Registered Apprenticeship is a proven training strategy that teaches and improves the skills of the American Workforce and enhances the efficiency and productivity of American industries. Investment in the U.S. Registered Apprenticeship system represents a wise use of government dollars, paying for itself many times over.

America faces critical shortage of skilled workers. Expanding registered apprenticeship opportunities offers an effective approach to meet the needs of U.S. industry and citizens in search of high quality training and a good career.
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SECTION 1

Annually there are approximately one-half million registered apprentices trained by American industry. They are learning under the guidance of experienced skilled workers in such occupations as aircraft mechanic, computer operator, machinist, dental laboratory technician, wine maker, electrician, drafter, electronic technician, operating engineer, maintenance mechanic, chef and many more. Business, labor, and government work together to promote apprenticeship and to develop sound standards for its practice.

Looking Backward
Since time immemorial, people have transferred skills from one generation to another in some form of apprenticeship. Four thousand years ago, the Babylonian Code of Hammurabi provided that artisans teach their crafts to youth. The records of Egypt, Greece, and Rome from earliest times reveal that skills were still being passed on in this fashion. When youth in olden days achieved the status of skilled workers, they became important members of society. The status given the skilled worker was well placed. As we all know, many countries no longer have kings but still have skilled workers.

Indenture Imported From Europe
When America was settled, skilled workers coming to the New World from England and other European countries brought with them the practice of indenture and the system of master-apprentice relationships. Indenture derived its name from the English practice of tearing indentions or notches in duplicate copies of apprenticeship forms. This uneven edge identified the copy retained by the apprentice as a valid copy of the form retained by the master. In those days, both the original and the copy of the indenture were signed by the master and the parent or guardian of the apprentice. Most of the apprentices were 14 years of age or younger. The modern apprenticeship agreement is signed by the employer; by a representative of an apprenticeship committee, or both; and by the apprentice. If the apprentice is a minor, the parent or guardian also signs.

Apprenticeship Undergoes Change
With the expansion of industry following the industrial revolution, the apprenticeship system was revolutionized to apply to the new machine age. The early system of “domestic apprenticeship,” in which the apprentice lived with a master and was dependent upon the master for food and clothing as well as shelter, disappeared. Employers changed compensation to the payment of wages, although insignificant compared with today’s wages, graduated in accordance with a predetermined scale. The term “master,” however, continued in some occupations, and “master machinist” and “master plumber” are still familiar terms. The effect of the modern system of division of function began to make itself felt in the first half of the 19th century. In many occupations, skilled workers who in the past had engaged their apprentices for five years to teach them all aspects of the occupation began to teach them only one part of the job that could be learned in a few months. Apprenticeship systems, in keeping with the new era, were gradually developed in the growing industries, at first in the iron foundries and shipbuilding yards, and later in machinery and electrical equipment plants, government arsenals, navy yards, and printing shops. Not until the latter part of the nineteenth
century were any apprenticeship systems begun that were at all comparable with those of today. However, the number of plants in which apprentices were trained was limited and the training was, for the most part, somewhat sketchy when measured by modern standards. The great majority of skilled workers still came from abroad. Most of the workers who acquired their skills in this country learned on their own by watching and getting the advice of experienced workers, by sheer persistence, and by trial and error.

**Graduated Wages For Apprentices**

An 1865 indenture used by the Pennsylvania Railroad provides one of the first examples of a graduated wage scale paid to apprentices. It prescribed 50 cents for a 10-hour day in the first 620 days of training, 60 cents a day in the next 310 days, and 80 cents a day for the balance of the apprenticeship term. A bonus of $124 was paid when an apprentice completed training. In the late 1960s, the starting wage for maintenance-of-equipment apprentices employed by railroads averaged $2.54 an hour, more than five times the starting wage for 10 hours in 1865 and increased to $2.94 during the final period. Today all Registered Apprenticeship programs adhere to graduated wages. The national average starting wage for an Apprentice is $13.57 and the completion wage is $24.07.

**First Apprenticeship Legislation**

The first legislation in the United States to promote an organized system of apprenticeship was enacted in Wisconsin in 1911. The law placed apprenticeship under the jurisdiction of an industrial commission. This followed the enactment of state legislation requiring all apprentices to attend classroom instruction five hours a week. In the 1920s, national employer and labor organizations, educators, and government officials began a concerted effort to bring about a national, uniform apprenticeship system. In the forefront of this movement were representative groups of the construction industry. The need for comprehensive training of apprentices had become a vital necessity in the boom days following World War I. Immigration was curtailed after the war, so fewer skilled workers were entering from other countries. The combined effort of the various groups led in 1934 to the participation of the Federal Government in the national promotion of apprenticeship. The Federal Committee on Apprenticeship, composed of representatives of Government agencies, was appointed by the Secretary of Labor to serve as the national policy-recommending body on apprenticeship in the United States. It was to assume the responsibilities with respect to apprentices and their training under industrial codes formulated by the National Recovery Administration.

**National Apprenticeship Law Is Enacted**

In 1937, Congress passed the National Apprenticeship Law. This law, popularly known as the Fitzgerald Act, was enacted.

**The National Apprenticeship Act**

50 Stat. 663; 29 U.S.C 50 states: "To enable the Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards. Be it enacted by the Senate and House of Representatives of the United States of America in congress assembled, That the Secretary of Labor is hereby authorized and directed to
formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices, to extend the application of such standards by encouraging the inclusion thereof in contracts of apprenticeship, to bring together employers and labor for the formulation of programs of apprenticeship, to cooperate with State agencies engaged in the formulation and promotion of standards of apprenticeship, and to cooperate with the National Youth Administration and with the Office of Education of the Department of the Interior in accordance with section 6 of the Act of February 23, 1917 (39 Stat. 932), as amended by Executive Order Numbered 6166, June 10, 1933, issued pursuant to an Act of June 30, 1932 (47 Stat. 414), as amended. Sec. 2. The Secretary of Labor may publish information relating to existing and proposed labor standards of apprenticeship, and may appoint national advisory committees to serve without compensation. Such committees shall include representatives of employers, representatives of labor, educators, and officers of other executive departments, with the consent of the head of any such department. Sec. 3. On and after the effective date of this Act the National Youth Administration shall be relieved of direct responsibility for the promotion of labor standards of apprenticeship as heretofore conducted through the division of apprentice training and shall transfer all records and papers relating to such activities to the custody of the Department of Labor. The Secretary of Labor is authorized to appoint such employees as he may from time to time find necessary for the administration of this Act, with regard to existing laws applicable to the appointment and compensation of employees of the United States: Provided, however, That he may appoint persons now employed in division of apprentice training of the National Youth Administration upon certification by the Civil Service Commission of their qualifications after non-assembled examinations. Sec. 4. This Act shall take effect on July 1, 1937, or as soon thereafter as it shall be approved. Approved, August 16, 1937."

**Labor Standards For The Registration Of Apprenticeship Programs**

*(TITLE 29 CFR PART 29)* This part sets out labor standards, policies and procedures relating to the registration, cancellation and de-registration of apprenticeship programs and of apprenticeship agreements by the Office of Apprenticeship (OA), the recognition of a State Apprenticeship Council (SAC) or Agency (SAA) as the appropriate agency for registering local apprenticeship programs for certain Federal purposes.

**Equal Employment Opportunity In Apprenticeship And Training**

*(TITLE 29 CFR PART 30)* This part sets forth policies and procedures to promote equality of opportunity in apprenticeship programs registered with the U.S. Department of Labor and in state apprenticeship programs registered with recognized state apprenticeship agencies. These policies and procedures apply to the recruitment and selection of apprentices, and to all conditions of employment and training during apprenticeship.

**Modern Apprenticeship Programs**

The Fitzgerald Act of 1937 set the pattern for today’s system of Federal Government assistance in apprenticeship programs. The Federal Committee on Apprenticeship was reorganized and enlarged to include equal representation of employers and labor, plus a representative of the U.S. Office of Education. The Apprentice-Training Service
(formerly the Bureau of Apprenticeship and Training; presently the Office of Apprenticeship) was established as the national administrative agency in the Department of Labor to carry out the objectives of the law, guided by the recommendations of the Federal Committee on Apprenticeship. Since 1937, the Office of Apprenticeship has worked closely with employers and labor groups, vocational schools, state apprenticeship agencies, and others concerned with apprenticeship programs in U.S. industry. The Office of Apprenticeship represents all 50 States. Its functions are advisory, technical, and promotional. It does not itself conduct training programs. A major means for promoting apprenticeship is through a wide exchange of information on the advantages and methods of well-organized and well-run apprenticeship programs. The Office of Apprenticeship disseminates this information widely through newspapers, industrial periodicals, discussions at annual conventions of employer associations and unions, and regional apprenticeship conferences.

Apprenticeship Benefits For Youth And Industry
For young persons just starting out in the world of work, apprenticeship has important advantages. It offers an efficient way to learn skills, for the training is planned and organized and is not haphazard. The apprentices “earn as they learn,” for they are already workers. When their apprenticeship is completed, youth are assured of a secure future and a good standard of living because the training is in occupations where skills are much in demand. Opportunities for employment and advancement open up with the recognition that the apprentices are now skilled workers. Industry too benefits greatly. Registered Apprenticeship programs develop skilled workers competent in all branches of their occupations and able to work without close supervision because their training has enabled them to use imagination, ability, and knowledge in their work.

Women In Apprenticeship
Increasing numbers of women in apprenticeship reflect some of our changing attitudes about whose hands may do our skilled work. From 1900 to 1960, each decennial census showed that women held only 2 to 3 percent of the jobs in skilled occupations, a figure that varied only during World War II. However, by 1982 women had more than doubled their share, holding nearly 6.5 percent of the jobs in skilled occupations. They account for nearly a million skilled workers. All skilled occupations now report at least some women at work. They include such traditionally “men’s” jobs as automobile mechanics, carpenters, heavy equipment mechanics, and telephone installation and repair workers. Despite this progress, many women still do not use the apprenticeship route to a well-paid occupation. The majority of women in apprenticeship are found in cosmetology and a few other occupations. Through federally funded outreach programs, the Department of Labor and local and national organizations are trying to broaden the horizons of women, counselors, prospective employers, and apprenticeship councils.

