

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.

## Credit for Previous RTI

**Purpose:** Outlines the process an employer may take in granting an apprentice credit for RTI 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.

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



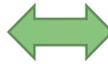
Courses in an apprentice’s background need not articulate directly to classes included in the apprenticeship RTI in order to grant the apprentice credit against their apprenticeship RTI.

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

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

### Examples

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



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

Provider	Class Name
College XYZ	Industrial Safety



Provider	Class Name
Company	Company-Specific Safety Training



Provider	Class Name
Private Provider	OSHA 10 Certification

Provider	Class Name
College XYZ	Remedial English
College XYZ	Composition I



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.

## Section 4: Manage

### *Ongoing Management of a Registered Apprenticeship Program*

## Program Records

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



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

### Required Program Records

#### Apprenticeship Program Standards & Appendices

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

#### Program Revisions

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

#### Selection Procedures, HR Policies, and HR Records

Internal HR policies that demonstrate compliance with the selection procedures listed in the Appendix A

#### Affirmative Action Plan

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

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

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

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

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

## Apprentice Records

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

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

### Required Apprentice Records

#### Apprentice Work Process (WP) Progress

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

#### Apprentice RTI Progress

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

#### Adherence to Wage Scale

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

#### Credit for Previous Experience & RTI

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

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

## DOL Quality Assurance

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



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

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

### Provisional Quality Assurance

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

### Addressing Issues

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

### Program Performance Standards

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

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

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



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

## Work Process Tracking Methods

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

### Frequency

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

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

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

### Hours Tracking

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

**Related Resources:** 5.4 Sample TB WP Tracking Template

### Competency Tracking

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

**Related Resources:** 5.5 Sample CB WP Tracking Template

### Tracking Tools

#### Web-Based

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

**Related Resources:** (10) Online Apprenticeship Tracking Tool

#### Templates

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

**Related Resources:** 5.4 Sample TB WP Tracking Template, 5.5 Sample CB WP Tracking Template

## Notes



## Notes



## Notes

