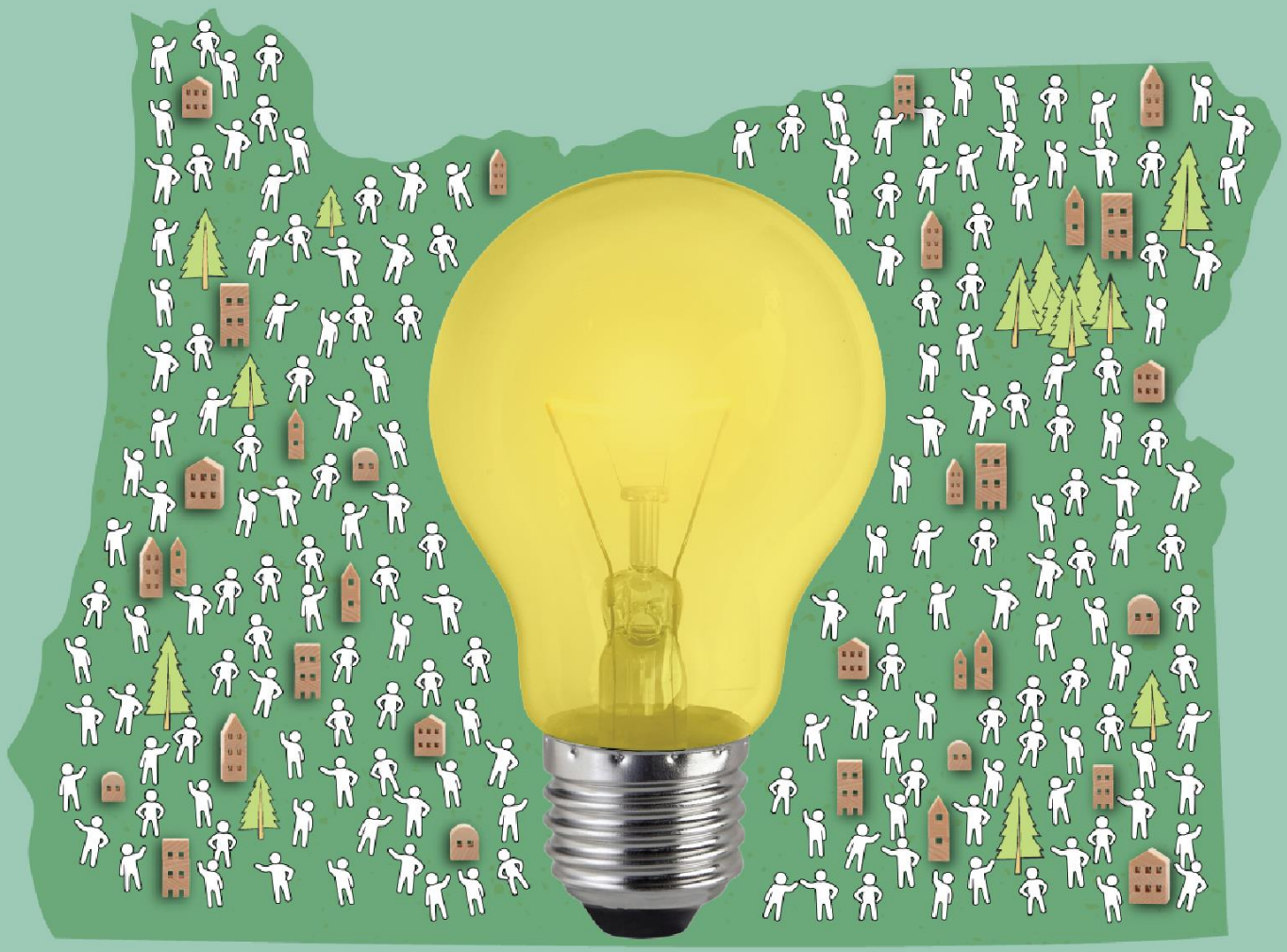
START AN APPRENTICESHIP PROGRAM IN OREGON



OREGON APPRENTICESHIP

Draft March 2020

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The Guide to Registering an Apprenticeship Program in Oregon

Creating an apprenticeship program is a commitment. Although there is no standard approach to designing a program, there are a number of requirements in Federal and State statute (and policy) that govern the official registration and oversight of apprenticeship in Oregon. The guide covers these requirements and provides references to specific laws, rules, and regulations those seeking to register a program may review. Its contents reflect the knowledge and effective practices of the most experienced apprenticeship professionals in the state – employers, training providers, and government professionals.

While this guide and its companions, the **New Committee Toolkit** and the **Guide to Maintaining a Registered Apprenticeship Program in Oregon**, are meant to assist teams of partners interested in building registered apprenticeship programs, the assistance of the Bureau of Labor and Industries' Apprenticeship and Training Division (ATD) staff is critical in completing a successful registration. Apprenticeship and Training Division staff are available to support you through the entire process and are available to answer questions and guide teams along the journey. Contact us at generalatd@state.or.us or 971-673-0760.

On a final note, successful registered apprenticeships, like all effective training programs, are dependent on a combination of real, labor market demand for talent and a thoughtful, tailored program design that addresses the real-time needs of industry. This guide is designed to assist teams of partners who have already determined through research and commitments that:

- There are immediate and long-term labor needs in the registered apprenticeship program's industry sector;
- The training required is a combination of on-the-job training and classroom (or virtual) instruction that fits within apprenticeship requirements; and
- There is a team of partners (employers, skilled workers in the occupation, educators, or workforce or industry partners) who are willing to invest in developing and maintaining this new program.

The guide contains an **Overview of the Oregon Apprenticeship System** as well as information on the four key steps to registering an apprenticeship: I) **Research and Prepare for Registration,** II) **Design the Apprenticeship Program,** III) **Document Apprenticeship Program Administration,** and IV) **Register Your Apprenticeship**.

Again, this is not a journey you need to take alone: ATD staff are here to help! Contact us at generalatd@state.or.us or 971-673-0760.

