



**COLORADO**  
Department of  
Labor and Employment

**Office of the Future of Work**

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# Registered Apprenticeship Operations Manual for Workforce Professionals

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## About the Colorado Department of Labor and Employment (CDLE)

### **Mission**

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

### **Vision**

A working economy that elevates all of Colorado.

## About the Office of the Future of Work

The Office of the Future of Work (OFOW) was created to understand, prepare for, and develop policy and programmatic solutions to foster an economy that works for everyone in Colorado. The OFOW shapes an equitable economy of the future and ensures that Coloradans are equipped with the necessary education, training, skills, and tools to fully participate in the labor force.

The office, created by an [Executive Order from Governor Polis](#) on September 4, 2019 also seeks to raise awareness about the future of work. To accomplish its goals, the office works in partnership with other state departments, convenes summits with diverse stakeholders across regions, and establishes task forces and working groups.

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The OFOW sets the strategic vision for apprenticeship and is the fiscal agent for federal apprenticeship expansion funds. The OFOW team provides grant oversight, Registered Apprenticeship Program (RAP) staff, and is the United States Department of Labor (USDOL) intermediary body for Registered Apprenticeship (RA) expansion. With oversight of the State Apprenticeship Agency (SAA) and expansion of registered apprenticeships, the OFOW will play a direct role in ensuring more Coloradan workers and businesses have access to high quality apprenticeship programs that create a future-ready talent pipeline.



## Overview of Apprenticeship Expansion Funds

Apprenticeship Expansion funds are a discretionary source of funding dedicated to the growth of the RA model. Colorado has received the following sources of funding to date for strategic planning, RAP development and expansion, and increased access to apprenticeship, especially for under-represented populations:

- Accelerator Grant (May 2016: \$335K for strategic planning)
- [ApprenticeshipUSA State Expansion grant \(AEG\)](#) (October 2016: \$1.8M for RAP development)
- [State Apprenticeship Expansion \(SAE\) Grant](#) (June 2018: \$1.1M AEG continuation for expansion)
- [Apprenticeship State Expansion \(ASE\) Grant](#) (July 2019: \$1.35M for Apprenticeship Hub and recruitment)
- [Building State Capacity \(BRAP\)](#) (July 2020: \$450K for strategic planning and sustainability)
- [Innovation, Diversity, & Equity in Apprenticeship \(IDEA\) Grant](#) (July 2021; \$10M for employer incentives, program expansion subgrants, apprenticeship scholarships, and investment in the Apprenticeship Hub infrastructure in Colorado's workforce system)

## Grant Administration and Funding Structure

The OFOW is the grant recipient of the Apprenticeship Expansion funds and is responsible for maintaining the fiscal integrity and ensuring successful program implementation of the grants. Under these funds, the OFOW:

- Ensures the alignment of grant implementation with strategic priorities of the Governor's Office, Business Experiential Learning (BEL) Commission, Colorado Workforce Development Council (CWDC), and other state agency partners
- Partners to leverage other state and federal investments where possible to maximize grant resources
- Directly administers the Scale Up Awards, Employer Incentive Program, and oversight of the Apprenticeship Hub subaward
- Coordinates with the Regional Services Unit in Workforce Development Programs to monitor the Apprenticeship Hub and other subrecipients under the award
- Coordinates with Management Information Systems (MIS) Unit in Workforce Development Programs to make appropriate upgrades and coordinate on grant reporting using Connecting Colorado
- Coordinates with the Strategic Solutions Unit in Workforce Development Programs to develop local grant policy (PGL)
- Promotes funding availability statewide to scale the registered apprenticeship system and increase enrollment

## Apprenticeship Hub at Arapahoe/Douglas Works!

Both the ASE and IDEA grants reflect Colorado's nationally recognized Apprenticeship Hub model for apprenticeship expansion which leverages the state's Workforce Innovation and Opportunity Act (WIOA) system. The goals of the Apprenticeship Hub model are three-fold:

- **Simplify Grants Administration:** Streamline administrative and fiscal elements of grant administration enabling local and state entities to dedicate more time to strategy and partnership
- **Enhance Customer Service:** Centralize programmatic delivery to create consistency, maximize employer and apprentice benefits, and connect RAPs with a diverse and skilled talent pool
- **Address Policies Impacting an Equitable, Innovative Apprenticeship System:** Review and address policies, practices, and systems at the state, local, and federal levels that impact employer adoption and equitable access to apprenticeship

Colorado's 10 workforce areas committed to the successful operation of the Apprenticeship Hub. Colorado's local workforce boards, CDLE, and apprenticeship partners collaborate to meet shared state-wide objectives. [Arapahoe/Douglas Works!](#) (ADW) serves as the Apprenticeship Hub. To meet the goals above, ADW:

- Develops Memorandums of Understanding (MOUs) with partner workforce boards to coordinate service delivery (e.g. recruitment, RI/OJL/SS funding) and to meet grant objectives by establishing expected enrollments and expenditures (see PGL)
- Convenes a grants task force from each local area to monitor progress towards grant goals and address implementation challenges. To join grant implementation meetings, contact Judy Emery: [jemery@arapahoegov.com](mailto:jemery@arapahoegov.com)
- Appoints the Colorado Urban Workforce Alliance (CUWA) Director as the project lead to communicate with senior workforce representatives and partners, and to address local and regional policy and program implementation
- Coordinates and trains business services in the registered apprenticeship model via the Apprenticeship Consultants. For more information on Consultant-led trainings and Community of Practice, contact: [apprenticeship@arapahoegov.com](mailto:apprenticeship@arapahoegov.com)
- Coordinates and trains career service representatives to align messaging, service delivery, and participant funds. For more information on Apprenticeship Navigators, scholarships, and other career services, contact: [apprenticeship@arapahoegov.com](mailto:apprenticeship@arapahoegov.com)
- Employs Apprenticeship Consultants to develop RAPs and serve as liaisons between the state agencies and workforce business services. To make an organization or employer referral: <https://cdle.colorado.gov/apprenticeship-employers>



## Priority #1: Accelerate and Increase Capacity for RAP Development, Expansion, and Industry Diversification

### Grant-funded Strategies:

- Apprenticeship Consultants
- Scale Up Awards

Colorado industry expansion priorities are aligned with:

1. High-growth occupations/industries, as highlighted in the Talent Pipeline Report.
2. Governor's Priority Sectors and critical industries.

Recent investments through the ASE, BRAP, and IDEA grants have allowed for program development support and connection to resources through Apprenticeship Consultants and the launch of capacity building "Scale Up" awards.

### New Program Growth and Industry Diversification

One of the most notable impacts of investment in apprenticeship expansion has been the dramatic increase in new and expanded programs and the diversification of industries represented. These efforts have been achieved through continuously engaging with industry, leveraging workforce business services, and aligning with postsecondary partners to design programs for the future of work. The OFOW is particularly interested in investments that provide long-term capacity building for the sustainability of a high-quality registered apprenticeship system.

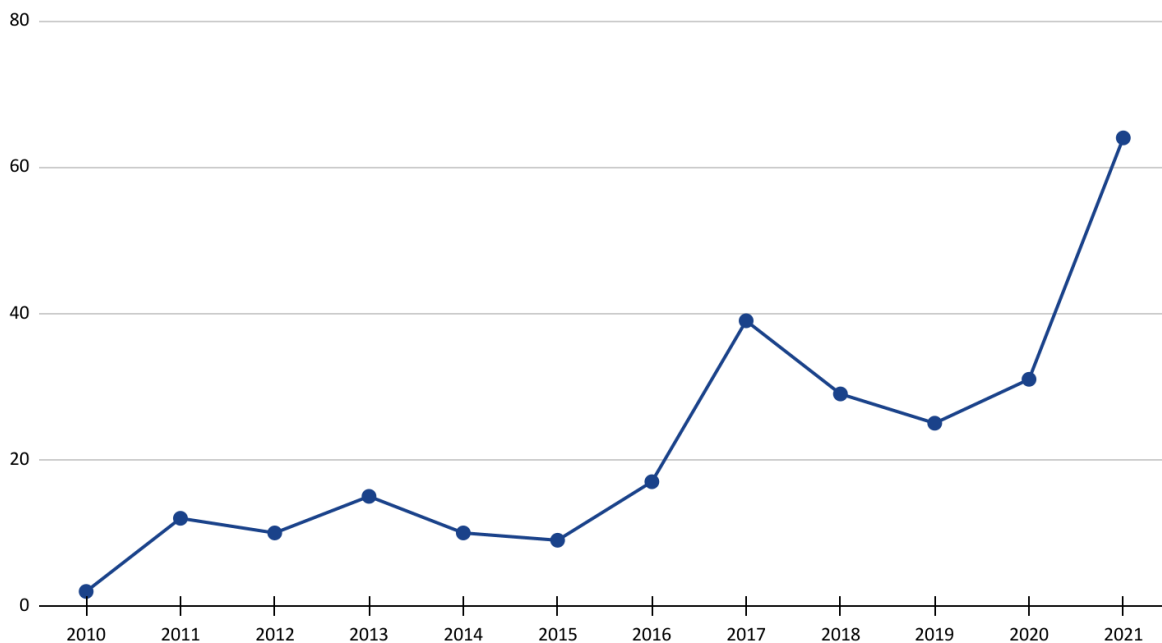
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Apprenticeship Expansion activities have led to the following accomplishments:

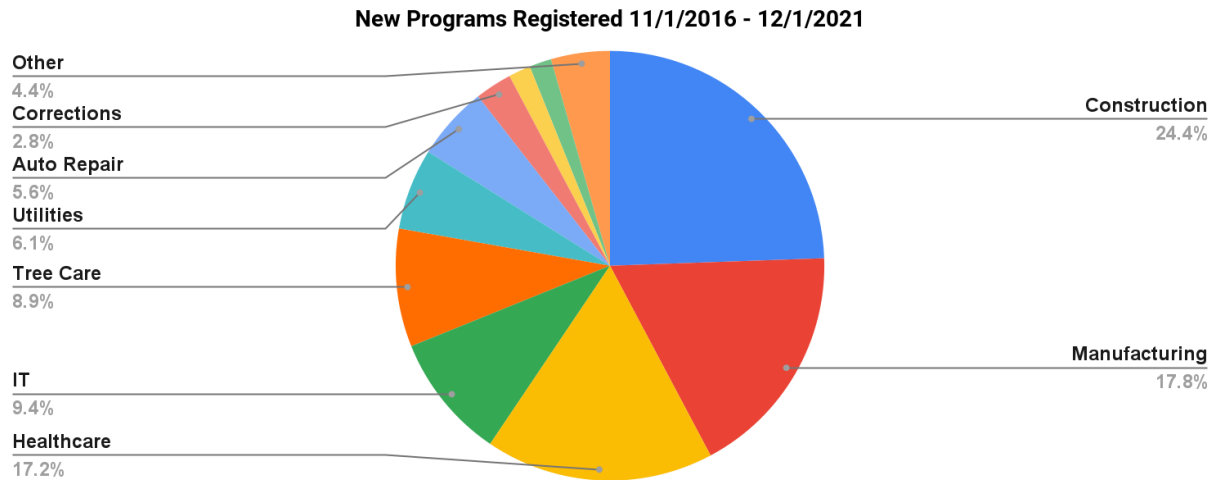
- Program development of **82** new or expanded RAPs, primarily in new industries
- Establishment of the Apprenticeship Hub and Consultant model; Colorado has been consistently recognized as a national leader in apprenticeship, profiled for leadership and policy by such entities as the [US Department of Labor](#), [National Association of Workforce Development Professionals](#), [National Association of State Workforce Agencies](#), and [Partnership to Advance Youth Apprenticeship](#)
- Supporting the establishment of the youth apprenticeship model via CareerWise Colorado, expand Arapahoe Community College's registered apprenticeship with Centura Healthcare, and Success Foundation/Greeley Public Schools youth RAP with Vestas

The below charts display new program development and diversification before and throughout federal investments in Apprenticeship Expansion (2016-2021). The charts below reflect both the activities from the Apprenticeship Expansion funds and the ongoing efforts of USDOL's Office of Apprenticeship.

**New Apprenticeship Programs Registered by Year (Source: RAPIDS)**







For 2019-2025, one or more expansion grants highlight:

- 1) Healthcare, Behavioral and Community Health
- 2) IT and Cybersecurity
- 3) Advanced Manufacturing
- 4) Clean Energy and Skilled Trades
- 5) Education and the Public Sector

In addition to state-level priorities, RA expansion grants are also intended to meet the long-term needs of individual employers and local economies. Employers/industry groups outside the state priority sectors may note how the RA model can help them fill a hiring gap, diversify their workforce, or fill the anticipated void of a retiring workforce.

## Priority #2: Equitable Access to High-Quality Career Pathways

### Grant-funded Strategies

- Apprenticeship Hub and Scholarships
- Diversity, Equity, Inclusion, and Accessibility (DEIA) Specialist and Supports
- Employer Incentives
- Apprenticeship Navigators and Marketing to Targeted Populations

As we increase RA opportunities, Colorado is committed to building a diverse talent pipeline, ensuring that apprenticeship workplaces are inclusive, and that there is equitable access to opportunities.

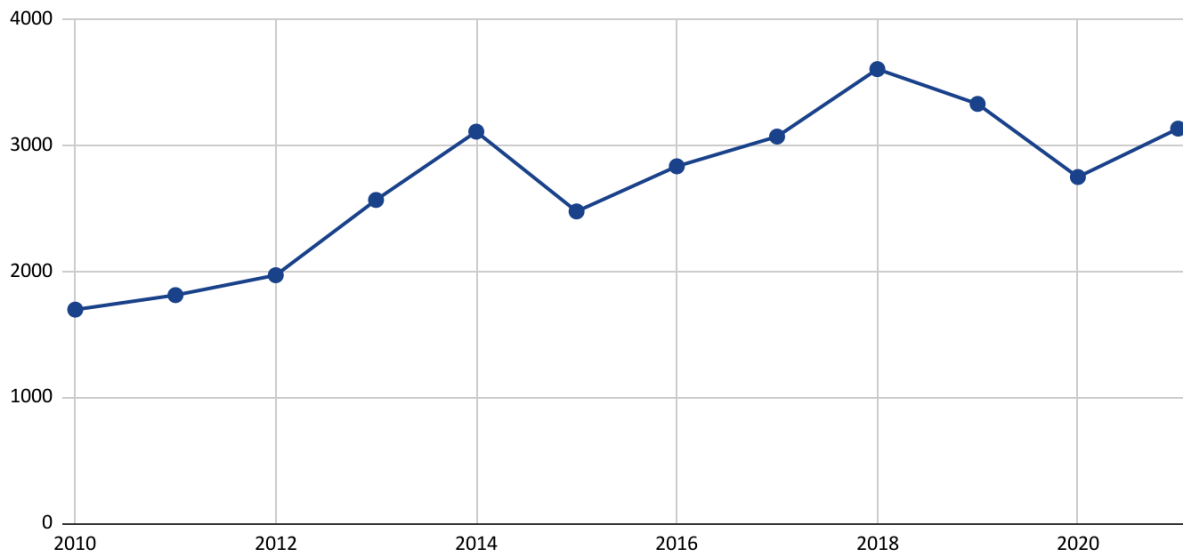
Apprenticeship Expansion activity has led to:

- Supported **1,782** individuals in registered apprenticeship
- **262%** increase in female representation in apprenticeship