Veterans in Apprenticeship
For eligible veterans, apprenticeship offers special opportunities. When they enter approved apprenticeship programs, they may receive in addition to their wages a monthly training assistance allowance. In addition, some veterans will be already eligible for skilled worker status when they are discharged, as the result of an agreement between the
armed services and the Department of Labor. Under the plan, they will develop training programs in apprenticeable occupations, such as operation and repair of heavy equipment, with the help of labor and management representatives of that skilled. Work experience in the occupation can be counted toward the credits required for skilled worker status. Those who fall short of the required credits at the time of discharge will receive counseling on how to meet the remaining requirements.
Vision For 21st Century Apprenticeship

While everyone knows that apprenticeship is a proven training model for construction, not everyone knows that Apprenticeship in the 21st century is keeping pace with economic changes and offers skills development, a competency-based training system, and interim credentials in high growth, high demand industries, such as Healthcare, Biotechnology, Advanced Manufacturing and Information Technology.

Registered Apprenticeship is an important talent development strategy and a critical post-secondary education and training alternative in the suite of options offered through the workforce system, as demonstrated through the following concepts:

Critical Education and Training Model: Apprenticeship is a critical education and training model for developing 21st century skills to meet the needs of high growth, high demand industries and to support a competitive workforce, which is essential to our nation’s economic growth.

Talent Development Solution Meeting Business Needs: In a demand-driven workforce system, federal, state, and local workforce and apprenticeship staff work collaboratively with business and industry, education and training providers, and other key partners to develop workforce solutions to provide workers with the skills businesses need. The Registered Apprenticeship system coordinates with industry leaders to define competency models that help shape workforce education. Using these competency models, Registered Apprenticeship provides workers with quantifiable skills and portable industry-recognized credentials that meet business needs and requirements.

Expanded Training Options for Workers: Apprenticeship training opportunities should be routinely integrated into career guidance and career exploration services offered through the One-Stop delivery system, both virtually and as part of staff assisted services. By better integrating Registered Apprenticeship as a critical post-secondary training option, workers and employers will have greater access to expanded training services through the One-Stop Career Centers.

Integration Strategies and Policies: To ensure that the workforce system consistently integrates Registered Apprenticeship in service delivery strategies for businesses and current and future workers, it is critical to develop strategies, policies, and service delivery models that fully integrate apprenticeship as a workforce solution and an education and training alternative for students and workers accessible through the One-Stop delivery system.

Broader Human Resource Development System: Workforce system leaders must promote workforce investment policies, including those driving the use of federal workforce investment system funds that recognize apprenticeship as a critical component
of the greater human resource development system and a valuable workforce education and preparation strategy.
SECTION 3

Office Of Apprenticeship

The Office of Apprenticeship, Employer and Labor Services (OATELS) and the Bureau of Apprenticeship and Training (OA) have been combined and our official title is now:

“Office of Apprenticeship (OA)”

The Office of Apprenticeship develops materials and conducts a program of public awareness to secure the adoption of training in skilled occupations and related training policies and practices used by employers, unions, and other organizations; develops policies and plans to enhance opportunities for minority and female participation in skilled training; and coordinates the effective use of Federal, labor, and resources to create a clear training-to-employment corridor for customers of the workforce development system. OA engages in partnership activities, ensuring quality service and customer satisfaction. The National Apprenticeship Act authorizes the Federal government, in cooperation with the States, to oversee the nation’s apprenticeship system. The U.S. Department of Labor’s Office of Apprenticeship and individual State Apprenticeship Councils and Agencies are responsible for:

- Registering Apprenticeship programs that meet Federal and State Standards
- Protecting the safety and welfare of apprentices
- Issuing nationally recognized and portable Certificates of Completion to apprentices
- Promoting the development of new programs through marketing and technical assistance
- Assuring that all programs provide high Quality training
- Assuring that all programs provide training that produce skilled competent workers

Office of Apprenticeship is part of the Employment and Training Administration (ETA)
Section 4

Role of The Apprenticeship and Training Representative (ATR)

➢ Provide technical services at “NO” cost to potential and existing program sponsors;
➢ Provide on-going technical assistance and consultation services;
➢ Assist with the development of standards to include work process and related instruction requirements;
➢ Register programs and Apprentices; and
➢ Conduct program compliance reviews.
➢ Collaborate with our Customers:
   ❖ Workforce Development Community
   ❖ Community and Private Colleges
   ❖ Current Sponsors
   ❖ Employer Associations
   ❖ Private Employers
   ❖ Labor/Management Organizations
   ❖ Industry Groups
   ❖ Technical Schools
   ❖ Faith-Based and Community-Based Organizations
   ❖ Civic Organizations
   ❖ The Apprentice
➢ Other Government Agencies:
   • Veterans
   • State Dept. of Economic Development
   • Dept. of Education
   • Job Corps
   • U. S. Dept of Veterans Affairs
   • Bureau of Prisons (State and Federal)
   • Probation Offices (State and Federal)
Section 5

Below are Common Questions asked by Workforce Professionals

What Is A Registered Apprenticeship?

Registered Apprenticeship is a national training system that combines paid learning on-the-job and related technical and theoretical instruction in a skilled occupation. The purpose of a Registered Apprenticeship program is to enable employers to develop and apply industry standards to training programs that can increase productivity and improve the quality of the workforce. In the United States today, 250,000 separate employers offer Registered Apprenticeship employment and training to almost 450,000 apprentices in such industries as construction, manufacturing, transportation, telecommunications, information technology, biotechnology, retail, health care, the military, utilities, security, and the public sector. By providing on-the-job learning, related classroom instruction, and guaranteed wage structures, employers who sponsor apprentices provide incentives to attract and retain more highly qualified employees and improve productivity and services. Regions that adopt robust Registered Apprenticeship programs in the context of economic development strategies create seamless pipelines of skilled workers and flexible career pathways to meet current and future workforce demands. Apprenticeship programs registered with the Federal Government are called "Registered Apprenticeship Programs.” Registered Apprenticeship programs meet federally approved and industry-endorsed standards relating to job duties, related classroom instruction, wages, and safety and health conditions. These standards are contained in the Federal legislation known as the Labor Standards for the Registration of Apprenticeship Programs (Title 29 CFR Part 29) and the Equal Employment Opportunity in Apprenticeship and Training (Title 29 CFR Part 30). The Office of Apprenticeship (OA), which is part of the United States Department of Labor, is the national administrative agency that carries out the objectives of the law.

Who Administers Registered Apprenticeship?

Office of Apprenticeship provides apprenticeship services in all fifty States, and registers programs and apprentices in the 24 States where there is no State Apprenticeship Council (SAC) or Agency (SAA).

**REGION I**
- Boston
- Connecticut
- Maine
- Massachusetts
- Maryland
- New Hampshire
- New York
- Puerto Rico
- Rhode Island
- Vermont
- Virgin Islands

**REGION II**
- Delaware
- District of Columbia
- Pennsylvania
- New Jersey
- Virginia
- West Virginia

**REGION III**
- Alabama
- Florida
- Georgia
- Kentucky
- Mississippi
- North Carolina
- South Carolina
- Tennessee
Who Operates And Pays For Registered Apprenticeship Training?

Joint employer and labor groups, individual employers, and employer associations sponsor apprenticeship programs. Employers (with or without union affiliation) can sponsor an Apprenticeship Program. Employers normally agree that apprentices generate a net return during their apprenticeship. The sponsor of an apprenticeship program plans, administers, and usually pays for the program. Recently, Private Colleges, Community Colleges, Workforce Development, Faith, and Community Based Organizations have collaborated with business and industry to sponsor registered apprenticeship programs through employer-participation agreements.

Types of Apprenticeable Programs

Group-joint (GJ) — Multi-employers (group) jointly administered by labor and management.

Individual Joint (IJ) — individual employer with labor organization involved.

Group Non-joint (GNJ) — employer group with no labor organization involved.

Individual Non-joint (INJ) — individual employer with no labor organization involved.

Group Waiver (GW) — employer group where either the employer group or the labor organization has voluntarily waived participation.

What Is An Apprenticeable Occupation?

An apprenticeable occupation is a skilled occupation that possesses all of the following characteristics:
- It is clearly identified and commonly recognized throughout an industry.
- It is customarily learned in a practical way through a structured, systematic program of on-the-job supervised training.
It involves manual, mechanical, or technical skills and knowledge that require a minimum of 2,000 hours of on-the-job work experience (more hours for more complex occupations.)

It requires related classroom instruction to supplement the on-the-job training.

**How Many Occupations are Apprenticeable?**

Nationwide, there are registered apprenticeship programs for approximately 1000 occupations and that number continually grows. A few of the traditional skilled occupations in which apprentices are being trained are: automotive technician, baker, bricklayer, carpenter, electrician, machinist, maintenance mechanic, operating engineer, painter, roofer, sheet metal worker, structural steel worker, and tool and die maker. However, there are many other occupations that have apprenticeship programs. Examples of these occupations are computer programmer, computer service mechanic, dairy technologist, dental assistant, electronics technician, environment analyst, fire fighter, horticulturist, insurance claims adjuster, laboratory technician, optical technician, wastewater treatment plant operator, chef, and many others. *(Contact your Local State Director or Apprenticeship Representative for the current List.)*

**How Long Are Apprenticeship Programs?**

The length of an apprenticeship program depends on the complexity of the occupation and the type of program (Time Based, Competency Based, or a Hybrid). Apprenticeship programs range from 1 year to 6 years, but the majority are 4 years in length. During the program, the apprentice receives both structured, on-the-job learning (OJL) and related classroom instruction (RTI). For each year of the apprenticeship, the apprentice will receive normally 2,000 hours of on-the-job training and a recommended minimum of 144 hours of related classroom instruction. *For the apprentice, this translates into an educational benefit worth thousands of dollars!*

**Time-Based Requirements**

A time-based occupation requires a minimum of 2,000 hours, which includes an outline of the specific work processes and the approximate time requirement for each individual work process under that occupation.