OVERVIEW OF THE OREGON APPRENTICESHIP SYSTEM

Overview of the Oregon Registered Apprenticeship System

Introduction to Apprenticeship in Oregon

The state of Oregon is home to more than 10,000 apprentices[1] (and growing!) in sectors that range from construction to transportation to healthcare to advanced manufacturing. Apprenticeship programs combine on-the-job training, classroom learning, and mentorship to train workers for high demand, high skill jobs. As such, apprenticeship plays an important role in both developing a strong workforce and opening the doors to family-wage careers for Oregonians. Apprentices often begin their program with little experience in their chosen occupation. The combination of hands-on training and related classroom (or virtual) learning that apprenticeship programs offer helps apprentices build both technical skills and industry expertise. Apprenticeship programs vary significantly across industries, occupations, and work environments.

Registered apprenticeships are programs that are structured, well-defined, meet industry standards, and are approved by the Oregon State Apprenticeship and Training Council. Registered Apprenticeship programs have five core components:

- **Industry control** – all apprentices are created and controlled by companies, employees working in the occupation, and/or industry partners
- **Structured on-the-job-training** (OJT) with mentoring (minimum of 2,000 hours)
- **Related classroom instruction**, also known as Related Training (classroom or virtual, a minimum of 144 hours per year)
- **Structured wage increases** as apprentices gain knowledge and skills
- **A nationally recognized occupational credential** awarded to apprentices at the completion of an apprenticeship program.

Apprenticeship Governance in Oregon

Registered Apprenticeship in Oregon is overseen by Oregon Labor and Industries' Apprenticeship and Training Division (ATD) and the Oregon State Apprenticeship and Training Council (OSATC) which is governed by Oregon Revised Statutes (ORS)

[1] According to Oregon Labor & Industry, Apprenticeship Training Division Monthly Report for December 2019.

Chapter 660, Oregon Administrative Rules (OAR) 839 Division 11, and the Code of Federal Regulations (CFR), Title 29, Parts 29 and 30. This guide is an effort to provide a user-friendly explanation of the statutes and rules governing apprenticeship. BOLI recommends that individuals interested in developing or supporting apprenticeship programs review this guide along with the relevant statutes, rules, and codes if additional clarification is needed.

Key Partners for Apprenticeship Programs

Industry

Apprenticeship programs require an industry representative or employer to hire and train apprentices. Industry representatives play the most important role in an apprenticeship program, as they work with partners to develop customized work processes and Related Training suited to their needs and employ and mentor apprentices throughout the apprenticeship.

Apprentice

An apprentice is a worker trainee who is learning a profession from a skilled practitioner. Apprentices participate in apprenticeship training programs to learn new skills and build careers in their chosen occupations and industries. Apprentices may be recruited and hired for apprenticeship positions from among existing workers or they may be recruited through training programs and then placed in an apprenticeship program.

Joint Apprenticeship Training Committees/Local Committees

Joint Apprenticeship Training Committees (JATCs) or Trade Apprenticeship Training Committees (TATCs) are generally known as “Local Committees” in Oregon. They are joint labor-management committees charged with the creating, administering, and overseeing apprenticeship programs. These are usually made up of company representatives who employ apprentices and skilled practitioners who train and mentor apprentices.

Oregon State Apprenticeship Training Council (OSATC)

The Oregon State Apprenticeship and Training Council (OSATC) includes eight members appointed by the governor and confirmed by the Oregon Senate. Four of the council members are from construction occupations with apprenticeships, two represent other occupations with apprenticeships, and two are members of the public. Members represent employees and employers in equal proportion.

The council is authorized by statue to oversee local committees and apprenticeship programs and policies, and to approve apprenticeship local committee members. The Commissioner of Oregon Labor and Industries serves as the OSATC Chairperson; the Director of the Bureau's Apprenticeship and Training Division serves as its Secretary.

For more information visit our website, www.oregon.gov/boli

Related Training (RT) Providers

Related Training (RT) providers are usually community colleges or training centers that use nationally certified curricula. However, RT can be delivered by many different types of organizations. Where existing curricula are not available, industry may work with education partners to develop new material for specific programs. Community College providers typically work directly with apprentices on matters related to enrollment, financial aid, and student support. Related training must be approved by the Oregon Department of Education or a nationally recognized industry association.

Administrators

Apprenticeship administrators (also called coordinators or training directors) coordinate the apprenticeship program and ensure compliance with all rules and requirements. They help organize apprenticeship committee meetings, maintain files on each apprentice and training agent (employer) and organize related training. Administrators may be training centers, labor unions, or community colleges; human resource professionals within firms; professional service providers; or third-party intermediaries (e.g., nonprofit organizations, apprenticeship support organizations, or workforce development agencies).

Workforce Development Agencies and WorkSource Centers

Workforce Development Agencies and WorkSource Centers can help employers develop and launch apprenticeships or identify intermediaries specific to their industries. WorkSource Centers also help employers recruit apprentices and access to funding opportunities to support apprenticeship programs.

For more information:
worksourceoregon.org/Centers.html

Benefits of Apprenticeship Programs

For Employers

Apprenticeship programs help employers:

- Develop and grow skilled workforce
- Reduce turnover and increase loyalty among employees
- Create customized training solutions to meet their unique workforce needs
- Retain institutional knowledge as experienced employees retire
- Access funding opportunities tied to registered apprenticeship

The State of Oregon has created a tool called the **Apprenticeship Return on Investment (ROI) Calculator** to help employers estimate the dollar value of these benefits. Employers can use this tool to see how apprenticeship can reduce the cost of hiring and training or transfer knowledge and skills to a new generation of workers. The calculator is available at: http://oregonapprenticeship.org/roi-calculator.

For Apprentices

Apprenticeship programs are a great way to earn while you learn and to open doors to higher wage jobs. Apprentices gain:

- **A paycheck.** Apprentices earn wages guaranteed to increase over time as they learn new skills
- **Hands-on career training**. Apprentices receive practical, supervised on-the-job training
- **High-quality education.** Apprentices receive classroom (or virtual) instruction and have the potential to earn college credit, including Associate Degrees sometimes paid for by employers
- **Access to a career.** Once apprentices complete an apprenticeship, they are typically on a career path with a competitive salary (and little or no student debt)
- **National industry certification.** When apprentices graduate from a career training program, they typically earn an apprenticeship certificate – a credential recognized in all 50 states.

Registered Apprenticeship can be a good fit for high school students or adults looking to build careers – especially those interested in alternatives to traditional learning pathways.