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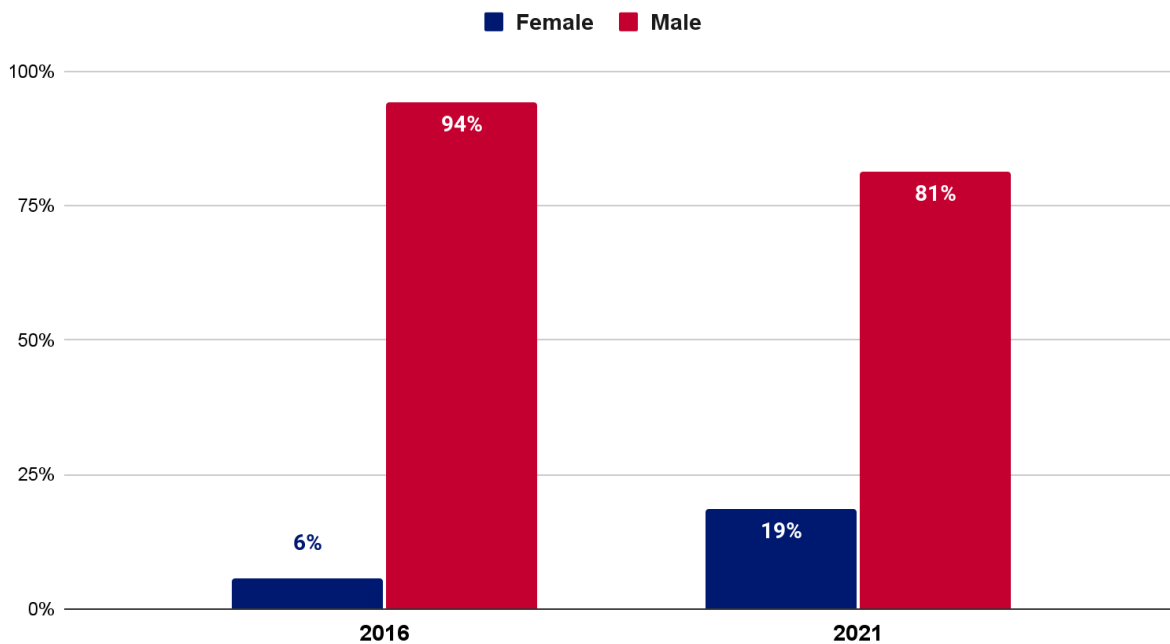
Expansion funds continue to invest and have made some progress in narrowing the equity gap over the past few years; participation remains disproportionately male and predominantly white.

### Apprentices vs. Year



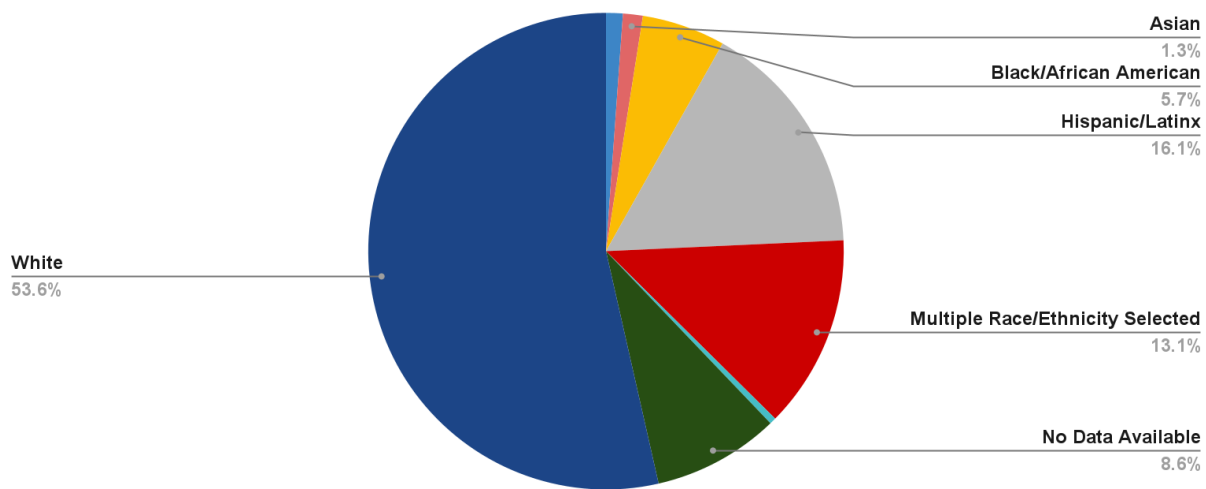
As Colorado continues to expand its apprenticeship opportunities, expansion funds have made a notable impact in female representation.

### Apprentices Enrolled by Gender - 2016 vs 2021



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**Apprentices Enrolled by Race/Ethnicity - 11/1/2016 - 12/1/2021**



As part of the IDEA grant, CDLE and its grant partners collaborated to develop a four-year Diversity, Equity, Inclusion, and Accessibility (DEIA) in Apprenticeship [plan](#). See the [IDEA PGL](#) for more information.

Equity strategies for 2021-2025 include:

- Demonstrated commitment, through signed letters of support and concrete goals, from the Governor's Office, Senator Hickenlooper, industry leaders, related instruction providers, talent/supportive service partners, and apprenticeship intermediaries
- Statewide support to employers, sponsors, and partners via a **DEIA Specialist** on [29 CFR 29.30](#) and promotion of practices in creating and sustaining diverse and inclusive apprenticeship programs
- Expansion of the **Apprenticeship Hub** model as a talent management source
- Coordination of public partners via **Apprenticeship Navigators** to source talent from workforce, public high schools, public higher education, human services, vocational rehabilitation, and corrections
- Reduction of barriers to entry in apprenticeship, through maximization of participant resources and simplification of career seeker and student tools
- Comprehensive outreach and communication plan to meet under-represented populations

## Developing Local Work Plans to Support Progress towards Local Equity Goals

Workforce centers are leaders in increasing equity statewide. To further local and regional progress, local areas can:

- Use Connecting Colorado, Registered Apprenticeship Partners Information Management Data System (RAPIDS), and other data to understand demographic access to and success in apprenticeship. Data requests can be made to: [apprenticeship@state.co.us](mailto:apprenticeship@state.co.us) **Please note personally identifiable information cannot be shared.**
- Work with the OFOW to develop work plans that address equity goals

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- Coordinate with local points of contact at CDHS, DVR, DOC, CDE, CareerWise, Adult Education, and nonprofit organizations to align strategies for implementation and co-enroll to lower costs for participation
- Work with the OFOW DEIA Specialist, the Colorado Workforce Development Council (CWDC), and collaborate with the business community on how to embed equitable hiring practices and inclusive workplaces in apprenticeship

## Priority #3: Building Assets for Career Advancement

### Grant-funded Strategies

- Apprenticeship Specialists to Bridge Education and Workforce Systems
- Policy Alignment
- Scholarship Support

CDLE has partnered with state agencies, higher education institutions, and secondary schools to prepare for the future of work by enhancing the related instruction component of RAPs.

**Apprenticeship Specialists** at the OFOW serve as technical experts for Apprenticeship Consultants as well as workforce and education professionals to ensure that RAPs are registered in accordance with federal policy (29 CFR 29) and enhance program design by working with employers, industry, and state partners on high-demand credentials.

**\*\* Alignment of each of these systems is intentional under Apprenticeship Expansion grants; however, not all programs offered in postsecondary institutions, high schools, and postsecondary institutions are registered. Workforce professionals must confirm that programs are registered and that apprentices are employed to be eligible for Apprenticeship Expansion funds.**

### Stackable Credentials and Collegiate Apprenticeships

USDOL or the State Apprenticeship Agency (SAA) issues a National Occupational Credential for every RA program. RA sponsors can incorporate additional credentials aligned with skills earned/competencies obtained. These credentials fall into two categories:

1. Interim credentials issued by USDOL/State Apprenticeship Agency (WIOA-recognized);
2. Other types of credentials offered as part of the RI

OFOW promotes integration of this strategy with industry, partners with RI providers, and offers Technical Assistance (TA) for new and existing sponsors to embed additional certificates and credentials into their programs. OFOW Apprenticeship Specialists can support sponsors, Consultants, colleges, high schools, and other program developers to align these credentials with their RAP Standards. Examples include:

1. Quality pre-apprenticeship certificates
2. Interim certifications
3. GED/HS diploma
4. Industry recognized credentials and/or microcredentials
5. Transferable postsecondary academic credit
6. College certificates



7. Postsecondary academic degrees. "[Collegiate Apprenticeships](#)" refer to apprenticeships, both credit and non-credit, that are offered through institutions of higher education at the postsecondary level.

The **Colorado Department of Higher Education (CDHE)** coordinates collegiate apprenticeship activities statewide and is the grant administrator of the CO-HELPS healthcare apprenticeship grant. CDHE is also responsible for design and authorization of providers on the eligible training provider list (ETPL) and for managing the career exploration and preparation platform, [My Colorado Journey](#). [Find out more about collegiate apprenticeships](#). The **Colorado Community College System (CCCS)** is responsible for fiscal administration and program oversight for the 13 System colleges. Community colleges offer employers high-quality related instruction, industry and WIOA-recognized credentials, a diverse talent pool, campus-based supportive services, and in some RAPs, serve as sponsors. CCCS is also the lead subrecipient of the CO-HELPS grant and coordinates activities under the award. CCCS is a critical partner in program development for community colleges, connecting apprenticeships with career pathways, sponsors, and related instruction providers.