**Competency/Performance Program Requirements**

Competency/performance based apprenticeship programs are premised on attainment of demonstrated, observable and measurable competencies in lieu of meeting time based work experience and on-the-job learning. However, these programs still have to comply with the requirement for the allocation of the approximate time to be spent in each major process. Therefore, work experience process schedules and related instruction outlines must specify approximate time of completion or attainment of each competency, which can be applied toward the 2,000-hour requirement (competencies demonstrated not withstanding and assuming no credit for previous experience). In competency/performance based programs apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of
completion or attainment due the open entry and exit design. Competency is defined as, “An observable, measurable pattern of skills, knowledge, abilities, behaviors and other characteristics that an individual needs to perform work roles or occupational functions successfully.”

Competency/performance based training programs have the following characteristics:

- Competencies should be identified and defined through a job/task analysis and directly related to the job/role.
- Organized learning activities should be structured and wherever possible, self-paced with open entry and open exit.
- Measures or tests of competency attainment should be observable, repeatable and agreed to in advance.
- Work experience process schedules and related instruction outlines should include the approximate time/hours or minimum - maximum times/hours for each competency attained in order to document successful completion.

_Hybrid Program Requirements_

In addition to time-based programs which have a fixed set time for completion (i.e., 2,000, 4,000, 6,000 hours) and competency/performance based programs, a third alternative has evolved which, in effect, is a “hybrid” of the two types of programs previously mentioned. This third type of program is basically a combination of time and performance considerations whereby work processes are developed with a minimum - maximum time/hours for each task or job requirement (i.e., minimum 200 hours - maximum 400 hours). _[Reference Bulletin 95-06]_

_How Does On-The-Job Learning (OJL) Work?_

OJL is structured around a "work process.” A work process is an outline of the skills and competencies of an occupation that the apprentice must master during the apprenticeship. Work processes are developed in cooperation with the Office of Apprenticeship and the employers or unions based on national industry standards. Sponsors are responsible for structuring the OJL component of their apprenticeship program based on a work process for that occupation. A work process may be modified to meet individual employer needs, but only under the guidance and approval of the OA and/or the SAC or SAA. Although modifications are allowed for individual employers, the resulting OJL must be substantially the same as the national standards for that occupation.

_Who Supervises On the Job Learning (OJL)?_

OJL is supervised by an experienced worker known as a journey worker (mentor), the status the apprentice will receive after successfully completing their apprenticeship. The sponsor appoints journey worker mentors. During OJL training, the apprentice works under the supervision of the mentor. Under the mentor's guidance, the apprentice performs increasingly complex tasks under less and less supervision by the mentor, as the apprentice gradually masters the skills and competencies of the occupation.

_What Is Related Training Instruction (RTI)?_
The related training instruction of a registered apprenticeship program supports the OJL component of the occupation. It provides the theoretical and technical knowledge, and the techniques of the occupation, needed by the apprentice to become competent in the occupation. It also includes detailed discussions of how typical tasks are performed and the safety precautions that must be taken.

**Who Provides The Related Classroom Instruction?**

Related classroom instruction may take place through a variety of delivery systems, depending on the requirements of the program. Related classroom delivery systems may include, but are not limited to vocational-technical schools and institutes, in-house instruction, college-related instruction, industry schools, on-line, or a combination of the above.

**Do Apprentices Receive Wages?**

Yes! Apprentices in registered apprenticeship programs “earn while they learn,” because they are full-time employees during their apprenticeship. Generally, apprentices start at 50% of the wage an employer pays an experienced worker in that occupation (but the apprentice cannot receive less than the state minimum wage). The apprentices' wages are increased periodically throughout the apprenticeship to reflect their mastery of the occupational skills and their ability to work independently. The sponsor increases apprentices' wages by periods of time, such as every 6 months or once a year, for each year of the apprenticeship program. These periodic wage increases are known as a "wage schedule.” In developing and implementing a wage schedule, the sponsor agrees to grant periodic wage increments if the apprentices are performing satisfactorily. The Office of Apprenticeship helps sponsors develop the wage schedule for their individual apprenticeship program. Where there is a collective bargaining agreement in force, apprentice wage schedules will follow the provisions of the collective bargaining agreement.

**What About Credentials?**

Upon successful completion of both the on-the-job learning (OJL) and the related classroom training instruction (RTI), graduating apprentices receives a "Certificate of Completion of Apprenticeship Training,” indicating that the apprentice has successfully completed the OJL and RTI component of the apprenticeship program. These certificates are signed by the Secretary of Labor and issued by the Office of Apprenticeship or, in those states not having such an agency, by the state apprenticeship agencies in accordance with its recommended standards. Certificates of Completion are "portable," meaning they are recognized throughout an industry because registered apprenticeship training programs are based on industry standards.

**Who Does Registered Apprenticeship Serve?**
Both men and women at least 16 years old are eligible to apply. However, most sponsors require that applicants be at least 18 years old, because insurance policies frequently cover only workers 18 years and over (unless under age applicants are enrolled in a specific educational program such as the cooperative education program or the registered apprentice program that provides exceptions). In the U.S today, over 30,000 program sponsors representing over a quarter million employers, industries and companies offer registered apprenticeship training to approximately one half million apprentices. These programs serve a diverse population including minorities, women, youth and dislocated workers.

**What Are The Entrance Requirements?**

Federal regulations require that apprentices be selected on the basis of objective and specific standards. Applicants must be treated equally during the selection process without regard to race, religion, color, sex, or national origin. Generally, program sponsors look for prospective apprentices who have the mechanical and mental abilities to master the techniques and technology of the occupation. Therefore, sponsors set qualification standards that applicants must meet. Requirements vary from occupation to occupation, program to program. For example, an applicant may be required to pass an aptitude test, hold a high school diploma, meet a minimum age requirement, pass occupationally essential physical requirements, have acceptable school grades, have work experience in a similar field, and be interviewed. Other programs may have more specific requirements, such as a driver's license or the ability to work with a team. The minimum level of education required also varies. Most programs require entrants to have a high school diploma or its equivalent. Despite the level of education required, apprentices need a firm grounding in reading, writing, and mathematics - all basic to skilled and technical occupations.

**Do Veterans Receive Their VA Benefits?**

Yes! Veterans may qualify for benefits while enrolled in a registered apprenticeship program and are encouraged to contact the Veterans Education and Training Office or the Office of Apprenticeship. Registered Apprenticeship programs are approved for veterans’ benefits under the Montgomery GI Bill. Work experience in their military occupation can be counted toward the credits required for skilled worker status. Provides Employment and certifications to our Veterans!

**Are There Apprenticeship Linkage Programs For Youth?**

High school students may be eligible to enroll in a registered apprenticeship program while still in high school. This is a "linkage" or also known as “School to Apprenticeship” program. Students must have both school and employer approval to enroll in a linkage program. Students enrolled in a linkage program attend school part-time and work part-time as apprentices. Upon graduation, they are expected to continue
with their sponsor as full-time apprentices, eventually reaching journey worker status. Graduating linkage students may be granted advanced standing in their adult apprenticeship for their secondary school occupational program experience. All state child labor laws must be followed. Schools, and employers interested in setting up a linkage program should contact their local Apprenticeship Representative.

To Sum Up.....

Key Points

- Registered Apprenticeship is one of the few training approaches, public or private, in the United States that is driven directly by the demands of industry.
- Private and public sector industries and/or organizations can become a sponsor of an Apprenticeship Program.
- Apprenticeship Programs can be designed as time-based, competency-based, and/or a combination of both.
- Nationally recognized programs that provide high-level certification and certificates that meet industry standards.
- Registered Apprenticeship differs generally from other forms of OJT or Internship programs in its duration, its objectives, and its related training instruction component; it differs more specifically in that the terms and conditions of employment and training are stated in advance. Registered Apprenticeship provides a well-paying job as it develops marketable skills, because apprentices are employees, they are not training or attending school for a job that may or may not exist when the training or schooling is completed. Apprentices are training and working on the career.

Key Elements of Apprenticeship

- Employment
- Structured, on-the-job learning
- Related Training Instruction
- Incremental wage increases as skill and productivity levels increase
- Development of employees by qualified mentors
- Driven by industry
- Flexible system
- Nationally recognized and portable credentials
- Career development and pathways
- Academic Partnerships have been forged with community colleges that allow apprentices to earn Associate’s degree while serving their Apprenticeship
- Linkages with the workforce system, and One-Stop Career Centers

Key Elements for Standards of Apprenticeship

Programs registered by the Office of Apprenticeship must provide that:

- the starting age of an apprentice is not less than 16;
- there is full and fair opportunity to apply for apprenticeship;
there is a schedule of work processes in which an apprentice is to receive training and experience on the job;
- the program includes organized instruction designed to provide apprentices with knowledge and technical subjects related to their trade (a minimum of 144 hours per year is normally considered necessary);
- there is a progressively increasing schedule of wages;
- proper supervision of on-the-job training with adequate facilities to train apprentices is insured;
- the apprentice’s progress, both in job performance and related instruction, is evaluated periodically and appropriate records are maintained;
- there is employee-employer cooperation;
- successful completions are recognized; and
- there is no discrimination in any phase of selection, employment, or training.

SECTION 6

Benefits of Registered Apprenticeship

Business and Labor benefits by addressing their skilled labor shortage needs by developing customized training programs utilizing both academic and on-the-job training models; Greater competence of employees; Reduces variance in performance; Greater employee retention; Lower investment in recruitment; Improved quality of service and product

The College(s) benefits by collaborating with the Office of Apprenticeship and, businesses/labor organizations in developing customized training program specifically for their unique skilled occupations. Registered Apprenticeship attracts students who normally would not be attending College. One-Hundred percent employment rates for graduating apprentice students. Some registered apprenticeship programs also have dual accreditation through post-secondary institutions that apply credit for apprenticeship completion towards an Associate Degree.