Community Benefits

Apprenticeship programs help boost talent and skills by fostering a culture where employers invest in their employees. In turn, workers feel valued as professionals and grow with their employers and industries. Knowledge is continually passed down from industry experts to individuals entering their field, providing an emerging workforce with critical knowledge and skills in high-demand fields.

Steps to Starting an Apprenticeship Program

Developing a new apprenticeship program requires careful consideration. That's why many apprenticeship programs are developed by teams of individuals in companies and organizations with a vested interest in increasing the number of skilled employees in a specific occupation. Apprenticeship and Training Division staff are ready to support you through this process. Here's an overview of the major steps to create and register an apprenticeship program in Oregon.

Registering an Apprenticeship Program: Key Steps

Research and Prepare for Registration

- ☐ Identify a (recognized) occupation your program will train for
- ☐ Form a team of experts to help you design your apprenticeship program
- ☐ Solicit the help of ATD staff at generalatd@state.or.us.

Document Apprenticeship Program Administration

- ☐ Compile the apprenticeship program components into the Oregon Standards of Apprenticeship Template

Design the Apprenticeship Program

- ☐ Determine which core skills, knowledge, competencies, and certification are required for your occupation
- ☐ Determine the basic order in which skills, knowledge, or competencies need to be acquired
- ☐ Determine how and where apprentices will learn skills, knowledge and competencies
- ☐ Find a Related Training Provider
- ☐ Establish Benchmarks for Certifying Mastery
- ☐ Set a Wage Scale
- ☐ Identify Apprenticeship Minimum Qualifications and Selection Processes

- ☐ Complete required Oregon State Apprenticeship and Training Council (OSATC) documentation and registration materials. Including:
  - Program Administration Plan
  - Related Training Plan
  - Policies and Procedures
  - Affirmative Action Plan
  - Standards of Apprenticeship
  - Signature Sheet

Register with OSATC

- ☐ Formalize program elements into the standards of apprenticeship
- ☐ Form a Local Committee, either a Joint Apprenticeship and Training Committee, or a Trades and Apprenticeship Training Committee (TATC)
- ☐ Receive program approval from the Oregon State Apprenticeship and Training Council

PART I:

RESEARCH AND PREPARE FOR REGISTRATION

PART I: Research and Prepare for Registration

Research and Prepare for Registration

- ☐ Identify the (recognized) occupation your program will train for
- ☐ Form a team of experts to design the program
- ☐ Solicit help from Oregon Labor and Industries staff at generalatd@state.or.us.)

Part I of this Guide is designed to assist programs with initial research and preparation needed to register an apprenticeship. However, it assumes that teams of partners have already done important research and outreach to confirm there is truly demand for a new apprenticeship program in their community. Before proceeding, potential programs should ensure that:

There is demand for a specific occupation or skillset: Demand might mean that a single employer is ready to invest in a specific occupation or career path, or multiple employers have a common occupational or skill need. For construction occupations, Oregon statute requires multiple employers work together to create an apprenticeship program.

Apprenticeship is an optimal training approach for workers in that occupation or skillset. The majority of teaching and learning in Registered Apprenticeship occurs through structured on-the-job training under the direct supervision of a dedicated mentor or Journey worker. A smaller portion occurs through classroom (or virtual) instruction. Occupations that require significant work-based learning are well-suited to the apprenticeship model.

Partners are ready to help design, validate and administer the apprenticeship program. Creating an apprenticeship program requires establishing a Local Committee made up of employers, employees, and other partners responsible for designing, developing, and delivering the curriculum and/or managing registration and other administrative tasks. Effective partners are invested in the process and in apprenticeship as a desired approach to training.

This part of the guide covers the first three steps of creating a Registered Apprenticeship program:

- Identify an occupation

- Establish a team of experts to design the program
- Get in touch with the Apprenticeship and Training Division

Identify a Recognized Occupation

Apprenticeship programs prepare workers for occupations that are recognized across an industry. A “recognized” occupation is one other employers in your sector would understand to require similar skills, knowledge, and competencies. In the U.S., recognized occupations and the education, skills, and competencies associated with them are cataloged, defined, and assigned a Standard Occupation Classification (SOC) code in a national registry of occupations. This registry is called O*NET. It is searchable and accessible at onetonline.org.

Why is it important to identify recognized occupations?

Connecting your program to a recognized occupation increases the value of the apprenticeship credential. It means that the qualifications an apprentice graduates with are recognized across the industry, and that as an employer you can be confident that they have acquired certain skills. An apprentice’s certificate of completion communicates the attainment of skills and competencies associated with particular occupations. Employers hiring candidates they did not train can be assured that workers holding apprenticeship certificates are qualified for the job. By working together, employers create these universally recognized standards which everyone benefits from.

SOC codes serve as a common language for communicating the nature of an occupation and the skills required to perform successfully in that occupation. They enable employers to collaborate in training, skill-building, and hiring. These codes may also help you locate existing programs or identify existing standards you can use to build your program.

You will need a SOC code to move forward with your apprenticeship program design and registration process. The Apprenticeship and Training Division can help if needed.

Once you identify your occupations and SOC code(s), contact the Division at generalatd@state.or.us to find out if there are any existing programs or minimum standards you can use to advance your own apprenticeship efforts. If you would like to review all Apprenticeship Standards in Oregon, they are available here: oregon.gov/BOLI/ATD/Pages/A_Standards_1000-8999.aspx

Do You Need to Register a New Apprenticeship Program?

If you have an idea for an apprenticeship program, you might not need to start from scratch. As a first step, check online at https://www.oregon.gov/boli/ATD/Pages/A_StatewideOpportunities.aspx to see if a Registered Apprenticeship or Committee already exists for your occupation. It is possible that working with an existing program as an employer (training agent) is a better solution than creating a program from scratch.

One last consideration for selecting an occupation is confirming that the associated training pathway will meet minimum time requirements. Registered Apprenticeship programs build pathways to skilled professions and careers, not entry-level jobs. Programs are required to include a minimum of 2,000 hours of on-the-job training (OJT) and 144 hours of Related Training (RT) annually. Typically, this means that an apprenticeship takes at least one year of work, learning, and practice. Most apprenticeship programs require between 4,000-8,000 on-the-job training hours and take between two and four years to complete. Partners should ensure from the beginning that 1) the occupation selected will take between 1-4 years of full-time training, and 2) that upon completion of this training, the apprenticeship will have mastered professional level skills.