## Apprenticeship in Licensed Occupations

In Colorado, some apprenticeships in licensed occupations are regulated by the **Department of Regulatory Agencies (DORA)**. DORA "apprenticeships" can be registered with DORA and not registered with USDOL, or vice versa. Stakeholders are strongly encouraged to coordinate with DORA, or leverage CDLE as an intermediary, when working with licensed occupations in RA expansion. Workforce professionals working with DORA apprenticeships must confirm employment in a USDOL-registered apprenticeship in order to receive expansion funds.

## Youth Apprenticeship

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Built in partnership with K12 school districts, CCCS-Career and Technical Education, and/or CareerWise Colorado, offers youth career opportunities (sometimes college credit) during high school, while offering employers access to a younger talent pipeline. The **CCCS - Career and Technical Education** is the sole authorizing body for career and technical education (CTE) in Colorado including middle school, high school, and postsecondary programs.

The **Colorado Department of Education (CDE)** Apprenticeship Specialist can support sponsors, Consultants, colleges, high schools, and other program developers to align CTE requirements with their RAP Standards. *Note: not all youth apprenticeships are registered- check with CDLE to verify status and eligibility for workforce funding.*

### **Apprenticeships for Justice-Involved Coloradans**

**Colorado Department of Corrections (CDOC)** offers RAPs and pre-apprenticeships within its correctional facilities and is innovating to bridge these programs with opportunities post-release. CDLE and CDOC are collaborating to integrate RAPs with Take 2, a state policy, to allow incarcerated individuals to be paid minimum wage or higher and employers to partner with correctional facilities to design a RAP during incarceration. **CDOC** partners with **CCCS-Career and Technical Education** to embed postsecondary credentials where appropriate. Incarcerated individuals typically participate in GED programs in advance of entering a RAP as CDOC is an adult education provider.



## Quality Pre-Apprenticeships

The OFOW and the USDOL strongly endorse using pre-apprenticeships as a strategy to increase equity in apprenticeship programs. Apprenticeship Expansion funds have been designed to support pre-apprentices, provided the programs meet the federal criteria for quality and individual outcomes can be longitudinally tracked. Review individual policy guidance for more information on quality pre-apprenticeships and expansion funds.

The **Colorado Department of Education (CDE)** is responsible for grant administration and policy development that can impact in-school youth apprenticeships, opportunity youth, and adult learners. CDE partners to promote a work-based learning credential in the high school graduation guidelines to ensure more students graduate and are eligible for RAs with a HS diploma or GED. Adult education providers can partner with existing or developing RA programs to embed basic skills into RA programs or as part of a high-quality pre-apprenticeship.

## Federal, State, and Apprenticeship Hub Roles in Program Development

For the purposes of apprenticeship expansion efforts, the USDOL Office of Apprenticeship (OA), CDLE, the Apprenticeship Hub, and expansion partners have coordinated efforts to streamline the employer/sponsor experience and ensure grant accountability. Local workforce areas and grant partners must adhere to the established policies.

- **CDLE's Office of Future of Work** is the intermediary for all apprenticeship expansion program development partners. This allows CDLE to ensure that programs are coordinated with state resources and partners, conduct a preliminary quality assurance review, and track progress towards grant program outcomes. Once complete, the CDLE Specialist team refers completed paperwork to the USDOL Office of Apprenticeship (OA).
- Until June 30, 2023, the USDOL OA is the government agency responsible for registering and overseeing RAPs in Colorado. Programs registered in Colorado are approved by the USDOL **Office of Apprenticeship**, based in Denver. The Director of the OA will meet with the sponsors referred from expansion activity to finalize paperwork and review all federal requirements. OA is available for ongoing technical assistance for the purposes of registration, will monitor for compliance with federal apprenticeship regulations, and offers access to federal OA tools and resources.
- U.S. Department of Labor- Office of Apprenticeship (OA) maintains direct communication with the sponsor to ensure that the RAP is in compliance with all federal regulations, and that the sponsor understands all requirements for program maintenance.
- Common questions related to the OA that apprentices and employers may ask workforce professionals: apprentice agreement/ETA 671; RAPIDS; apprentice certificate of completion; concerns about RAP compliance or apprentice safety. To learn more about the OA and its scope and duties, see the USDOL sites below:
  - <https://www.dol.gov/agencies/eta/apprenticeship>
  - <https://www.apprenticeship.gov/about-us>

Once registered, OA, CDLE and the Apprenticeship Hub coordinate to ensure that the sponsor has all the available state and local resources to support apprentices and employers.

Employers and sponsors of RA drive selection and design of their RI. RA sponsors have the option to partner with state agencies or their local partners to integrate the education component of apprenticeship with state public K12, postsecondary education, and licensure systems. This planning can offer additional benefits to apprentices by giving them the option to pursue additional certificates and degrees and/or qualify for state licensure in tandem with their RA program.

Additional state agencies and offices play an important role in policy development, instructional design, grants funding apprentices and employers, hosting programs, recruiting apprentices and employers, and offering supportive services: **DOC, CDE (including Adult Education), CDHS including the Colorado Refugee Services Program (CRSP), CWDC, DVR, Office of New Americans, and Office of Veterans Education and Training.**

## Local Partners

- **Local Workforce System**  
Includes leadership, business and career services staff, Statewide Apprenticeship Consultants, and other county staff. Workforce directors align state RA expansion goals with local priorities. Workforce center staff maintain relationships with program sponsors prior to and after USDOL registration, as various county staff may provide assistance with program development, participant recruitment, program expansion, and participant/program support and funding. WIOA partners- CDHS centers, DVR centers, and Veterans services coordinate with Workforce Centers to ensure a diverse workforce and to braid resources across agency efforts.
- **Local Education Providers**  
Includes training providers, unions, technical, community, and four-year colleges, K12 districts and schools. These entities support employers in devising a high-quality RI plan. Some education providers also serve as RA sponsors.
- **Additional Subrecipients**
  - As aligned with grant priorities, OFOW issues subgrants to appropriate recipients to expand RAPs (RI development, youth outreach, etc.)





# Connecting Apprenticeship to Workforce Business Services

## Promoting, Developing and Sustaining Apprenticeships

### Roles and Responsibilities in Apprenticeship

Apprenticeship expansion has three levels of personnel support to ensure that employers, RAP sponsors (administrators), related training providers, and other RAP partners have the resources they need to launch and expand.

- **Apprenticeship Consultants**  
Housed at the Apprenticeship Hub, focused on streamlining statewide program development and business services related to registered apprenticeship, quality pre-apprenticeship, and youth registered apprenticeship. Consultants support sponsors, employers, related training providers, intermediaries and other apprenticeship stakeholders in launching and expanding programs. Under IDEA, Consultants have a sector focus.
- **Apprenticeship Specialists**  
Housed at the OFOW at CDLE, a position that serves as an intermediary and trainer for program development under the RAP model. The position is designed to align the National Apprenticeship System with CO workforce and education workforce development needs. The

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position was launched under ASE to integrate systems and provide technical support to program developers in colleges and workforce partners. Under IDEA, there are four Specialists:

1. Corrections
2. Postsecondary
3. Career Technical Education
4. Diversity, Equity, Inclusion and Apprenticeship

CDLE anticipates future Specialists in additional areas of apprenticeship expansion.

- **Business Services (Apprenticeship)**

Local Business Service staff dedicate time specifically to apprenticeship-related functions (see below). While grants may have slightly different reporting requirements (see PGLs), each phase of RA development and sustainability is linked to a core business service, and should be captured within Connecting Colorado and with grant-specific documentation. Apprenticeship service delivery must be done in coordination with the Apprenticeship Hub to ensure consistency of statewide service delivery and accuracy in RAP policy and procedures.

- **Partner-delivered Employer Supports**

Apprenticeship grants and other resources provide employer incentives and business support via partner entities (e.g. colleges, apprenticeship intermediaries). Apprenticeship Consultants must coordinate with these entities to simplify the employer experience and workforce professionals are encouraged to understand and coordinate with their local resources.

## Raising Awareness to Employers

Raising awareness of the benefits of the registered apprenticeship, youth registered apprenticeship, and quality pre-apprenticeship models is critical to ensuring the successful expansion of registered apprenticeship statewide. Common activities include: promotion of apprenticeship at sector partnership meetings and general meetings with employers regarding talent pipeline needs/interest in work-based learning.