The Worker benefits through the Apprenticeship Agreement, an apprentice, as an employee, receives supervised, structured on-the-job training combined with related technical instruction. The instruction, usually classroom study, in a specific occupation can be held at public secondary or post-secondary schools, employer or union-sponsored schools or community colleges. Providing the workers with Portable Credentials, full time employment/career, college credit (in some states). For the apprentice, this translates into an educational benefit worth thousands of dollars. Eligible veterans receive VA educational benefits while participating in an approved program. Individuals completing formal training through registration with this office will receive validated credentials as fully qualified journey level workers.
The Economy benefits by providing value added services to the business community; by obtaining greater access to high paying, high skilled jobs; greater visibility in the employer community; greatly enhancing their performance through a joint relationship with the Apprenticeship program. Increased competitive edge in global economy. Lessened need to import skilled workers. Because apprentices pay income taxes on their wages, it is estimated that every $1 the Federal government invests yields more than $24 in revenues. If all 500,000+ apprentices earn an average income of $15,000 (a very low average), this generates nearly $1 billion in Federal tax revenues alone, a significant return on Federal and State investments.

Overall, everyone benefits!

Section 7

Apprenticeship Standards

When program sponsors voluntarily request approval of their training programs, they also voluntarily choose to come under various state and federal regulations affecting the conduct of their training programs. The approved apprenticeship/training standards set forth the terms and conditions of training.

Companies that meet the requirements of 29 CFR 29 and 29 CFR 30 (if applicable) can be registered with the U.S. Department of Labor. 29 CFR 29 paragraphs 29.5 Standards of Apprenticeship outlines the requirements for a business/organization to be Apprenticeship program to be eligible for registration by a registration/agency, these are COMMONLY KNOWN AS THE 22 STEPS:

(a) The program is an organized, written plan embodying the terms and conditions of employment, training, and supervision of one or more apprentices in the apprenticeable occupation, as defined in this part, and subscribed to by a sponsor who has undertaken to carry out the apprentice training program.

(b) The program standards contain the equal opportunity pledge and, when applicable, an affirmative action plan, a selection method authorized in accordance with 29 CFR 30 or similar requirements expressed in a State Plan for Equal Employment Opportunity in Apprenticeship adopted pursuant to 29 CFR part 30 and approved by the Department, and provisions concerning the following:
(1) The employment and training of the apprentice in a skilled trade;

(2) A term of apprenticeship, not less than 2,000 hours of work experience, consistent with training requirements as established by industry practice;

(3) An outline of the work processes in which the apprentice will receive supervised work experience and training on the job, and the allocation of the approximate time to be spent in each major process;

(4) Provision for organized, related, and supplemental instruction in technical subjects related to the trade. A minimum of 144 hours for each year of apprenticeship is recommended. Such instruction may be given in a classroom through trade or industrial courses, or by correspondence courses of equivalent value, or other forms of self-study approved by the registration/approval agency;

(5) A progressively increasing schedule of wages paid to the apprentice consistent with the skill acquired. The entry wage shall be not less than the minimum wage prescribed by the Fair Labor Standards Act, where applicable, unless a higher wage is required by other applicable Federal law, State laws respective regulations, or by collective bargaining agreement;

(6) Periodic review and evaluation of the apprentice's progress in job performance and related instruction; and the maintenance of appropriate progress records;

(7) The numeric ratio of apprentices to journeymen consistent with proper supervision, training, safety, and continuity of employment, and applicable provisions in collective bargaining agreements, except where such ratios are expressly prohibited by the collective bargaining agreements. The ratio language shall be specific and clear as to application in terms of jobsite, workforce, department, or plant;

(8) A probationary period reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of apprenticeship;

(9) Adequate and safe equipment and facilities for training and supervision, and safety training for apprentices on the job and in related instruction;

(10) The minimum qualifications required by a sponsor for persons entering the apprenticeship program, with an eligible starting age not less than 16 years;

(11) The placement of an apprentice under a written apprenticeship agreement as required by the State apprenticeship law and regulation, or the Office of Apprenticeship where no such State law or regulation exists. The agreement shall directly, or by reference, incorporate the standards of the program as part of the agreement;
(12) The granting of advanced standing or credit for previously acquired experience, 
training, or skills for all applicants equally, with commensurate wages for any 
progression step so granted;

(13) Transfer of employer's training obligation when the employer is unable to fulfill 
his obligation under the apprenticeship agreement to another employer under the 
same program with consent of the apprentice and apprenticeship committee or 
program sponsor;

(14) Assurance of qualified training personnel and adequate supervision on the job;

(15) Recognition for successful completion of apprenticeship evidenced by an 
appropriate certificate;

(16) Identification of the registration agency;

(17) Provision for the registration, cancellation and re-registration of the program; 
and requirement for the prompt submission of any modification or amendment 
thereto;

(18) Provision for registration of apprenticeship agreements, modifications, and 
amendments; notice to the registration office of persons who have successfully 
completed apprenticeship programs; and notice of cancellations, suspensions and 
terminations of apprenticeship agreements and causes therefore;

(19) Authority for the termination of an apprenticeship agreement during the 
probationary period by either party without stated cause;

(20) A statement that the program will be conducted, operated and administered in 
conformity with applicable provisions of 29 CFR part 30, as amended, or a State EEO 
in apprenticeship plan adopted pursuant to 29 CFR part 30 and approved by the 
Department;

(21) Name and address of the appropriate authority under the program to receive 
process and make disposition of complaints;

(22) Recording and maintenance of all records concerning apprenticeship as may be 
required by the Office of Apprenticeship or recognized State Apprenticeship Agency 
and other applicable law.
SECTION 8

Common Performance Measures for WIA & Office of Apprenticeship

Under WIA, there are four performance measures for adults and dislocated worker programs. Registered Apprenticeship programs meet all criteria and apprentices are employed and trained simultaneously.

- **Entry into unsubsidized employment**: The vast majority of the 29,000 apprenticeship sponsors completely fund apprenticeship programs and hire full time upon completion.

- **Retention in unsubsidized employment**: The standard is six months after entry into the employment. Apprenticeship programs run a minimum of one year, and there may be interim credentials and certificates leading up to the year-long program;

- **Earnings received in unsubsidized employment six months after entry into employment**: All apprentices are paid an incremental wage until they master the occupation for which they are training. At that point they are paid the full wage; and

- **Attainment of a recognized credential related to achievement of educational skills**: Upon completion of an apprenticeship program, the apprentice receives a certificate of completion. Competency-based program can provide and opportunity for the apprentice to receive a certificate of training upon completion of each level working towards a certificate of completion.

- **Attainment of Degree or Certificate (YOUTH)**: Education refers to any organized program of study that leads to a diploma, GED, or certificate. Apprenticeship meets the definition of attainment of a Certificate as defined by this measure. It would result in a 100% completion/certification rate.
SECTION 9

Promising Practices in Integrating Registered Apprenticeship and Public Workforce System Activities

Apprenticeship opportunities can be routinely integrated into the career guidance and career exploration services offered through the One-Stop Career Center system both virtually and as part of staffing to maximize and leverage resources.

Several states have integrated the Registered Apprenticeship model at various levels of state government as a tool to help employers meet their workforce needs and for individuals—from high school to adult learners—to enhance their career paths. Although no state is yet using the model to its maximum capacity, several states are creatively applying Registered Apprenticeship as an important workforce and career solution.

The following are examples of several states that have used the Registered Apprenticeship model in innovative ways to address many economic development and workforce challenges of its business community.

Washington State

Leaders in Washington State have integrated Registered Apprenticeship into workforce strategies in a broad way. They not only use WIA funding to support training programs, but Registered Apprenticeship is included in the state strategic plan as a workforce tool. They also bring together support from other public sources, most notably the state legislature which has appropriated general funds for a variety of Registered Apprenticeship programs including outreach and awareness to schools and businesses and supporting related instruction and on-the-job training. WIA discretionary dollars have been used for programs; the WIBs and One-Stops have provided funding and support.
**State Plan**
The Washington State strategic workforce plan incorporates language calling for the expansion of Registered Apprenticeship training in emerging fields and expansion of preparation programs for apprenticeship in high-demand clusters. Additionally, they include language to develop new programs and to increase student enrollments and apprenticeship retention and completion. As a result of the state’s workforce policies on Registered Apprenticeship, Washington has—

- Advanced development of Registered Apprenticeship programs in health care, information technology, maritime/transportation, energy, public utilities, and advanced manufacturing among the high-growth industries.

- Prepared individuals to enter Registered Apprenticeship programs or gain employment in supportive roles in industries that use the apprenticeship model.

- Supported projects to provide training to more than 500 pre-apprentices and apprentices in food processing, biotechnology, communications, health care, construction and manufacturing.

**WIA Funding**
WIA statewide reserve funds have been used for Registered Apprenticeship programs through competitive solicitations.

**Local WIBs and One-Stops** The Pierce County WIB funded an innovative program, Get Electrified, an Electrical School to Apprenticeship program, offered to high school juniors in the Tacoma School District. It is a pre-apprenticeship program that prepares students to meet the rigorous application requirements of an electrical apprenticeship. During the nine-week summer program, students attend work and class and earn a wage for work done. Upon completion of high school, the graduate can enter a Registered Apprenticeship program in electrical work.

**Apprenticeship Integration into K-12, and Post-secondary Education Systems**
The state has embraced Registered Apprenticeship as a career path in and of itself as well as a path in conjunction with community college and a four-year degree, as many of the training programs require an advanced degree. Now state leaders see the importance of career and educational guidance starting in middle school and are incorporating information about apprenticeship into that effort.

The state legislature has recently funded an initiative by the Department of Labor and Industry to enhance an Educational Guidance model for 6th through 12th graders, Navigation 101, which shows students various careers and what classes and activities they need to pursue for the job. The model includes a lively website, curriculum, and other material. Information on Registered Apprenticeship is prominently featured. The legislation also:
Authorized existing Community Colleges’ Centers of Excellence to compile and provide information related to grants, scholarships, job openings, and growth industries;

Required the Washington State Apprenticeship and Training Council (WSATC) to lead an educational outreach program about apprenticeships for students and educators; and

Required the Washington State Apprenticeship Training Council to manage direct-entry programs, including awarding ten incentive grants for school districts to negotiate and implement agreements with local apprenticeships.