Establish a Team of Experts to Design the Program

You need partners to create a high-quality program. That's why one of the first steps is to solicit input from industry representatives (employers of professionals in your selected occupation) and practitioners (skilled workers in your selected occupation). Representatives of the industry with hiring authority should be consulted since they will be employing apprentices. Employees of participating companies should be consulted as practitioners of the trade or profession since they will be mentoring apprentices. This group will eventually become part of your Local Committee.

Administering an apprenticeship program requires tracking apprentices' training progress; making sure employers are complying with rules and requirements; overseeing apprenticeship instruction and mentoring activities; and collecting other apprenticeship program data. Many apprenticeship programs collaborate with administrative partners such as industry associations, community colleges, unions, training halls, or local workforce boards to manage this data collection and other administrative tasks.

Training, education and economic development partners may also be helpful partners. These non-employer partners are prohibited from joining the JATC or Local Committee as voting members, but they can help in other important ways such as organizing meetings, documenting discussions, and gathering and submitting the paperwork required to register the apprenticeship.

Get Help from Oregon Labor and Industries

The Apprenticeship and Training Division is here to guide you through this process. You should reach out early in the process so you can consult with an Apprenticeship Representative. Apprenticeship Representatives can also provide research support and technical assistance to ensure that new programs meet Oregon's standards for registration. To be connected with an Apprenticeship Representative, contact the Division at: generalatd@state.or.us or call (971) 673-0760.

Research and Preparation Checklist

Before moving on to the next section, make sure you have:

- ✓ Identified an occupation and corresponding SOC Code (in O*NET) and conducted a search for existing programs and minimum standards for your selected occupation.
- ✓ Established a team of employers, occupational experts, and other partners to help you develop your apprenticeship program standards and submit required paperwork.
- ✓ Contacted ATD to make the registration process as smooth and efficient as possible. Contact generalatd@state.or.us or (971) 673-0760.

Next Steps

In the next section of this guide – **Design the Apprenticeship Program** — we will cover the specific tasks required to design an apprenticeship program and get ready to submit the required documentation.

Design the Apprenticeship Program

- ☐ Determine core skills, knowledge, competencies, and certification required for occupational mastery
- ☐ Determine the sequence in which skills, knowledge, or competencies need to be acquired
- ☐ Determine how and where apprentices will learn skills and gain knowledge and competencies
- ☐ Identify a Related Training provider
- ☐ Establish benchmarks for certifying mastery
- ☐ Set a wage scale
- ☐ Determine apprenticeship minimum qualifications and selection process

PART II: Design the Apprenticeship Program

Part II is about developing **Apprenticeship Standards** – the list of the skills, knowledge and competencies apprentices will need learn on the job or in the classroom by the end of their apprenticeship, as well as the training activities, and the credentials apprentices receive along the way and at the completion of their apprenticeship.

In this section, we will cover key design decisions teams must make when developing an apprenticeship program including:

- Determining the skills, knowledge, competencies and certifications
- Determining the sequence in which skills, knowledge, or competencies need to be acquired
- Determining how and where apprentices will learn skills, and gain knowledge and competencies
- Identifying a Related Training provider
- Establishing benchmarks for certifying mastery
- Setting a wage scale
- Determining minimum qualifications and selection processes

Relevant Administrative Rules (OAR)

839-011-0084

829-011-0072

839-011-0074

839-011-0170

839-011-0088 (3)

839-011-0140

839-011-0143

Oregon Revised Statutes (ORS)

660.135
660.137v

This work requires collaboration among employers, employees, and employer organizations and intermediaries and others to ensure decisions are informed by current needs, trends, and standards.

Part III and Part IV of the guide, **Document Apprenticeship Program Administration** and **Register Your Apprenticeship,** explain how to document the Apprenticeship Standards and the additional administrative and operational plans required for registration; how to establish your Local Committee; and finally, how to register your program. Parts II-IV are meant to be used in conjunction with the **New Committee Toolkit** (Toolkit) so that decisions are documented in a way that supports seamless submission of apprenticeship registration materials. Eventually you'll submit your Toolkit to the Oregon State Apprenticeship and Training Council (Council) to register your new apprenticeship program. The Toolkit is included as Appendix A.

Oregon Labor and Industries also has additional resources and templates to help you complete each of the program design steps. Before you begin, reach out for assistance at: generalatd@state.or.us.

Determine Core Skills, Knowledge, Competencies, and Certification Required for Occupational Mastery

You will need to start with building an outline of what your training will cover. Working closely with employer partners who can validate what skills, knowledge, and certifications are currently in demand, the team must establish what the apprentice will be expected to learn over the course of the program. This work includes determining any theoretical or practical knowledge needed; describing the tangible skills an apprenticeship must have to perform the work; and what, if any, certifications, licenses or credentials the apprentices would need to practice their trade. You can customize the core program elements to meet your specific needs and there are many examples of how other have approached this task to register related apprenticeship programs.

The following resources can help validate employer demand, determine appropriate wages, and identify skills, competencies, and relevant educational credentials.

- Existing Oregon apprenticeship standards or minimum guideline standards in a given occupation or industry;
- O*NET's detailed descriptions of occupations by skills and educational requirements;
- Local labor market data, including the United States Bureau of Labor Statistics (BLS) Occupational Employment Statistics (OES) data which can provide a high level view of regional labor demand by occupation and corresponding wages; and
- Recent regional job postings for the selected occupation.

Focusing on the skills, knowledge and competencies that are required to perform at a high-level in a given occupation across firms or sectors will ensure that your program will have value to other employers.

Determine the Sequence of Training

For some occupations, skills need to be taught in a progressive way, building on those already learned. In some contexts, job duties can be performed only after an apprentice has achieved a specific certification or completed particular training. In other cases, skills can be learned at any point in a training program. You will need to determine the best order for apprentices to learn the skills and knowledge they need to be successful.

There are a number of tools and resources that can facilitate this process. The Competency Model Clearinghouse may help you locate existing models. Additional resources are available through Oregon Apprenticeship and key US Department of Labor and US Department of Education communities of practice sites.