All business service representatives should be able to answer:

- [\*What are the benefits of registering?\*](#)
- *How is a RAP different from an internship, OJT, or other types of work-based learning?*
- *How do I know if RAPs are a good fit for my company?*
- *What talent development needs are commonly addressed by registered apprenticeship?*
- *When is a RAP a good fit as a workforce solution?*

When business service professionals identify interested companies, they should immediately coordinate with the Apprenticeship Consultants to schedule a Business Needs Assessment.

## New and Expanded Program Development Workflow

The Consultant will walk the employer through a more detailed conversation to determine if a RAP is a good fit, and if it is, register the program. Business service professionals looking for additional training should attend and/or consult archived [That's a RAP!](#) materials, Business Resources on [WorkforceGPS](#), and/or join the Consultant-led Community of Practice.

<b>Apprenticeship Consultant Program Development Steps</b> <i>Workforce professionals can communicate the following next steps to an interested employer, sponsor, school district, college, or other organization interested in launching new programs or expanding existing RAPs.</i>		
	Description	Common Activities
<b>Conduct Business Needs Analysis</b>	Determine suitability of RA model for a particular company, group of participating companies, or other type of RA sponsor (e.g. college, intermediary, nonprofit)	Meeting to listen to employer's goals and understand what talent development needs they are trying to solve (e.g. hiring gap, retiring workforce) and what resources they have to support the development and sustainability of a training program
<b>Discuss Options</b>	Provide additional information about sponsorship models, related training providers, program design options	Emails, meeting(s), presentations with partners/stakeholders
<b>Develop a Plan for Success</b>	From the findings of the Business Needs Analysis determine the next steps	<p>If a RAP is a good fit for business need - continue to determine the depth of businesses RAP development needs</p> <ul style="list-style-type: none"> <li>• If the employer already has a developed training or apprenticeship program that will be transitioning into RAP and has a related instruction provider identified have the employer begin completing the <a href="#">Apprenticeship Development Form</a> and developing a Work Process for the desired occupation</li> <li>• If the employer wants to provide the related instruction but needs help developing their competencies/on-the-job learning plan and/or related instruction outline make a referral to the Apprenticeship Specialist to additional program development support</li> </ul>

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		<ul style="list-style-type: none"> <li>• If the employer has a developed training program but <b>no</b> related instruction partners, is interested in a connection to external training providers, youth apprenticeship partners, justice-involved partners, college courses, needs a sponsor, etc. email a copy of the completed Business Needs Analysis to CDLE within 24 hours of the employer meeting and CDLE will begin the Partner Exploration Process</li> <li>• If a RAP is not a good fit for business needs - refer business to other resources</li> </ul>
<b>Develop RI/ OJL</b>	Meeting(s) resulting in an Apprenticeship Development Form being completed and submitted to CDLE for review prior to submission to USDOL.	One-on-one meeting(s) customizing a training plan for program sponsor
<b>Apprenticeship Specialist Submits to USDOL</b>	CDLE reviews and submits Apprenticeship Development Plan to USDOL	Apprenticeship Specialist at CDLE reviews for clarification of documentation; submission to USDOL
<b>USDOL Approval</b>	USDOL completes Standards with the Sponsor	<ul style="list-style-type: none"> <li>• Specialist drafts Standards and sends to USDOL for review</li> <li>• USDOL reviews the Standards and Apprenticeship Development Form with Sponsor, and discusses items requiring federal approval (e.g. apprentice to journeyworker ratio, signatures, EEO)</li> <li>• Sponsor has the option to invite a Specialist to USDOL registration meeting</li> </ul>





## Launching the RAP: Post-Registration RAP Sponsor and Employer Services



### **Local areas can stay informed regarding new RAPs and expanded occupations:**

- Updates on the CDLE Office of Future of Work Monthly Expansion Call
- Subscribing to That's a RAP!
- Reviewing the CO Apprenticeship Resource Directory

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**Ongoing Support: Post-Registration Recruitment and Funding [For New and Existing Programs]**
*Led by Consultant, in Coordination with Local Apprenticeship Navigators*

<b>Post-registration RAP Sponsor Services</b>	CDLE notifies the Apprenticeship Consultants confirming registration for post-registration support.	<ul style="list-style-type: none"> <li>• <u>Consultants follow up with the RAP Sponsor</u> to identify their post-registration needs, including whether or not the RAP sponsor is interested in recruitment and workforce support</li> </ul>
<b>Discuss Recruitment, Services, and Funding</b>	<p>Consultant offers a follow-up meeting to discuss employer needs for talent recruitment (typically a regional focus);</p> <p>Review core business services aligned with developed Apprenticeship Standards</p>	<p>Share relevant resources:</p> <ul style="list-style-type: none"> <li>• Provide info on apprenticeship specific WFC recruitment &amp; Apprenticeship Directory Assistance</li> <li>• Bring in additional representatives where appropriate for tailored resources</li> </ul>
<b>Initiate Recruitment</b>	<p>If RA needs recruitment support, Consultant coordinates with Apprenticeship Navigators and local business services POC to plan info sessions, events, screening, assessments, interviews</p> <p>Tip! Local areas should ensure that the OFOW has the updated Apprenticeship Navigator points of contact.</p>	<ul style="list-style-type: none"> <li>• Alignment with local and regional Career Services and WIOA/non-WIOA partners</li> <li>• Develop a plan depending on size, geography, number of apprentices, partner organizations, etc.</li> <li>• Identification of a POC/Business Leadership Team Meeting, behind the scenes coordination with other WFC centers on OJL agreements or other WFC support, event/assessment logistics, engage partners (DVR Centers, education partners, Vet Staff, non-WIOA partners, etc.)</li> </ul>
<b>Per-Participant Apprenticeship Expansion Agreements and Other Cohort Strategies</b>	The Apprenticeship Hub is piloting cohort strategies to streamline paperwork and data collection for eligible apprentices under grant funds.	Local areas can direct questions regarding cohort strategies to <a href="mailto:apprenticeship@arapahoegov.com">apprenticeship@arapahoegov.com</a>
<b>ETPL Listing</b>	Explain process and benefits: RA programs are not required to be on the ETPL to access Expansion grant funds. RA programs must be	Consultant supports sponsor in adding RAP to ETPL

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	<p>listed on the ETPL in order to be eligible for WIOA training funds if they are utilized. Business Services Representatives can highlight the benefits of ETPL participation to employers and coordinate with CDLE's Apprenticeship Team at <a href="mailto:apprenticeship@state.co.us">apprenticeship@state.co.us</a> to ensure that RA programs register to be on the ETPL. Note: All requisite data points for RA participation are included in the Apprenticeship Development form; RA sponsors must opt-in to be added.</p>	<p>Send email to sponsor confirming RAP has been entered on ETPL and information on how to maintain ETPL posting(s) <i>Questions regarding ETPL?</i></p> <p><b>ETPL Resources/Contacts:</b></p> <ul style="list-style-type: none"> <li>• CDLE Apprenticeship Team: contact the Apprenticeship team for RAP and pre-apprenticeship ETPL questions. Email: <a href="mailto:apprenticeship@state.co.us">apprenticeship@state.co.us</a></li> <li>• CDLE MIS team: contact the MIS team with questions or issues with non-RAP training providers or accounts. Complete the <a href="#">ETPL Service Request Form</a> to request the assistance of the MIS team with the ETPL.</li> <li>• CDHE: CDHE is a secondary point of contact for non-RAP ETPL issues. Email: <a href="mailto:richard.mizerak@dhe.state.co.us">richard.mizerak@dhe.state.co.us</a></li> </ul>
<b>GI Bill® Listing</b>	<p>All RAs and most pre-apprenticeships are eligible for GI Bill® Benefits, however employers (OJL) and training providers (education benefits) must independently contact the Office of Veterans Education and Training to sign up.</p>	<p>If interested, make email introduction to local GI Bill® contact: Kenneth Berryman, Office of Veterans Education and Training, 720-858-2814, <a href="mailto:kenneth.berryman@cccs.edu">kenneth.berryman@cccs.edu</a></p>
<b>Apprenticeship Directory Listing</b>	<p>CDLE sends all new sponsors a request for information upon registration and all sponsors an annual request for information for the <a href="#">Apprenticeship Directory</a>. Read more about the Apprenticeship Directory here: <a href="http://leg.colorado.gov/bills/sb19-171">leg.colorado.gov/bills/sb19-171</a></p>	<p>Consultants can support directory updates to the Specialist team: <a href="mailto:apprenticeship@state.co.us">apprenticeship@state.co.us</a></p>
<b>Division of Vocational Rehabilitation Vendor Sign Up</b>	<p>RAPs on the ETPL are automatically meet the DVR provider standard, however funding from DVR requires <a href="#">vendor sign-up</a> to authorize payment.</p>	<p>Program sponsors can connect with DVR business services for TA on how to incorporate inclusive practices during apprentice hiring and how to accommodate disability. Contact Heather Brooks (<a href="mailto:heather.brooks@state.co.us">heather.brooks@state.co.us</a>) for more information.</p>
<b>Place &amp; Fund Apprentices</b>	<p>Career services and partners collaborate to connect career seekers to opportunities</p> <p>Tip! Apprenticeship Navigators serve as a point of contact for local areas for local</p>	<p>Case management; participant tracking in apprenticeship fair/recruitment</p>