**Inter-agency collaborations**

The legislature passed a law to allow the Washington State Department of Transportation to implement an apprenticeship program for Washington State Department of Transportation construction. This apprenticeship utilization requirement started with local municipalities and private contractors 12 years ago and has grown over the years to include school districts, counties, other state agencies and private work also to encourage the development of more opportunities for young people. The Washington State Apprenticeship Program Manager is an active participant and member of the Washington State Workforce Education and Training Coordinating Board Interagency Committee and attends their regularly scheduled meetings. At these meetings, the program manager is able to talk with other state agencies’ representatives about how apprenticeship can be better integrated with other State workforce investment system partners. Apprenticeship in Washington State aligns with the Governor’s economic plan called “Next Washington” and the Workforce Board’s “Washington Works” report that reviews the workforce development system.

**Next Steps**

Washington State would like to develop structured training on Registered Apprenticeship for all One-Stop Career Center staff to be more effective in educating the business community about the benefits of Registered Apprenticeship.

**Kansas**

Kansas State leaders have recognized the value of Registered Apprenticeship as a tool to help employers meet their workforce needs and the overall necessity to link workforce development to economic development.

**State Organization of Registered Apprenticeship in Workforce Development**

The state has looked at how structurally it can best organize government functions to meet their goals. To this end, state government was reorganized with many workforce functions placed in the Commerce Department including Registered Apprenticeship, Veterans Affairs, and WIA functions. These programs had previously been in the State Department of Labor. Among some of the other structural shifts, several Registered Apprenticeship staff members are housed in One-Stops across the state so they can work with employers seeking assistance.
**Internal Staff Development**
To better train its own staff, and to address the newly established roles and responsibilities under Public Law 107-288 and the requirements to develop a certification program, the Department of Commerce established a Registered Apprenticeship program for Career Development Technician for the Disabled Veterans Outreach Program and Local Veterans Employment Representative staff.

**WIA Funding**
The state uses some of its 15 percent state set-aside funds to support Registered Apprenticeship staff.

**Local WIBS and One-Stops**
Several local WIBs fund components of Registered Apprenticeship programs including the cost of related instruction, uniforms and tools for apprentices. WIA Incumbent Worker monies are used to help Registered Apprenticeship programs in manufacturing, construction, and health care in four of the five workforce investment regions in the state. Additionally, the Department of Social and Rehabilitation Services funds the Early Childhood Associate Apprenticeship program through a grant.

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**Additional Examples of Apprenticeship Integration in the Workforce System**

<table>
<thead>
<tr>
<th>Description</th>
<th>State(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include apprenticeship in the WIA State Plan</td>
<td>Alaska, Missouri, Washington</td>
</tr>
<tr>
<td>Apprenticeship and WIA functions located in the same department</td>
<td>Hawaii, Kansas</td>
</tr>
<tr>
<td>State Apprenticeship Council Member sits on the state WIB</td>
<td>North Carolina</td>
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<tr>
<td>Co-locate apprenticeship in One-Stop Centers</td>
<td>Kansas, Vermont</td>
</tr>
<tr>
<td>One-Stop and Apprenticeship staff jointly market apprenticeship even when not co-located</td>
<td>North Carolina, Ohio, Oregon</td>
</tr>
<tr>
<td>Use Registered Apprenticeship for staff development</td>
<td>Kansas</td>
</tr>
</tbody>
</table>
Link apprenticeship programs to other public entities such as school districts, prisons, and city, county and state governments

| Pennsylvania | North Carolina | Oregon | Washington |

Integrate the apprenticeship electronic database with the state job matching system

| Ohio | Oregon | Vermont |

| **Use of Workforce Investment Act Funds to Support Registered Apprenticeship** |
| **Activity** |

<p>| <strong>Encourage entities to sponsor and register new programs and occupational training, including the cost of OJT and related instruction</strong> | <strong>Guam</strong> in partnership with the Guam Shipyard and Guam Power Authority. Since inception, nearly $1.4 million in WIA funding has been invested in salaries, benefits, and educational assistance. | The Durham, North Carolina WIB recently issued a RFP for a health care initiative using the DOL Health Career Lattice model, which integrates apprenticeship for the Certified Nursing Assistant level. The Winston-Salem WIB granted $15,000 to a tool &amp; die trade program. | Pennsylvania’s Job Ready program, which is a combination of WIA and private funds, supports apprenticeship training programs. The local WIBs also regularly support apprenticeship training. | The West Virginia State WIB has funded apprenticeship programs in aerospace and wastewater treatment. |</p>
<table>
<thead>
<tr>
<th>Provide related instruction or other education that satisfies specific apprenticeship requirements</th>
<th>Kansas WIBS pay the cost of related instruction and purchase uniforms and tools for apprentices.</th>
<th>The Winston-Salem, North Carolina WIB provided $37,000 to a sponsor to pay for related instruction for the Senior Maintenance Tech trade.</th>
<th>South Dakota provides $50,000 to 10 sponsors to help pay for related instruction from the Governor’s WIA Discretionary Fund.</th>
</tr>
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<tbody>
<tr>
<td>Supplement Apprentices’ wages</td>
<td>Idaho and Boise State University will fund a pilot project in Advanced Manufacturing. The state will use $50,000 from WIA set-a-side funds to pay half the apprentices’ wages for the first three months. The university will fund the costs of related instruction for the first year.</td>
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<tr>
<td>Provide on-the-job training/learning</td>
<td>Alaska’s local workforce centers agree to pay up to 50 percent of the employers wage costs for the first 1,000 hours of apprenticeship. In this way, employers evaluate the trainee’s soft skills and can make a reasonable assessment of the individual’s capacity to complete the training.</td>
<td></td>
<td>Maryland used its WIA discretionary dollars to provide matching funds for customized training. In 2006, it granted a 50-50 match for an incumbent health care worker apprenticeship program.</td>
</tr>
<tr>
<td>Disseminate information about apprenticeship programs</td>
<td>Many states routinely co-sponsor career expos with the state apprenticeship office and the federal Office of Apprenticeship.</td>
<td></td>
<td>Maryland’s state WIB has provided $50,000 of its performance measures incentive funding to the State Apprenticeship Agency to market apprenticeship in the state.</td>
</tr>
<tr>
<td>Pre-apprenticeship or preparatory training designed to provide related work experience to prepare candidates for Registered Apprenticeship</td>
<td>California’s Greater Long Beach WIB sponsors a Construction Jobs Initiative which provides pre-apprenticeship training and builds connections between the One-Stop Centers and Registered Apprenticeship programs.</td>
<td>Pennsylvania’s Lancaster County WIB has partnered with the Keystone Chapter of the Association of Builders and Contractors to conduct pre-employment training; the Wilkes-Barre WIB is partnering with the Building and Construction Labor-Management Council and local school districts to prepare at-risk youth to enter into apprenticeship programs.</td>
<td>Washington State supports pre-apprenticeship programs for 500 individuals in food processing, biotechnology, communications, health care, construction and manufacturing from the Governor’s WIA Discretionary Fund.</td>
</tr>
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**Use of Other Funding Sources to Support Registered Apprenticeship**

*Activity*
<table>
<thead>
<tr>
<th>NEXT STEPS/INTEGRATION SUGGESTIONS:</th>
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<tr>
<td><strong>Encourage entities to sponsor and register new programs and occupational training, including the cost of OJT and related instruction</strong></td>
</tr>
<tr>
<td>Alaska’s Denali Fund uses state Department of Labor funds to support tuition, instructor’s wages, books, tools, required clothing, incidental stipends, lodging, transportation, and administration.</td>
</tr>
<tr>
<td>Guam signed into law the Guam Registered Apprentice Program (GRAP) to invest in skilled training in the form of tax incentives.</td>
</tr>
<tr>
<td>Vermont’s Workforce Education and Training Fund, a state program funded by the state legislature to help employers with workforce development issues, has regularly funded apprenticeship proposals.</td>
</tr>
<tr>
<td><strong>Provide related instruction or other education that satisfies specific apprenticeship requirements</strong></td>
</tr>
<tr>
<td>Seventy percent of Guam’s Manpower Development Fund goes to the Apprenticeship Training Program at the Guam Community College. The revenue source is registration fees on non-immigrant temporary workers.</td>
</tr>
<tr>
<td>Washington State Legislature awarded 10 incentive grants from the General Fund for school districts to negotiate and implement agreements with local apprenticeship programs.</td>
</tr>
<tr>
<td>The Texas Workforce Commission supports the apprenticeship program with $1.6 million per year from General Revenue funds under Chapter 133 of the Texas Education Code. The program helps support the cost of classroom instruction.</td>
</tr>
<tr>
<td><strong>Provide on-the-job training/learning</strong></td>
</tr>
<tr>
<td>Alaska has a state training and employment program (STEP) which is funded by UI Trust fund contributions. Funds have been used for individuals who do not qualify for WIA support. STEP funds have been used for construction apprenticeships.</td>
</tr>
<tr>
<td><strong>Disseminate information about apprenticeship programs</strong></td>
</tr>
<tr>
<td>Washington State legislature provided funds to the Apprenticeship and Training Council to promote apprenticeship to high school students and educators in 2006.</td>
</tr>
<tr>
<td><strong>Pre-apprenticeship or preparatory training designed to provide related work experience to prepare candidates for Registered Apprenticeship</strong></td>
</tr>
<tr>
<td>The District of Columbia provides $1.2 million to support pre-apprenticeship programs with General Revenue funds to apprenticeship sponsors. Upon completion, sponsors have agreed to take students who complete the program.</td>
</tr>
</tbody>
</table>
Below are a few Suggestions on ways for Workforce and Apprenticeship to Integrate.