- oregonapprenticeship.org
- apprenticeship.gov
- workforcegps.org
- ies.ed.gov/ncee/wwc

Determine How and Where Apprentices Learn

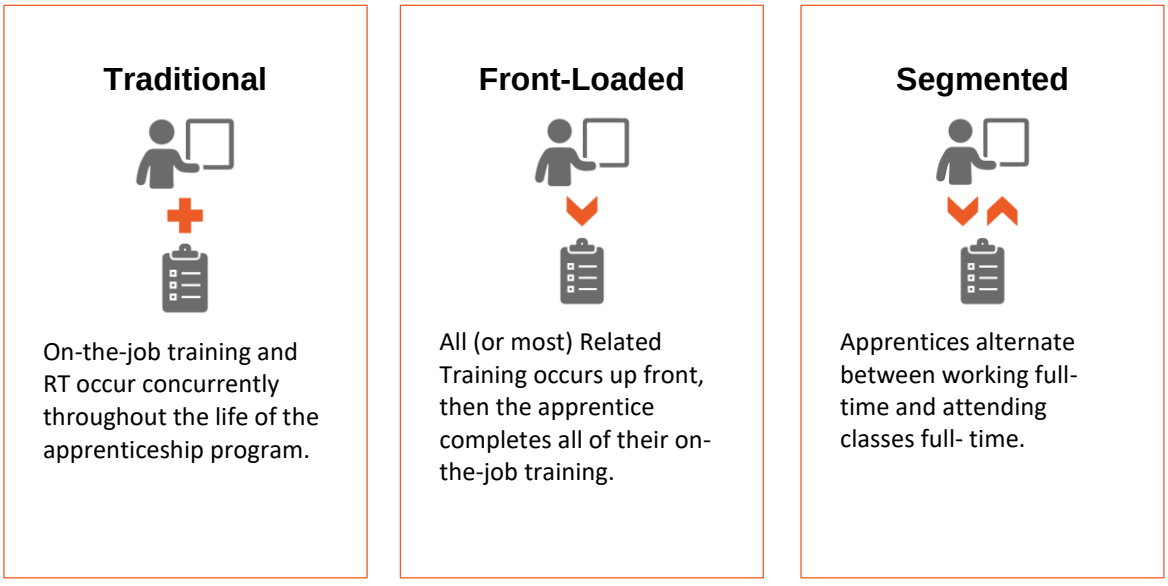
Apprentices spend most of their training time in on-the-job training (OJT) under the mentorship of industry experts or Journey workers. However, at least 144 hours each year of the apprenticeship must be spent in related classroom (or virtual) training (RT).

Related training can be provided upfront, incrementally, or at specific intervals throughout an apprenticeship program. Depending on when the classroom instruction needs to occur, you can design it to suit the requirements of the occupation.

Figure 1 illustrates three common on-the-job training and Related Training delivery models: traditional, frontloaded, and segmented.

- **Traditional**. In traditional apprenticeship models, on-the-job and related training occur at the same time throughout the apprenticeship program. An apprentice might spend time each week (e.g., one day or one afternoon) at a local community college taking relevant coursework or following an online curriculum at home. The remainder of the week, the apprentice trains at the workplace.
- **Front-Loaded.** In front-loaded programs, all (or most) related training occurs at the beginning of the apprenticeship program. The apprentice then moves to the

Figure 1: Apprenticeship Delivery Models



workplace to complete all (or most) of their on-the-job training. Typically, this model is used for occupations that require coursework or a specific certifications or licenses to prepare apprentices for the entry-level duties.

- **Segmented**. In segmented programs, apprentices alternate between working full-time (OJT) and attending classes full-time (RT). For example, an apprentice might work for eight to twelve weeks, then participate in an intensive training program before returning to work again to apply their newly acquired knowledge.

There is no single best apprenticeship program model. Collaborating with partners can help you design an approach that suits the needs for the type of work you're doing.

Identify a Related Training Provider

Once you know what kind of related training your apprentices will need and how it should be organized, it will be easier to approach potential related training providers. These providers can be community colleges, adult schools, training halls, online courses, and accredited training institutions. You could employ any of the following options:

- **Related Training on campus:** Apprentices complete coursework at the campus of the RT provider or at a dedicated training hall, either as students integrated into pre-existing courses with non-apprentices or in cohorts with other apprentices.
- **Related Training at work:** Employers provide dedicated classroom space at the worksite or in the workplace so that apprentices can receive their RT where they work.
- **On-line:** The apprenticeship program adopts a curriculum that can be completed by apprentices online.

You can also combine these options. For example, a classroom fundamentals course could prepare apprentices for on-the-job training and help establish a cohort-based learning community, and then remaining courses could be offered online or at the worksite.

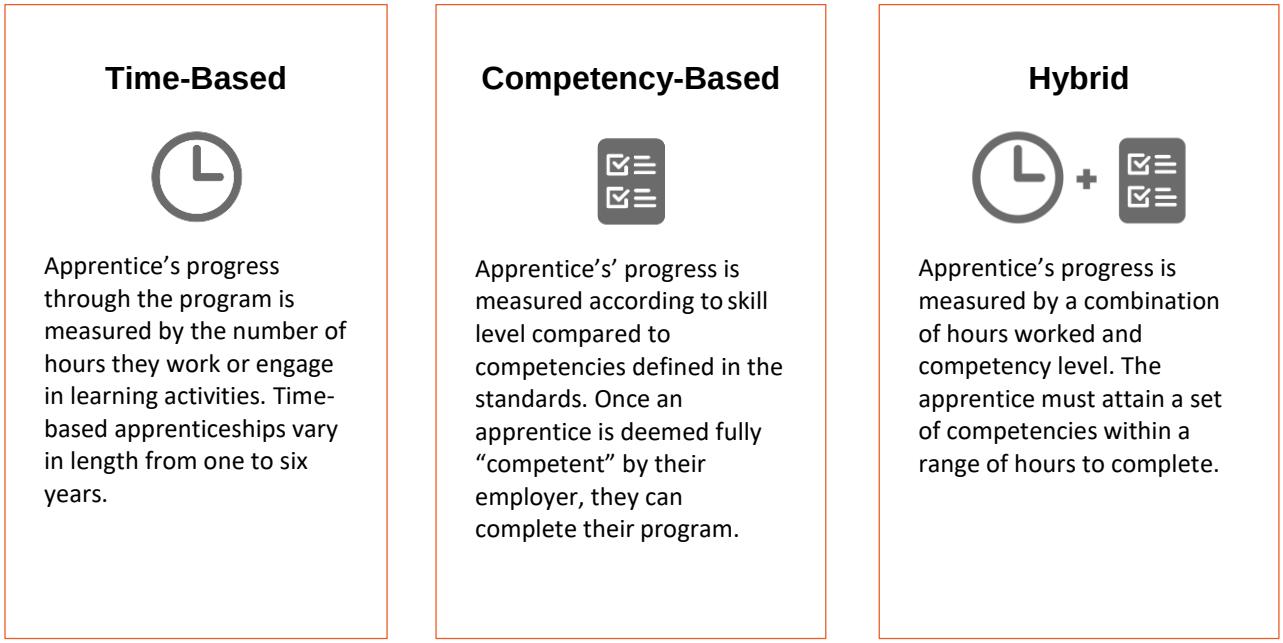
Establish Benchmarks for Certifying Mastery