	apprenticeship expertise related to career seeker services and Apprenticeship Expansion funds.	
<b>Apprenticeship Fairs/Hiring Events</b>	Consultant coordinates with local business services to integrate RAPs into existing, or create standalone hiring events or Apprenticeship Fairs.	Workforce centers, in coordination with Apprenticeship Consultants and Apprenticeship Navigators, can establish virtual or in-person hiring events or RA fairs tailored specifically to an individual RA, industry, or work-based learning more broadly. To maximize the available benefits to career seekers and diversity of the talent pool for employers/sponsors, workforce centers should include WIOA and non-WIOA partners such as DVR, K12, colleges, CDHS, and nonprofit organizations to events. Entering job fair or information orientation participants in Connecting Colorado is critical for reporting ROI to business (e.g. # of candidates), retaining information for simplified access to resources for career seekers (follow up on WIOA benefits); and tracking grant outcomes (including placement outcomes and co-enrollment). (Regional approaches are strongly recommended).
<b>Job Postings</b>	Consultant or local business representative	Apprentices are employees and can be posted in Connecting Colorado by selecting "Apprenticeship" from the "Position Type" drop-down menu.
<b>Screening and Assessment</b>	Consultants or local business representative, in alignment with criteria set forth in Standards	Employers and other RAP sponsors may not be familiar with the role workforce centers can play in screening candidates for recruitment. RAPs are required by USDOL when establishing the program to specify standardized requirements for apprentices to be hired/enrolled. These requirements may be used as a basis for the screening and assessment process.





### Special Considerations When Utilizing Grant Dollars to Support Expansion:

- **Career Seeker Privacy:** Consultants and business service providers must respect career seeker privacy in talking with employers: financial eligibility, background, disability status, etc. are pieces of personal information and it is the career seeker's choice as to whether or not to disclose this information, apply for government aid, or communicate their eligibility to their sponsor/employer.
- **Program Sustainability:** Consultants and business service providers should remember RAP sustainability in talking with RAP stakeholders and identify sustainability strategies early. It should be clearly communicated that apprentices/businesses will not be supported for the entirety of the program. Questions on how to guide these conversations can be directed to the Apprenticeship Specialist team at [apprenticeship@state.co.us](mailto:apprenticeship@state.co.us).
- **Partner (Non-workforce) Recruitment and Resource Coordination:** If requested by the sponsor during the Apprenticeship Development process or in subsequent outreach, Apprenticeship Consultants should coordinate efforts to meet the needs of the RAP to find candidates. RAP sponsors may elect to post on meet the needs of the employer/sponsor to find candidates. For collegiate apprenticeships, coordinate with the college point of contact "behind the scenes" to find opportunities to streamline events and maximize resources for events to ease the process for employers. Encourage the employer/sponsor to co-post RAP opportunities with the job boards at local colleges in addition to Connecting Colorado. Record collaboration in Connecting Colorado to adequately track expansion activity (e.g., facility rental, event promotion) and ensure participants are "signed in" via Connecting

Colorado at events for ease of career seeker access to future resources and Expansion activity tracking. This may include:

- Coordinating with high school partners/guidance counselors/youth intermediaries
- Coordinating college partners
- Coordinating other WIOA or other nonprofit partners to diversify talent pool and meet EEO requirements



## Career Services: Placing and Supporting Job Seekers in Apprenticeships

As part of the work-based learning continuum, RAs allow career seekers in quality career pathways to secure industry-relevant skills, certifications, and credentials with the goal of progression to higher levels of education and employment. RAs can offer a number of career and educational benefits to career seekers who are starting out, or considering a switch in their careers. Career services should support career seekers in determining if RA is the right fit to reach their personal goals, review available RAs, assess the specific RAPs for alignment with career seekers' goals, and help the career seekers find the resources to be successful.

### **Apprenticeship Navigators - Capacity Building for Career Seeker Support**

While Apprenticeship Consultants are available to support, train and align statewide business services related to registered apprenticeship statewide, Apprenticeship Navigators align statewide efforts to coordinate career services for consistency of career seeker experience. As a pilot under the IDEA grant, Apprenticeship Navigators serve as a local expert and point of contact to streamline career seeker services related to apprenticeships.

### Why Apprenticeship Navigators?

- Ensure individuals working with career seekers have accurate and timely information on registered apprenticeships, youth apprenticeships, and quality pre-apprenticeships
- Diversify apprenticeships through serving existing customers and conducting local outreach to new talent pools
- Streamline processes and policies to minimize access to apprenticeship funds and career seeker services

### Role of Navigators:

- Convene and coordinate career services staff in their service area on registered apprenticeship, youth registered apprenticeship, and quality pre-apprenticeship to serve under-represented career seekers
- Serve as a point of contact for scholarship funds and career services intake
- Conduct outreach and provide technical assistance to career service representatives in local workforce areas, K12 schools, colleges, and other partners to help increase system capacity and staff expertise
- Work with CDLE to evaluate progress towards diversity goals

## Career Seeker Experience: Finding the Right Apprenticeship

Career Services: Common Activities to Support Apprenticeship			
	Description	Common Career Service Activities	Career seeker Tools
<b>Determining Fit: Is RA right for Me?</b>	Career and occupational exploration; understanding of the RA model	Case management, reference to career seeker tools, career assessments	<a href="#">Virtual Job Shadow</a> <a href="#">My Colorado Journey</a>
<b>Finding RAPs</b>	Researching available RAs and pre-apprenticeships*	Researching RA recruitment and enrollment cycles, entry requirements, connect with pre-apprenticeships if necessary	<a href="#">Apprenticeship Directory</a> <a href="#">Federal Apprenticeship Finder</a> Individual Program Info
<b>Preparing</b>	Researching specific requirements of RAP (may/may not include resume) on available public resources and/or contacting sponsor	Confirming program entry documentation (e.g. Driver's License, HS Diploma, prior learning evidence)	See Program Info/Contact RA Sponsor
<b>Assessments (if applicable)</b>	Taking specific testing to enter RAP	Reminders or giving information about testing centers	See Program Info/Contact RA Sponsor
<b>Positioning for Program Success</b>	Understanding potential barriers to apprentice	Supportive services funding, career coaching,	Use Workforce Services/ Work with Partners

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<b>&amp; Setting up with Supportive Services</b>	completion and connecting with resources	communicating partner resources (e.g. campus financial aid, nonprofit scholarships, etc.)	
<b>Access to Funding</b>	Verifying the apprentice has appropriate documentation and understanding the RAP is registered, and if applicable, on ETPL and partner programs		
<b>Encouraging completion (check-in)</b>	Check-in on progress towards completion	WIOA Follow-up, Employer Outreach, RI/Partner Coordination	

\*Currently, there is not a centralized directory of pre-apprenticeships. Career and business services can work together by gathering information from local RAs on related pre-apprenticeship programs and connecting employers with the talent for the pre-apprenticeship programs.