- Include Registered Apprenticeship Training as a Workforce Strategy in the State WIA Plan
- Co-Locate Apprenticeship Staff in One-Stops to work collaboratively with Workforce
- One-Stop and Apprenticeship staff can work together to market apprenticeship
- Joint WIB and apprenticeship staff meetings to explore opportunities to leverage Registered Apprenticeship as a significant workforce development strategy
- Sharing concepts and discussing apprenticeship as a workforce tool with state leaders focused on workforce issues, such as legislators, governor, mayors, county executives, council members and department heads
- Adopting policy and procedures to better integrate Registered Apprenticeship
- Apprenticeship Representatives attend WIRED and WIRED type forums and strategy sessions to understand bigger picture then follow-up with an approach the entities individually on how apprenticeship can fit in.
- Office of Apprenticeship should get involved with groups particularly the Workforce Investment Boards, Community College groups who are planning and developing regional strategies that work across jurisdictions and boundaries.
- Office of Apprenticeship should display the Interim Credentials now being used with several apprenticeship programs. (The Workforce Development System can benefit from counting credentials earned during the apprenticeship term to use progress on their performance indicators).
- Invite Office of Apprenticeship to market apprenticeship to the WIB, to show how WIBs can ideally increase the results for their performance measures (placement, job retention, wages, credentials)
- Work with groups that are displaying WIRED principles in their operation or design. (Example: A group of entities are working on Geospatial technical training and linkages were made between high school curriculum development, community colleges, OA, etc.
- States develop and clarify the message on apprenticeship to Workforce Development personnel with the goal of being more consistent on what apprenticeship is and how it can help WDS efforts for talent development.
- Educate the partners in WIRED about apprenticeship. Look for ways apprenticeship can help existing and planned activities.
- Get Registered Apprenticeship directly involved early in the process for grant writing on WIRED projects. Once apprenticeship is explained at the formative stages, there is a higher chance of apprenticeship becoming a central feature of training and learning activities.
- Appoint Apprenticeship Directors as ex-officio members of State WIBs so they can be part of the process and stay in communication with important WDS and WIRED efforts.
- Disseminate best practices of apprenticeship and integration with talent development activities to grantees and the WDS.
- Use our current info from RAPIDS on the scope of apprenticeship training within a given economic region (e.g. county workload reports).
Contact your local Apprenticeship Representative to get update copies of Apprenticeship Sponsors

Ensure Apprenticeship Representatives are trained on the process for Sponsor to submit work orders/job announcements

Work with Apprenticeship Representatives to get Qualifying Sponsors registered as WIA Training Providers

If you have any suggestions on ways Workforce and Apprenticeship could integrate, Please contact your Local Apprenticeship Representative or send an e-mail to Greer Sisson

sisson.greer@dol.gov
SECTION 11

Informational Tools & Resources to Support Development of New Registered Apprenticeship Opportunities and Models

Informational Materials available through Office of Apprenticeship Web site
http://www.doleta.gov/OA/eta_default.cfm

General Information Brochures
For Employers - Registered Apprenticeship – Building a Skilled Workforce in the 21st Century
(http://www.doleta.gov/oa/brochure/building_skilled_workforce.pdf)
For General population: High Wage, High Skill – Career Opportunities in the 21st Century
(http://www.doleta.gov/oa/brochure/high_wage_high_skill_careers.pdf)

Industry Facts Sheets provide explanations of Registered Apprenticeship in various industries
(http://www.doleta.gov/oa/e-tools2.cfm#factsheets)

Setting Up an Apprenticeship Program presents information about how to start a program and provides a link to local apprenticeship staff who can offer free technical assistance.
(http://www.doleta.gov/OA/setprgm.cfm)

Bulletins/Circulars of High Growth Occupations – Announcements and information about new apprenticeship programs and apprenticeable occupations
(http://www.doleta.gov/oa/whatsnew.cfm)

Demand-Driven Case Studies - “Registered Apprenticeship Trends in Six Industries”
(http://www.doleta.gov/oa/e-tools.cfm#brochures)

<table>
<thead>
<tr>
<th>Advanced Manufacturing</th>
<th>Geospatial Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Maritime</td>
<td>Military</td>
</tr>
</tbody>
</table>

Contact Information
Office of Apprenticeship, State Offices
(http://www.doleta.gov/oa/stateoffices.cfm)
State Apprenticeship Agencies
(http://www.doleta.gov/oa/stateagencies.cfm)
Office of Apprenticeship, Regional Offices
(http://www.doleta.gov/oa/regdirlst.cfm)
Office of Apprenticeship, National Office
(http://www.doleta.gov/oa/national.cfm)

Related Information

WIRED Web site - The WIRED Web site is a comprehensive online resource for the WIRED initiative. The Web site houses information about the initiative, a fact sheet, and a description of the Road to WIRED. The WIRED resource library provides resources to communicate the concepts and ideas of economic transformation and the WIRED
Initiative and offers a suggested reading list. The “WIRED Regions” page shows the map of WIRED Regions, a one-page description of the regional projects, and each region’s working implementation plan. This tool is available on-line at: http://www.doleta.gov/wired/

**InDemand Magazine** - This resource from the Employment and Training Administration is for students, guidance counselors, and parents to provide information on careers in high-growth industries, including those in science, technology, engineering, and math. This magazine is available at: www.careervoyages.gov/indemandmagazine-stem.cfm

**Careervoyages.gov** – This joint Departments of Labor and Education Web site focused particularly on young people and career changers includes useful apprenticeship information by industry (http://www.careervoyages.gov/apprenticeship-main.cfm). Contact information for Registered Apprenticeship program sponsors can be found through a search locator on each industry’s web page.

**YouthBuild Guide to Expanding Opportunities with Trade Unions** – This manual developed by YouthBuild U.S.A provides information for local interactions between YouthBuild programs and skilled trades labor management organizations. The manual is available on-line at: http://www.youthbuild.org/site/c.htIRI3PIKoG/b.1360529/apps/s/content.asp?ct=1974993
High Growth Apprenticeship Occupations*

**Advanced Manufacturing:**
- Machinist (0296CB)
- Tool and Die Maker (0586)
- Experimental Assembler (0183)
- Welding Technician (0498)
- Tool machine Set-up Operator (0588)
- Tool Maker (0584)
- Millwright (0335)
- Engraver, Machine (0963)
- Rubberizing Mechanic (0485)
- Die Maker, Stamping (0118)
- CNC Setup Programming Milling, Turner (1100CB)

**Automotive:**
- Drafter, Automotive Design (0018)
- Automobile Mechanic (0023)
- Automobile Tester (0881)
- Auto-Radiator Mechanic (0784)
- Automobile Body Repairer (0024)
- Automotive Technician Specialist (1034CB)

**Aerospace:**
- Air Transport Pilot (1046CB)
- Aircraft Armament Mechanic (0863)
- Aircraft Mechanic (0866)
- Aircraft Mechanic, Electrical (0003)
- Airfield Management (1063CB)
- Airplane Inspector (0004)
- Aerospace Propulsion Jet Engine Air Traffic Controller (Military only) (1101CB)

**Biotechnology:**
- Bio-Manufacturing Technician (1102 & 1103CB)

**Construction:**
- Electrician (0159)
- Carpenter (0067)
- Plumber (0432)
- Cement Mason (0075)
- Sheet Metal Worker (0669)
- Roofer (0480)
- Painter (0379)

**Energy:**
- Power plant Mechanic (1045)
- Powerhouse Mechanic (0443)
- Transformer Repairer (0590)
- Boiler Operator (0815)
- Boiler House Mechanic (0038)
- Boilermaker I (0040)
- Line Erectors (0281)
- Line Repairers (0284)
- Pumper-Gauger (0950)
- Line Maintainer (0283)
- Plant Operators (0961)

**Financial Services**
- Financial Management (1083CB)
- Teller (Financial) (1055)

**Geospatial:**
- Geospatial Specialist (1062CB)
- Programmer, Engineering & Scientific (0949)
- Computer Operator (0676)
- Photo-Equipment Technician (0924)

**Health Services:**
- Dental Assistant (0101)
- Dental Ceramist (0102)
- Dental Lab Tech (0103)
- Diagnostic Imaging Specialty (1081CB)
- Paramedic (0543)
- Surgical Technologist (1051CB)
- Pharmacist Assistant (0844)
- Pharmacist Support Staff (0844CB)
- Prosthetics Technician (0376)
- Prosthetics (0418)
- Orthodontic Technician (0375)
- Health Support Specialist (1086AA)
- Home Health Aide (1086CB)
- Home Health Director (1103CB)
- Medical Transcriptionist (1111HY)
- Senior Housing Manager (1109CB)
- Computed Tomography (CT) Tech (1116)
- Medical Secretary (0751)

**Hospitality:**
- Cook (0663)
- Hotel Associate (1035)
- Housekeeper, Com, Res (0943)
- Bartender (0608)

**Homeland Security:**
- Police Officer (0437)
- Fire Captain (0576)
- Fire Department Training Officer (1087)
- Fire Fighter (0195)
- Fire Fighter Driver (1092)
- Fire Fighter Paramedic (1091)
- Fire Fighter Specialist Woodland (0544)
- Fire Fighter, Crash, Fire (0192)
- Fire Inspector (0516)
- Electronics technician (0169)
- Fire Marshall (1090)
- Fire Medic (0754)
- Fire Prevention Officer (1089)

**Information Technology:**
- Computer Operator (0676)
- Computer Peripheral Equipment Operator (0817)
- IT Generalist (1059CB)
- Internetworking Technician (1038)
- Graphic Designer (0010)
- Programmer, Engineering & Scientific (0949)
- Electronic System Technician (1041)

**Retail Trade:**
- Customer Service Rep (1008)
- Meat cutter (0316)
- Manager Retail Store (0578)
- Manager Food Service (0593)
- Locksmith (0289)
- Jeweler (0260)
- Wine Maker (0034)
**Transportation:**
- Truck Driver, Heavy (0980)
- Able Seaman (1043)
- Tune-up Mechanic (0600)
- Transmission Mechanic (0592)
- Transportation Clerk (0655)
- Dispatcher (0681)
- Surveyor Assistant (0551)

Diesel Mechanic (0124)

*This list is not exhaustive of all the apprenticeable occupations that exist in High Growth Industries. In addition, Office of Apprenticeship currently recognizes over 900 occupations.*

**Section 13**

**Registered Apprenticeship And Workforce Economic Development**

As economy grows and new jobs are created, Registered Apprenticeship provides the mechanism for businesses to train, develop, and retain talent. Registered Apprenticeship and Workforce Economic Development staff can integrate to encourage new businesses to locate in their state, assist business to develop training.