You must determine when an apprentice will master the skills required by their apprentice occupation. Programs typically adopt a time-based, competency-based, or hybrid approach. Figure 2 shows more.

- **A time-based** approach uses time as the primary indicator of progress. This works well for occupations that require ongoing practice to achieve technical competence, precision, or confidence.
- **A competency-based** approach relies on assessments of apprentices' skills compared to your standards. This works well for occupations that require gaining skill in one area before moving on to the next. This method can help make sure apprentices acquire solid foundational knowledge in one area before progressing to the next.
- **A hybrid** approach combines required hours and required skills to make sure that apprentices make measurable progress within a certain period of time.

There are a variety of methods for evaluating an apprentices' development and certifying skills mastery, from hands-on assessment to written examinations. Your apprenticeship program will determine its own benchmarks and methods of assessment.

Figure 2: Types of Apprenticeship Programs



Set a Wage Scale

A wage scale must be defined for every occupation in an apprenticeship program. The wage scale identifies the minimum wage that an employer will pay apprentices throughout the program and must include at least one wage increase.

Wage progression is a requirement of apprenticeship programs to make sure that apprentices are compensated for skill gains (and increased productivity) as they progress in their programs. In a time-based program, wage increases are typically tied to the number of hours an apprentice has worked in on-the-job training. It is common to see one wage increase per year. In a competency-based program, wage increases are typically tied to the skills or competencies achieved. A hybrid program may use a combination of each approach by selecting a minimum time an apprentice must practice a skill in addition to earning a competency.

Apprentices' wages are typically calculated as a percentage of the Journey worker or subject matter expert wage. For instance, if a Journey worker earns $25.00 per hour, then an apprentice may start out at 60% of the subject matter expert wage, or $15.00 per hour. The subject matter expert wage can be determined by consulting www.qualityinfo.org, the State of Oregon's primary source of labor market information, or by surveying the employers participating in the program to determine the wages paid to existing subject matter experts. Employers can pay their apprentices above the wage scale, but not below it.

Determine Apprenticeship Minimum Qualifications and Selection Processes

Based on the information you've assembled about what apprentices will be expected to learn during their apprenticeship, decide what qualifications they'll need to enter the program. This can help insure a fair, effective, and equitable hiring process. Both State and Federal law require that any program with five or more apprentices must have an objective selection procedure on file with Oregon Labor and Industries. Documentation templates are included in the **New Committee Toolkit**.

Minimum Qualifications

Your plan for selecting apprentices should begin with the minimum requirements necessary to be considered for entry into the program. These can include age (i.e. 18 and older), education level (i.e. high school diploma, GED, etc.), and/or other requirements that must be met for applicants to be considered qualified.

Selection Procedures

Your selection procedure explains how a program chooses apprentices from among a pool of qualified applicants. For example, if there are 15 individuals that meet the

minimum qualifications, but only 11 available apprenticeship slots, the program must have a selection procedure that identifies how applicants will be evaluated chosen to fill the open slots. The selection procedure must be transparent, objective, and promote diversity within your workforce.

Selection procedures can include:

- **Interviews** with the JATC/Local Committee
- **Reviews of applicant portfolios** to assess relevant work experience, projects, coursework an applicant has completed, and other relevant materials
- **Written assessments** of applicants' basic knowledge, skills, and abilities as they directly correspond to job performance*
- **Other assessments** that gauge the potential apprentices' specialized skills and are directly related to job performance*

* Note: Assessments used for the purposes of applicant selection must be validated through generally accepted professional standards for evaluating standardized tests to ensure that they do not have adverse impact on protected classes such as women and minority applicants (41 CFR Part 60-3). All scoring methods used in the selection process must be documented and attached as an addendum to the Apprenticeship Standard.

Program Design Checklist

Once you complete these steps, you will have developed your apprenticeship program model and ascertained most of the information you will need to complete the required registration materials and convene your partners as the Local Committee. Before moving on to the next section, make sure you:

- ✓ Have determined the skills, knowledge, competencies and certifications that will be learned and attained over the course of the apprenticeship; how and where apprentices will learn; who will provide Related Training; how the program will certify mastery of skills; what wages apprentices will earn; and what the minimum qualifications and selection processes are going to be for new apprentices.
- ✓ Have attained and are familiar with the New Committee Toolkit which includes the templates for the documentation you will need to provide to register your program.
- ✓ Confirm participation employee and employer partners who helped design the apprenticeship program as JATC/Local Committee members.

Next Steps

In the next section of this guide – **Document Apprenticeship Program Administration** -- we will review all of the documentation requirements needed to complete registration.

PART III:

DOCUMENT APPRENTICESHIP PROGRAM ADMINISTRATION

Document Apprenticeship Program Administration

- ☐ You will need the following to complete the **New Committee Toolkit:**
  - Program Administration Plan
  - Related Training Plan
  - Policies and Procedures
  - Affirmative Action Plan
  - Standards of Apprenticeship
  - Signature Sheet

Part III: Document Apprenticeship Program Administration

You started this process with a basic idea of what you wanted apprentices to learn over the course of their program. Now that you have more specifically defined the skills and competencies they will be expected to master and how this will occur, you are ready to complete the documentation that will approve these standards.