Things to Consider about RAPs that can help Career Services Support Career seekers	
Characteristic	Career Services can Support Career seeker Success
<b><u>Some</u> apprenticeships are registered with the USDOL</b>	<p>The term “registered” means that the program is regulated by USDOL. That includes guaranteeing compliance with wage, safety standards, EEO, transparent entry requirements, and standardized training plans. All RAs feature the core components of high-quality training: mentorship, RI, 1 year+ of work. All RA completers receive a nationally recognized credential.</p> <p>Other experiences may use the term “apprenticeship” and may or may not have these components:</p> <ul style="list-style-type: none"> <li>• DORA regulated programs may or may not be registered with USDOL</li> <li>• Youth apprenticeships may or may not be registered with USDOL.</li> <li>• Employers or educational providers may use the term apprenticeships to describe other training programs or employment types.</li> </ul> <p>Career coaches can help career seekers by determining if a RA is registered and evaluating non-registered programs for fit.</p>
<b><u>All RAs have a common structure and, at minimum, offer USDOL certification. They offer structured OJL (minimum 1 year), recommended 144 hours of RI,</u></b>	<p><b>Quality pre-apprenticeships:</b> Intend to increase access to RAs and help career seekers try out the occupation:</p> <ul style="list-style-type: none"> <li>• Have a documented partnership with at least one RAP</li> <li>• Starting point for under-represented career seekers/students in a successful career path</li> </ul>

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<p>wage progression, and result in a USDOL-issued certificate)</p>	<ul style="list-style-type: none"> <li>• May or may not be paid</li> <li>• Include a minimum of one industry-recognized credential</li> <li>• Vary in length but are shorter than RAs</li> </ul> <p><b>Internships:</b></p> <ul style="list-style-type: none"> <li>• Vary in length but are typically shorter than RAs</li> <li>• May or may not be paid</li> <li>• Gain work experience</li> <li>• May not be solely focused on a single occupation (e.g. rotational)</li> <li>• Not designed for the purpose to gain entry into a RAP</li> </ul>
<p><u>All registered apprentices</u> are focused on a single occupation</p>	<p>Is this the occupation the career seeker is committed to? Did the career seeker do any assessments/career exploration on this choice?</p> <p>Is there a pre-apprenticeship program that the career seeker can try out?</p>
<p><u>All registered apprentices</u> complete an Apprenticeship Agreement (ETA 671)</p>	<p>Apprentices should read carefully and retain a copy of their ETA 671. It is a written contract between the apprentice and the sponsor that is approved by and registered with the USDOL Office of Apprenticeship and specifies the length of training, instructional hours, skills to be learned, and the wages the apprentice will receive. The apprentice will use it for documentation for workforce funds and can refer back to it if there are questions as they progress in the program.</p> <p>Per USDOL sponsor requirements, apprentices should complete an ETA 671 after they have been selected for the apprenticeship program but before beginning the RI or OJL of the RAP. The apprentice must be registered in RAPIDS using the ETA 671 information within 45 days from the start of the apprenticeship.</p> <p><i>**If an apprentice does not have access to the apprenticeship agreement, case managers should work through OFOW and/or an Apprenticeship Consultant to understand why. Common reasons may vary from the apprentice not retaining the form, the apprenticeship not being registered, a RAP not understanding the requirements, a RAP being out of compliance. It is not recommended that the case manager serve as the liaison to the sponsor, rather communicate with the OFOW to identify the challenge and solution.</i></p>
<p><u>All RAs</u> result in a USDOL certificate of completion in an occupation, which is recognized nationwide</p>	<p>Are there additional credentials, certifications, or college degree credits that apprentices earn during the related instruction? How will this help the career seeker with longer term career/ educational goals, if applicable?</p>
<p><u>All RAs</u> have pre-defined transparent entry requirements registered with the USDOL</p>	<p>What are those requirements? Does the job seeker have supporting documentation if asked (USDOL may require the RA program to have a copy of a HS diploma or driver's license on file)?</p> <p>If the career seeker doesn't meet certain requirements, is there a pre-apprenticeship program or other training program to gain necessary skills and get ready?</p>



<b>All RAs are guaranteed minimum wage, with at least one incremental wage increase</b>	<p>What is the starting wage?</p> <p>What points in the program (skills earned in OJL/RI credits) do you earn increases?</p> <p>What is a journey worker's (fully proficient worker) salary?</p>
<b>Apprentices are employees and are guaranteed benefits as "similarly situated employees" (e.g. if the occupation at the company is normally FT with benefits, the apprentice should receive the same benefits)</b>	<p>Does this position offer benefits? (This is a question for the employer)</p> <p>If an apprentice is not receiving the same benefits as other similarly situated individuals in the organization, the apprentice can contact USDOL to see if the RAP is in compliance: Office of Apprenticeship <a href="mailto:mclain.cynthia@dol.gov">mclain.cynthia@dol.gov</a> or the workforce center can send a general query to OFOW: <a href="mailto:apprenticeship@state.co.gov">apprenticeship@state.co.gov</a></p>
<b>All RAs are at least 1 year long; typically inclusive of full-time work and school</b>	<p>Does the career seeker have a plan for managing full-time work and/or school (e.g. childcare, additional job if RA doesn't fully cover expenses)</p> <p>Does the career seeker understand the commitment is to complete the program? Are they seeking a different type of opportunity (e.g. pre-apprenticeship or internship)?</p>
<b>All RAs include a recommended 144 hours of RI (occupation-specific classroom or online learning) per year</b>	<p>Is the instruction during work hours (40 hour work week) or in addition to?</p> <p>Does the company pay for the apprentice's time spent in RI, or is the time unpaid?</p> <p>Does the company/program pay for tuition associated with the RI, or is the apprentice responsible for these costs?</p> <p>Does the company provide books and supplies for the RI, or does the apprentice pay? What are the estimated costs?</p>
<b>Some RAs accept prior learning, military experience and/or prior work experience for advanced standing in the program</b>	<p>Does this program accept prior learning/experience credit? What documentation is necessary?</p> <p>Note: An apprentice can earn credit for up to 50% of the OJL and RI from previous experience. An apprentice can only receive credit for OJL if the experience was paid. Providing credit for previous experience is up to the discretion of the RAP sponsor.</p>
<b>Some RAs are college-connected</b>	<p>What are the procedures for the apprentice registering for classes? Filling out financial aid?</p> <p>What resources on campus (supportive services, counseling, etc.) exist to help the student-apprentice be successful? Is there a key point of contact on campus for the program?</p>
<b>Some RAs are eligible for Pell or other financial aid</b>	<p>Collegiate RAs may be eligible for financial aid - does the career seeker know the difference between grants and loans? Has the career seeker connected with the financial aid office/filled out the appropriate paperwork?</p>

<p><b><u>Some RAs</u> in licensed occupations include licensure or licensure exams within the RI, but it is not a requirement</b></p>	<p>RAs are federally managed; licensure is state-specific and managed in Colorado by the Department of Regulatory Affairs (DORA). Use <b><u>this site</u></b> to check which occupations are licensed.</p> <p>Career seekers can ask sponsors/employers how the RAP incorporates requisite state licensure. Career coaches may want to work with DORA to understand more about licensed occupations. <b>Note:</b> Some apprenticeships recognized by DORA are not USDOL-registered programs.</p>
<p><b><u>Many RAs</u> have RI and work at different locations</b></p>	<p>Has the career seeker mapped out both locations, considered transportation routes and costs? Does the program offer transportation benefits? Where can workforce, education, human services, nonprofit organizations, or other partnerships support if necessary?</p>
<p><b><u>Some RAs</u> are registered for GI Bill® Benefits (all can be if the RA registers)</b></p>	<p>Any program is eligible, but RAPs have to apply and be approved to ensure veterans may access GI Bill® benefits during the apprenticeship - help a veteran check to see if a program is already registered: <b><u>va.gov/education</u></b> or a program sponsor to sign up by referring them to Ken Berryman at the Office of Veterans Education and Training: <b><u>kenneth.berryman@cccs.edu</u></b></p>
<p><b><u>All RI providers</u> are WIOA-eligible but RA sponsors have to opt-in to the ETPL to be eligible for WIOA funding</b></p>	<p>Check with CDLE if an RA sponsor is not appearing on the ETPL. *All RAs accepting applications meet the definition of an in-demand occupation. Local policy cannot deny funding to RAPs accepting applications.</p>
<p><b><u>RAs</u> earned in the Department of Corrections (DOC) are registered with DOL and most include college credit.</b></p>	<p>Records (certificate of completion, partial OJL hours, or RI) can be attained by contacting the DOC directly: Nicole Allen, CO Department of Corrections, <b><u>nicole.allen@state.co.us</u></b>. Depending on the year completed, RI hours are typically CTE credits earned at Pueblo Community College and can be used to continue education post-release. Contact DOC for the most recent information on education partnerships.</p>



## Supportive Services, Co-enrollment and Other Partnerships to Promote Apprenticeship Success

Apprenticeship Expansion requires statewide coordination of the resources to support registration and compliance, the strategic vision of RAPs with other workforce development efforts, the prioritization of industry, the elevation of high-quality related instruction for lifelong learning, and integration of supportive services to increase affordability and success.