The following guide “Setting up a Registered Apprenticeship Program” is designed for potential Sponsors. Workforce Professionals and Economic Developers can use this guide when meeting with businesses.
Setting Up a Registered Apprenticeship Program

A Quick Overview for Potential Employers
The demand for all classifications of skilled journey workers is increasing more rapidly than the supply; the need for the skills of these workers is becoming critical. The best possible method for developing employee skills is the formal Registered Apprenticeship system of training that is cost effective; goal oriented, and designed to meet the specific skill needs of the employer. At present, there are approximately 1000 occupations that are apprenticeable in all major industries throughout the United States, and the list is growing almost daily. The purpose of this booklet is to describe how Registered Apprenticeship programs may be developed and established in any industry and for any occupation requiring skills that take one or more years to learn.

Increasing demands on the abilities and experience of workers who need expanded training due to changing methods, products, materials, and technology call for a new look at the method of training. Formal Registered Apprenticeship is the key to a highly skilled and stable workforce.
**Apprenticeship**

An apprenticeship program is an effective method of training workers:

- On the job
- For a specific length of time
- At predetermined rates of training pay
- For a specific range of skills
- In one particular occupation
- With stated hours of instruction
- Under a written agreement between the program sponsor and the apprentice.

The program sponsor is usually an employer who needs highly skilled workers. The sponsor may be in any industry, such as:

- Manufacturing
- Construction
- Wholesale and retail
- Printing and publishing
- Finance, insurance and real estate
- Services
- Information Technology
- Health Care
- Hospitality

As long as there is a need for highly skilled workers and the employer is willing to invest the effort needed to obtain and retain this type of employee.

*Note: There are approximately 1000 Apprenticeable Occupations. Please Contact Your Local Apprenticeship Representative for a complete list of occupations or checkout Bulletins on [http://www.doleta.gov/OA/eta_default.cfm](http://www.doleta.gov/OA/eta_default.cfm)*
Apprentices

Apprentices are employees who are subject to the same rules and policies governing other employees in the firm or organization. They are called apprentices because they are:

- Learning a skill on the job
- In a wide range of skills
- Over a period of at least 2000 hours
- Under a written agreement with an employer
- Receiving job-related technical instruction

They are usually selected as apprentices on the basis of what will be required of them to become skilled workers in a particular occupation. This means that they may have:

- A specific level of education
- A knowledge of mathematics (if applicable for the occupation)
- Physical capabilities to perform the work required

All of these, or some of these, it depends on the demands of the skill to be learned.

A program may hire one or more apprentices, depending on the needs of the sponsor.
How is An Apprenticeship Program Started?

There are two courses of action open to employers based on whether or not their employees are affiliated with a labor organization.

If there is no labor agreement:

1. Determine the knowledge and skills needed for the occupation or occupations to be included in the program.

2. Secure the cooperation of the workers and craft supervisors who will be expected to be included in the program.

3. Have the advisory groups arrange with the local vocations education director, school superintendent, or community college personnel for necessary related classroom instruction, or supervised correspondence type instruction or on-line instruction.

4. Appoint an apprenticeship supervisor to maintain the standards of training established by the advisory group for the occupations involved, length of training, selection procedures, affirmative action plan, wages, tests, number to be trained, etc.

5. Basic details of the program should be written up as a set of apprenticeship standards. Local registration agencies will assist in the development of the apprenticeship standards.

Note: Human Resources or Training Directors could spearhead this program.

If there is a labor agreement:

1. Discuss the proposed program with the appropriate union official if the training involves employees who would be covered under the collective bargaining agreement.

2. Set up a joint apprenticeship committee (JATC) to administer the program. The committee should have equal representation of labor and management, perhaps three members from each labor and management.
3. The committee will arrange for necessary related classroom instruction with the local education system, usually through vocational education, community colleges, supervised correspondence type instruction or on-line instruction.

4. The committee should agree on a set of standards for training, including occupations, length of training, selection procedures, affirmative action plan, wages, number of apprentices to be trained, etc.

5. Basic details should be in writing and approved as the standards of the apprenticeship program.

6. If the union has no interest in jointly administering the apprenticeship program, the company should obtain a written waiver from the union so that it can adopt an alternative course of action.

**Technical Assistance**

The following is available in the planning and development of an apprenticeship program:

1. There are general guidelines for developing procedures and standards recommended by the Office of Apprenticeship (OA) or a State Apprenticeship Council (SAC) recognized by OA.

2. There are published standards of apprenticeship in many occupations and industries which may be of valuable assistance in helping to formulate a program for your company or industry.

3. There are Apprenticeship Representatives from the Office of Apprenticeship, U.S. Department of Labor, or from State apprenticeship agencies, who are ready and willing to provide knowledgeable assistance in the development of apprenticeship programs.

4. There are Community and Private Colleges, Vocational Schools, Correspondence Courses, Organizations at the State, county and municipal levels who will assist in arranging for the necessary related instruction courses.

**Recommended Minimum Standards**

Basic standards for a good apprenticeship program have been established by the Secretary of Labor and described in Title 29 of Code of Federal Regulations, Part 29. To conform to those minimum standards, an apprenticeship program must contain provisions for the following:

1. The starting age of an apprentice to be not less than 16.

2. Full and fair opportunity to apply for apprenticeship.
3. Selection of apprentices on the basis of qualifications.

4. A schedule of work processes in which an apprentice is to receive training and experience on the job.

5. Organized instruction designed to provide the apprentice with knowledge in technical subjects related to the occupation (a minimum of 144 hours per year is recommended).

6. A progressively increasing schedule of wages.

7. Proper supervision of on-the-job training with adequate facilities to train apprentices.

8. Periodic evaluation of the apprentice’s progress, both on-the-job and in related instruction.

9. The maintenance of proper records.

10. Employee-employer cooperation.

11. Recognition for successful completion.

12. Non-discrimination in all phases of apprenticeship.

Basic Provisions

Here is a guide to help list what should be a part of the provisions in any apprenticeship program:

1. **Occupations:** Determine what occupation of types of jobs will be covered by the program. It could be an occupation or trade from the list of currently apprenticeable occupations, or it could be a new apprenticeable occupation.

2. **Work processes:** List the major on-the-job training tasks for each occupation separately. Will these processes develop the all-around skilled worker you need?

3. **Allocation of work training time:** Determine the relative difficulty and importance of each work process and allocate the amount of training time, that is, the time in which the apprentice is expected to work on the particular process to become proficient.

4. **Term of apprenticeship:** OA has recognized the following three methods for compliance with the minimum time and allocation requirements:

   **Time-Based Requirements**
A time-based occupation requires a minimum of 2,000 hours, which includes an outline of the specific work processes and the approximate time requirement for each individual work process under that occupation.

**Competency/Performance Program Requirements**

Competency/performance based apprenticeship programs are premised on attainment of demonstrated, observable and measurable competencies in lieu of meeting time based work experience and training on-the-job requirements. However, these programs still have to comply with the requirement for the allocation of the approximate time to be spent in each major process. Therefore, work experience process schedules and related instruction outlines must specify approximate time of completion or attainment of each competency, which can be applied toward the 2,000-hour requirement (competencies demonstrated notwithstanding and assuming no credit for previous experience). In competency/performance based programs apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of completion or attainment due the open entry and exit design.

Competency is defined as, “An observable, measurable pattern of skills, knowledge, abilities, behaviors and other characteristics that an individual needs to perform work roles or occupational functions successfully.”

Competency/performance based training programs have the following characteristics:

- Competencies should be identified and defined through a job/task analysis and directly related to the job/role.
- Organized learning activities should be structured and wherever possible, self-paced with open entry and open exit.
- Measures or tests of competency attainment should be observable, repeatable and agreed to in advance.
- Work experience process schedules and related instruction outlines should include the approximate time/hours or minimum - maximum times/hours for each competency attained in order to document successful completion.

**Hybrid Program Requirements**

In addition to time-based programs which have a fixed set time for completion (i.e., 2,000, 4,000, 6,000 hours) and competency/performance based programs, a third alternative has evolved which, in effect, is a “hybrid” of the two types of programs previously mentioned. This third type of program is basically a combination of time and performance considerations whereby work processes are developed with a minimum - maximum time/hours for each task or job requirement (i.e., minimum 200 hours - maximum 400 hours). [Reference Bulletin 95-06]

**Certificate of Completion of Apprenticeship - Minimum Hourly Requirements**

While competency/performance based programs document the levels of an apprentice's skill attainment toward advancement and completion not addressed by the traditional time-based programs, time considerations are still important, especially in awarding a Certificate of Completion of Apprenticeship. In order for an apprentice to be awarded a
Certificate of Completion of Apprenticeship, he/she is required to have worked as a registered apprentice in the apprenticeable occupation under the program sponsor requesting the certificate for a minimum of 1,000 hours.

All apprenticeship program sponsors (existing and new) should be made aware of the options available to them in developing their work process schedules and related instruction outlines. Also, program sponsors should be informed that an apprentice must work as registered apprentice under the program sponsor within the apprenticeable occupation for a minimum of 1,000 hours (competencies demonstrated not withstanding and assuming no credit for previous experience), before a Certificate of Completion of Apprenticeship will be awarded by OA.

5. **Apprentice qualifications:** What qualifications will applicants need to enter your program? These should be clear and objective, equal opportunity should be stressed. Will they need a high school education? Or, more to the point, will they need to have studied certain subjects in high school to be able to take your training? Any special physical, mental or health requirements because of the occupation involved?

6. **Related classroom instruction:** As apprenticeship is most suited to jobs requiring broad skills and knowledge learned best on the job, apprenticeship will need classroom instruction related to the skill. The recommended minimum for curriculum training is 144 hours a year. Training is usually provided by a local vocational school, community college, supervised correspondence course or on-line instruction. It is suggested that the local community college be asked to assist. For other options, contact the Office of Apprenticeship.

7. **Number of apprentices:** The number of apprentices to be trained is usually determined by a ratio of apprentices to skilled workers. Such a ratio is based on the facilities available for employing and training apprentices and on future employment opportunities. Since apprentices learn from the skilled worker, the quality of training largely depends on the number of skills workers available to instruct the apprentices and the ability of the skilled workers as instructors.