Compile Apprenticeship Program Components as Apprenticeship Standards

The Apprenticeship and Training Division will help you complete the required forms for submission to the Council and review any changes that need to be made. The standards will need to meet minimum guidelines, if they exist for your occupation. The Program Standard outlines the entire scope of the apprenticeship program. Once your program is approved, it will serve as the contract between your Local Committee, the State of Oregon, apprentices, and training agents.

Complete New Committee Toolkit

In addition to the Program Standard, OSATC requires information about program scope, scale and administration be submitted as part of the registration process. Since you will already have gathered most of this information, you are mostly documenting the work you have already completed.

Oregon Administrative Rules 839-011-0084 identifies the requirements for additional documentation describing your administrative plans that must be submitted as part of the registration process. You can likely draw from existing policies and procedures to complete the required pieces. Refer to Sections 2-5 of the **New Committee Toolkit** to fill in the following information as you prepare your submission**.**

- **A Program Administration Plan** that designates the program administrator, describes how the committee will support its operations, and provides a detailed description of all costs apprentices are expected to incur (instruction, books, tuition) and assurances that training agents will be provided with a written statement of costs for program participation.
- **A Related Training Plan** that includes:
    - A description of how and where the training will be delivered
    - Assurances that instructional resources are available to deliver the program within the geography specified are available
    - Evidence of certification of the curriculum and delivery plan by an authorized entity (e.g., Oregon Department of Education or nationally recognized industry association)
    - A complete curriculum that includes course outlines, completion procedures and expected competencies, grading procedures, and instructor qualifications.
- **Policies and Procedures** including a plan for:
    - Quality assurance in the areas of worksite training, standards and supervision, training agent qualifications and duties (and a plan for training them in these responsibilities), and program delivery in the geographic areas specified;
    - Safety policies, procedures, and training;
    - Granting advanced standing or credit for prior experience;
    - Transferring apprentices from one employer to another;
    - A process and contact for complaints
- **An Affirmative Action Plan** that establishes outreach, utilization, and retention goals to increase diverse representation in your apprenticeship program based on race, gender, ethnicity, and people with disabilities in the program.
- **Standards of Apprenticeship** as described in Part III of this guide, including work processes apprentices will learn and the number of on-the-job training hours this will require.
- **Signature Sheet** that includes the signatures of all the local committee officers. This is the final step to demonstrate that your new program is approved by industry experts!

The templates included in the New Committee Toolkit and those provided by Oregon Labor and Industries staff comprise the submission materials for this information. Staff are available to assist throughout the registration process.

Document Program Administration Checklist

You're almost there! To move forward you need a completed New Committee Toolkit that includes the following:

- ✓ The Standards of Apprenticeship compiled in the official template
- ✓ Program Administration Plan
- ✓ Related Training Plan
- ✓ Policies and Procedures
- ✓ Affirmative Action Plan
- ✓ Standards of Apprenticeship
- ✓ Signature Sheet

Next Steps

In the next section of this guide – **Register Your Apprenticeship Program** -- we will review the final steps for making your program official!

PART IV:

REGISTER YOUR APPRENTICESHIP PROGRAM

Register Your Apprenticeship Program

- ☐ Hold a meeting with the Local Committee (Joint Apprenticeship Training Committee or JATC or Trade Apprenticeship Training Committee or TATC) and approve your Program Standards
- ☐ Submit New Committee Toolkit to the Oregon State Apprenticeship Training Council
- ☐ Program approval!

Part IV: Register Your Apprenticeship Program

Once you have designed your program and completed the associated documentation, you are ready to register your program. The registration process has three steps:

- **Form a Local Committee (JATC or TATC) and have an Organizational Meeting** of the committee during which it approves required apprenticeship program documentation and records the process in the form of meeting minutes;
- **Submit New Committee Toolkit to Oregon State Apprenticeship and Training Council (OSATC)** who will review your program standards and other administrative documents; and
- **Receive program approval** of your program standards and other administrative documents

This final part of the guide, Part IV, covers the convening of the Local Committee and the final steps of the apprenticeship registration process.

Convene the Local Committee and Approve Program Standards

The Local Committee (JATC or TATC) is the primary administrative body of your apprenticeship program. The Local Committee approves all official documentation submitted to ATD and the Council and oversees program administration. This includes ensuring that training agents and apprentices adhere to program standards, employment laws, and other legal and program requirements. While other entities (colleges, labor unions, workforce board, industry associations, or other intermediaries), may assist in administrating or facilitating the program, the Local Committee is the primary organization responsible for upholding and administering program standards.

Can non-employers/employees serve as Local Committee members?

Individuals who are not employers of workers in the occupations for which the apprenticeship is designed or expert workers themselves may serve on Local Committees, but only as nonvoting members. Representatives of community colleges, industry associations or workforce partners may play critical roles in supporting apprenticeship programs, but they may not vote.

Who can sit on your Local Committee?

A Local Committee can have up to **eight members** and must include an **equal number of employees and employers**. For apprenticeships in non-construction occupations, a single business may start its own company-specific program. In cases where a business is a member of a collective bargaining agreement (CBA), the committee must ensure that employee representatives are covered by the CBA. Typically, each employee representative on the committee is a skilled practitioner of the particular trade or occupation for which the apprenticeship program is designed, and each employer representative's firms is actively recruiting or employing apprentices. Employee members should not be active apprentices in the program.

One **alternate member** may be selected for each principal committee member. The alternate members may attend all committee meetings, participate in discussions and perform such duties as may be delegated to them by the committee, but may not vote at committee meetings except when actually substituting for an absent principal committee member for their respective employer or employee.

Section 1 of the **New Committee Toolkit** can guide you and prospective committee members in launching a new apprenticeship committee. Apprenticeship and Training Division staff are available to help!

Leadership and Management of Local Committees

Committee members elect a chairperson and secretary as committee officers. These individuals are responsible for managing meetings, signing official program documents, and other duties.

One officer position must be held by an employer member and one by an employee member. For example, if the committee chair is an employer representative, then the committee secretary must be an employee (and vice versa). In order to vote on

committee business, a quorum of two representatives of employers and two representatives of employees is required. Unless otherwise agreed to in committee policies and procedures, officers should serve no less than one year and no more than two.

Committees can meet as often as is necessary to transact business but must meet at least twice a year. Committee meetings are called either by the chairperson or at the request of the majority of the members of the committee. Meetings can be held electronically by email, if committee business that does not require discussion. Meetings can also be held over teleconference or video conference for all issues except those that require an apprentice or training agent to appear for disciplinary matters. For more information on how to run a committee meeting, see our companion **Guide to Maintaining an Apprenticeship in Oregon**.

Convening an Organizational Meeting of the Local Committee

Although it is possible for apprenticeship standards to be documented and approved in a single Organization Meeting, in practice Local Committees typically convene a series of meetings where they work together to design the program standards, related instruction and determine other administrative elements of their proposed apprenticeship before holding an official Organization Meeting.

The Organizational Meeting is the opportunity for the Local Committee to formally recognize and vote to ratify program standards and other administrative decisions. Taking detailed minutes during the official Organization Meeting is critical because they must be submitted to ATD as a required component of your apprenticeship program's application for registration. An Apprenticeship Representative will help convene and attend Organizational Meetings to provide technical assistance and ensure all required elements are reviewed and approved in a recorded vote.

Submit Registration Materials

After you have your Organizational Meeting and have recorded your decisions, you must submit the New Committee Toolkit, minutes, signature sheets, and all supporting documentation (e.g., copies of the standards, administration, classroom training, and affirmative action plans etc.) to Oregon Labor and Industries. The minutes serve as the committee's application for registration. The submission of these documents triggers the formal process of review by ATD and the Oregon State Apprenticeship and Training Council. See the Toolkit for examples.

Staff Review and Technical Assistance

Apprenticeship and Training Division staff will review your submitted materials to ensure you have each piece completed and may request additional information or clarification

from the Local Committee. Once ATD determines your materials meets the standards for apprenticeship registration, you will receive staff recommendation for approval before it is passed to Council.

Official Program Approval

Your application will be reviewed by the Oregon State Apprenticeship and Training Council's Standards Review Subcommittee. You may be asked to submit any missing information or update plans if policy, economic, or other circumstances have changed since submission.

The program materials will be sent to Council members and on the Standards Review Subcommittee agenda for a vote. You must attend this subcommittee meeting as it provides the Council with an opportunity to ask questions about the proposed apprenticeship program and discuss the contents of the application package.

From the Standards Review Subcommittee, the application goes to the full Council (OSATC) for a final vote. Applicants do not have to appear at this meeting, but it does provide an opportunity to celebrate the registration of your program if you wish!

New Local Committees may begin operation on the first day of the month directly following the OSATC meeting at which they were approved. Apprenticeship Representatives will continue to offer technical support to assist new Local Committees in getting established. The Guide to Maintaining an Apprenticeship in Oregon will also provide guidance for new committees on operational procedures.

Conclusion

We hope this guide has been helpful as you navigate how to train the workforce of the future. Apprenticeship programs allow businesses to invest in the careers of their employees while also making their companies more competitive. As you go forward, please make sure to consult our guide on **Maintaining a Registered Apprenticeship Program** to make sure you're staying up to date and in compliance.

We look forward to working with you! Contact us at generalatd@state.or.us or 971-673-0760.

APPENDIX

Appendix

Glossary and Key Terms

Apprentice

> *a worker who is at least 16 years of age who is employed to learn an apprenticeable occupation under standards of apprenticeship approved by the State Apprenticeship and Training Council and under an apprenticeship agreement recognized by the council.*

Apprenticeable occupation

> *a skilled trade that is customarily learned in a practical way through a structured, systematic program of on-the-job supervised training; is clearly identified and commonly recognized throughout an industry; involves manual, mechanical or technical skills and knowledge that require a minimum of 2,000 hours of on-the-job supervised training; and requires related instruction to supplement the on-the-job training.*

Apprenticeship agreement

> *a written agreement between an apprentice and either the apprentice's program sponsor or the local joint committee acting as the agent for the program sponsor that contains the minimum terms and conditions of the employment and training of the apprentice.*

Course of study

> *a course of study for the instruction of apprentices or trainees.*

Division

> *the Apprenticeship and Training Division of the Bureau.*

Employee

> *any person employed or active in an applicable trade.*

Employer

> *any person employing the services of an apprentice, regardless of whether the person is a party to an apprenticeship agreement with the apprentice.*

Journey worker

a worker who has attained a level of skill, abilities and competencies recognized within an industry as having mastered the skills and competencies required for the occupation.

Local Committee

any registered joint or trades apprenticeship or training committee approved by the Council.

Program

the total system of apprenticeship as operated by a particular local joint committee, including the committee's registered standards and all other terms and conditions for the qualification, recruitment, selection, employment and training of apprentices in that apprenticeable occupation.

Registered apprenticeship program

the total system of apprenticeship as operated by a local committee, including the committee's registered standards and all other terms and conditions for the qualification, recruitment, selection, employment and training of apprentices in and occupation as approved by the Council.

Registration of an Apprenticeship Agreement

the acceptance and recording of an apprentice or trainee agreement by the Division on behalf of the Council. Registration is evidence of the participation of the apprentice or trainee in a registered program.

Registration of an apprenticeship program

the acceptance and recording of a program by the Office of Apprenticeship, or registration and/or approval by a recognized State Apprenticeship Agency, as meeting the basic standards and requirements of the Department for approval of such program for Federal purposes.

State minimum guideline standards

industry/trade benchmarks developed by a Council approved state committee and approved by the Council that represent the fundamental requirements necessary for entry into and completion of specific Council approved apprenticeship or training programs.

Standard

a written agreement submitted by a local committee and approved by the Council, which sets forth a plan containing all terms and conditions for the qualification, employment and training of apprentices or trainees.

Trainee

> *a worker who is at least 16 years of age, except when a higher minimum age is otherwise required by law, and who is to receive, in part consideration for services, complete instruction in an occupation that meets all the requirements of an apprenticeable occupation, except that such occupation requires, in the opinion of the council, less than 2,000 but not less than 1,000 hours of on-the-job supervised training.*

Training agent

> *an employer that is registered with a local joint committee and the Apprenticeship and Training Division of the Oregon Labor and Industries.*

Training program

> *any registered program of 2,000 on-the-job training hours or less. For the purposes of these rules, all apprenticeship requirements apply to training programs.*

Other tools

Toolkit link

> *ORS Chapter 660*
> *OAR 839 Division 11*
> *CFR Part 29*
> *CFR Part 30*