8. **Apprentice wages:** A common method of expressing the apprentice wage or at least of arriving at it is a percentage of the skilled workers rate. There should be a progressively increasing schedule of wages with increases at specific intervals i.e. every six month. The increases should be scheduled throughout the apprenticeship to provide both a monetary incentive and reward for steady progress on the job and in the classroom. During the last period of the apprenticeship, the apprentice should reach 90 to 95 percent of the rate paid a skilled worker in the occupation.

9. **Supervision of apprentices:** Apprentices are customarily under the supervision of a skilled worker to whom they have been assigned. In large apprenticeship programs, an apprenticeship supervisor is designated or employed on a part- or full-time basis and assigned the responsibility for carrying out the program. In small programs, this responsibility is basically that of the employer.
10. **Apprenticeship agreement:** Your program should provide for the signing of an agreement of apprenticeship between each apprentice and the proper officer of the establishment for registration purposes with the appropriate State or Federal apprenticeship agency serving the area where the program is established. The agreement should contain: a) home address and birth date of the apprentice; b) name of the employer; c) term of apprenticeship; d) wage schedule; e) length of probationary period; f) outline of the work process schedule; g) curriculum outline of the related instruction; h) number of hours per year the apprentice agrees to attend classes, subjects, and name of school; i) any special provisions such as credit for previous experience; j) signatures of the employer and apprentice. If a union is involved, its approval may be necessary, or if a joint apprenticeship committee exists, such a committee would approve the agreement.

**On-the-Job Instruction**

The apprenticeship program should be established on the basis of what the apprentice must do and know in order to perform the operations of the job in a safe and satisfactory manner. Selecting the skilled workers who will conduct the training and acquainting them with the job to be done is an important first step. They should be thoroughly skilled in those phases of the occupation they are going to teach. They should definitely be interested in the progress of apprentices on the job.

In teaching job skills the instructor will ordinarily proceed as follows:

1. Question apprentices as to what they know about the operation or process.

2. Demonstrate each operation by slowly performing each new process or step, emphasizing key points and safety precaution.

3. Have apprentices perform the operation, assisting if help is needed.

4. Have apprentices repeat the work several times under observation until satisfied that they can do it alone, safely and correctly.

5. Continue the supervision and encourage questions to assure that apprentices are carrying out the methods and processes that have been taught.

**Cost of Apprenticeship**

Because apprentices are paid wages while they learn and because in larger business establishments a supervisor of apprentices and one or more instructors may be employed, cost is considered by some potential sponsors as a governing factor in establishing a
program. Employers agreed that apprentices generate a net return during their apprenticeship.

It is difficult to apply the accountant’s yardstick to apprenticeship. However, the work apprentices perform as they learn more than pays their way.

Primary Costs of apprenticeship
- Time (wages) of personnel in administering program
- Capital and equipment
- Materials and supplies
- Related instruction (wages, tuition, books, time)
- Reduced output of apprentices and journey workers
- Supervisory & journey worker time

A Larger Perspective on Apprenticeship Costs/benefits
- Benefits/costs are not experienced equally
- Allocation of resources
- Knowledge and information used by employers in estimating C/B by employers
- Indications that employers do not properly consider apprentice output
- Employers find them more productive
- Estimated productivity was 26.5% more than journeypersons trained elsewhere

Poaching Risk
- On a ten point scale, employers estimated the seriousness of poaching from competitors as 5.1
- They estimated the seriousness of poaching by other industries as 4.8
- Larger organizations viewed poaching more seriously than smaller ones

To find the break-even production time for employees:

If it takes one hour for a skilled worker to do a certain job, and it takes two hours for the average-beginning apprentice to do the same job, then it is taking the apprentice twice as long to do the same job. The beginning apprentice is only 50 percent productive. Therefore, the beginning wage should be 50 percent of the skilled worker’s wage rate.

The apprenticeship sponsor applies this rate to the first six months of work by the apprentice.
This same method of determining the break-even production is applied for every six-month period. If, in the second six months, the average apprentice is doing the work in one hour and 30 minutes compared with one hour for the skilled worker, then the wage rate should be 55 percent of the journey worker rate and so on up the scale until the final period of apprenticeship when the wage rate should be about 90 or 95 percent.

In other words, the program sponsor is only paying what the apprentice is worth in terms of production or services.
This method of determination of break-even production time could also be modified by the time lost by the skilled worker assigned to the apprentice for training purposes.

**Things to Remember**

A few important items should be kept in mind when planning an apprenticeship program.

1. **Equal opportunity:** All application, testing and selection procedures, as well as employment and training, must be conducted based on equal opportunity without regard to race, color, creed, sex, national origin, or unrelated disabilities. This equality of selection and employment will ensure compliance with Federal and State laws and regulations which provide for non-discrimination in Apprenticeship.

2. **Pre-employment tests:** Evaluation of applicants is usually made by the management, the union, or by the joint apprenticeship committee (if such is established). If an occupation-related skill level determination/examination is given to all applicants, it must not be used as a pass-fail tool, but instead the test score is applied to the over-all evaluation score of the applicant.
3. **Apprenticeship committee:** The decision whether there is to be an apprenticeship committee rests solely with the employer and the union or organization. Its functions are decided in the same way. These might include: general supervision of the program, selection and enrollment of apprentices, arranging for their employment with the employer, if more than one employer is involved (in cases of apprenticeship programs sponsored through employer associations), keeping all parties informed on the progress of apprentices, and checking and evaluating the performance of individual apprentices.

4. **Credit for previous experience:** Programs should include a provision on credit for experience in the occupation or occupation related skills. It could be in the language “The apprentices experience in the occupation will be evaluated and appropriate credit will be allowed for such experience. The apprentice allowed credit for previous experience will be advanced to the wage level appropriate for the amount of credit.”

5. **Certificate of Completion:** A provision is customarily included stating that each apprentice shall be awarded, after satisfactorily completing his or her apprentice training, a *Certificate of Completion of Apprenticeship*. In connection with registered programs, such a certificate is available from the State apprenticeship agency or from the Office of Apprenticeship, if there is no state agency.

6. **Registration of programs:** Apprenticeship programs and apprenticeship agreements are registered with the State Apprenticeship Agency or with the Office of Apprenticeship if they meet the 22 Steps. Registration is voluntary. By registration, however, a contribution is made to the national pool of information on apprenticeship programs and the number of apprentices in training. The Office of Apprenticeship maintains a current record of trends, statistics and data on training – information of value to employers, labor, and industry as a whole.

7. **Advantages of an apprenticeship program for your company:**
   - Becomes a part of the National Apprenticeship Program, thereby creating greater prestige through public recognition both locally and nationally;
   - Provides a systematic form of training and develops a more informed employee who fits into the company;
   - Ensures training standards of the occupation are met while improving training standards in the industry;
   - Identifies training standards for performance;
   - Requires a long-term commitment by the employee;
   - Gives greater assurance of satisfactory related instruction;
   - Attracts better applicants and improves employer-employee relationships;
   - Develops a more competent employee who is capable of advancing to more responsible positions within the company; and
   - Improves productivity, as well as their profitability.
   - Increased output produced by apprentices during and after apprenticeship
   - Resources saved from reduced use of alternative forms of training
Resource savings from lower administrative costs (e.g. Unemployment Insurance—apprentices have increased employability)
- Resources saved from reduced employee turnover
- Reduce absenteeism.
- Facilitate compliance with Federal and State Equal Employment Opportunity requirements.
- Improve employee relations.
- Ensure availability of related technical instruction

8. Advantages of an apprenticeship program for an Apprentice:
- Identifies a detailed, planned training schedule during the term of Apprenticeship;
- Provides recognition locally, statewide, and nationally for successful completion of the program;
- Provides incentive for self-improvement;
- Offers the potential to be awarded college credit upon successful completion of the program;
- Requires a long-term commitment by the employer;
- Ensures that the training will meet acceptable national industrial training standards;
- Ensures proper related technical instruction in the form of classroom, home study, or correspondence courses;
- Provides an increasing scale of wages during the entire training period;
- Provides full-time employment, subject to business conditions;
- Provides a broader base for advancement to other positions within a company;
- Entitles veterans to collect their training benefits from the Veterans' Administration.
- Some registered apprenticeship programs also have dual accreditation through post-secondary institutions that apply credit for apprenticeship completion towards an Associate Degree.
- Individuals completing formal training through registration with this office will receive validated credentials as fully qualified journey level workers.

9. Minimum wage laws: If your apprentices are subject to wage and hour provisions of the Fair Labor Standards Act, it will be necessary to start apprentice wage rates at least at the minimum statutory rate. Related supplement classroom instruction does not include time spent by the apprentice in performing his or her regular duties. Thus, it will be necessary to determine beforehand in the written agreement whether 1) the apprentice will be paid for classroom attendance but the hours not considered hours of work, or 2) the apprentice will attend class without being paid or the hours counted, or 3) the apprentice will attend class as part of the regular workweek and will be paid the regular rate.
Who to Contact for Assistance

Note: The State Director (SD) or the Apprenticeship and Training Representative (ATR) will assist you through the entire process of setting up your Apprenticeship program.

Iowa

Des Moines
Greer Sisson, SD

Des Moines
Jan Smith, ATR
USDOL/ETA/OA
210 Walnut Street - Room 715
715
Des Moines, Iowa 50309
515/284-4690
E-Mail: sisson.greer@dol.gov

USDOL/ETA/OA
210 Walnut Street - Room
715
Des Moines, Iowa 50309
515/284-4690
E-Mail: smith.jan@dol.gov
Regions: 3,4,5,8,11,12,13 &

Cedar Rapids
Tim Carson, ATR
USDOL/ETA/OA
119-3rd St. N.E. – Suite 215
Cedar Rapids, Iowa 52401
319/362-2494
E-Mail: carson.timothy@dol.gov
snyder.robert@dol.gov
Regions: 2,6,7 & 10

Davenport
Bob Snyder, ATR
USDOL/ETA/OA
101-W. 2nd St. – Room 303
Davenport, Iowa 52801
563/324-1339
E-Mail:
Regions: 1,9,15 & 16