As such, co-enrollment is a priority of Apprenticeship Expansion grants. Local areas are encouraged to work with their partner agencies (WIOA and non-WIOA) to leverage resources and

coordinate services that meet the needs of participants, and reduce the overall costs for each agency. This should include conducting outreach and co-enrolling participants from under-represented populations. Resources including WIOA funds, federal and state discretionary grants, and referrals to partner programs such as Adult Education, VR, CW, EF, Pell grants and postsecondary funds, and other local programs for services not available through the workforce center should be utilized.

### Workforce Innovation Opportunity Act (WIOA)

\*WIOA co-enrollment requirements vary by grant; check grant-specific PGLs to note whether WIOA co-enrollment is required or encouraged.

### WIOA Titles I & III

RA positively impacts WIOA performance. Graduates from RA programs receive a recognized postsecondary credential called a Certificate of Completion that counts towards the WIOA Credential Attainment performance indicator. In addition, all Apprenticeship training activities (OJ, PA, AC, and OC) feed into the Measurable Skill Gains Denominator.

### To access WIOA Title I dollars for Individual Training Accounts (ITAs):

RAs do not have to be on the ETPL to be eligible for Expansion grant funding, but do need to be on the ETPL for WIOA Title I co-enrollment.

- Eligible Training Provider List (ETPL): All RAPs have expedited approval for listing on the ETPL and minimal data requirements for USDOL. Workforce centers are required to work with CDLE and the RA sponsor to facilitate listing RAPs on the ETPL to increase WIOA access.
- **Note:** for WIOA Title I purposes, RAPs that are accepting applications meet the definition of an “in-demand” occupation.

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Capturing Wagner-Peyser (Title III) services is a necessary component for understanding the total system impact on Apprenticeship Expansion and a requirement for some Expansion activities. When an RA participant concurrently receives assistance from another WIOA program, record the co-enrollment in Connecting Colorado (with the program code if available, or in the notes) and/or reports according to grant-specific [PGL](#).

For more information, refer to [PGL WIOA-2017-05, Registered Apprenticeships in WIOA](#) for further guidance on opportunities to align with WIOA.

## **Title II: Integrated Adult Education**

RA participants may receive services from partner providers, in addition to enrollment in the grant.

- RA participants who receive services from Adult Education
- Individuals who are enrolled in an Adult Workforce Partnership program, engaged in integrated basic education and skills training related to a career pathway, and interested in RA training

When an RA participant concurrently receives assistance from Adult Education, record the co-enrollment in Connecting Colorado (with the program code if available, or in the notes) and/or reports according to grant-specific [PGL](#).

Adult education providers may also be invaluable partners in program design. Innovations in RAs both in CO, and across the country, show promising results in increasing access when adult educators embed English Language and/or Math skills within the RI or as a clearly articulated pre-apprenticeship pathway. For more information, contact Danielle Ongart at [ongart\\_D@cde.state.co.us](mailto:ongart_D@cde.state.co.us).

## **Title IV: Division of Vocational Rehabilitation**

Increasing access to RA for individuals with disabilities is a key priority within the RA expansion grant. Business services should connect with DVR to align RAP outreach with information on and resources for workplace accessibility, enhancing employer disability awareness, and understanding RA equal opportunity requirements. Career services should work with DVR on streamlining local referral processes and co-enrollment to facilitate access to high-quality pre-apprenticeship and RAs. RA participants may receive services from DVR, in addition to enrollment in the RA expansion grant. For individuals eligible for DVR, available services are highly individualized and may include:

- Disability-related services, such as behavioral health support or assistive technology goods and services
- Supportive services, such as transportation
- Occupational tools
- Workplace evaluation to determine reasonable accommodations
- Other goods and services based on the unique needs of the individual

When an RA participant concurrently receives assistance from DVR, record the co-enrollment in Connecting Colorado (with the program code if available, or in the notes) and/or reports according to grant-specific [PGL](#).

**Trade Adjustment Assistance for Displaced Workers (TAA)**

The Trade Adjustment Assistance (TAA) Program provides a variety of benefits for workers who have lost their jobs due to foreign competition and their company has been certified as being trade impacted by the US Department of Labor (USDOL). Possible benefits include retraining, job search assistance, relocation assistance, extensions of Unemployment Insurance (UI) benefits and/or a wage subsidy for participants 50 years of age or older starting a full-time job that pays less than the trade certified employment. RA is an allowable type of employer-based training that may be approved for a worker covered by a certification of group eligibility for the TAA program. Please refer to PGL TAA-2011-01, TAA Training Approval Guidelines, for further guidance on TAA training requirements.

**Temporary Grant Funding**

CDLE often solicits and receives short-term funding for grants and programs that include RAs. Please refer to the [Funding Streams Desk Aid for WFC Staff](#) for an updated list of workforce funding.

**Supporting Veterans through GI Benefits® for RAs**

Increased participation of veterans in RAs is a priority of Apprenticeship Expansion funds. Workforce Centers should become familiar with how GI Benefits™ can be applied to RAs for housing, books, supplies and/or college tuition (if applicable). Veterans can work with Veterans Affairs to access their benefits and find eligible programs: [VA Education Benefits](#) and workforce partners can make referrals to program sponsors for RAs or pre-apprenticeships to the Office of Veterans Affairs to register a new or existing RA for benefits.





### **Collegiate Apprenticeships (H1B Grants, Pell, Scholarship, and Loans)**

Collegiate apprenticeships offer the opportunity for apprentices to work towards their educational and career goals simultaneously. Workforce centers are encouraged to partner with colleges to develop RAs and recruit apprentices for collegiate apprentices.

#### **H1B Grants**

CDHE, CCCS, and UCCS are recipients of H1B grants ([CO-HELPS](#), [CO-TECH](#), [University of Colorado-Colorado Springs cybersecurity](#)) that can complement Apprenticeship Expansion funds, if participants and programs are uniquely served via each funding stream. Workforce centers can partner directly with their local institutions of higher education, or coordinate through an Apprenticeship Consultant to learn more.

#### **Pell Grants and Other Financial Aid**

Student apprentices should be advised to visit their campus financial aid offices to apply for financial aid for the RI component of apprenticeships. The type of apprenticeship course delivery and affiliated credentials will impact what financial aid apprentices are eligible for. Like other college coursework, student apprentices may have costs (books, fees, tuition) related to instruction not covered by the program sponsor, employer, or (if applicable) grant. Apprentices should be aware of the difference between grants, scholarships, and loans and understand any workforce funding that can be braided with financial aid to support their success in collegiate apprenticeships.

#### **Colorado Department of Human Services (CDHS)**

CDHS oversees a variety of Federally funded, public assistance programs with work requirements attached. Specifically, the Supplemental Nutrition Assistance Employment and Training Program (SNAP E&T) referred to in Colorado as Employment First (EF); and the Temporary Assistance for Needy Families program (TANF) known in Colorado as Colorado Works (CW). Career services may support EF and CW customers via warm hand-offs from their respective case managers. This transition happens immediately for some and gradually for others based on many factors with the main determining factor being adequate resources within the household.

EF promotes self-sufficiency and independence by preparing Supplemental Nutrition Assistance Program (SNAP) recipients for employment through job seeking skills training, work experience and monthly job search support activities, reaching approximately 30,000 Coloradans each year. Please refer to the [SNAP E&T State Plan](#) for more information.

CW provides cash assistance and work support to help parents become self-sufficient by strengthening their family's economic and social stability. Colorado Works operates in all 64 counties and is delivered locally through each county's department of human or social services. More information regarding CW can be found [here](#).

#### **Colorado Department of Corrections (CDOC)**

CDOC offers RAs and other training programs during incarceration. Career services may support career seekers by helping them access their records (contact CDOC) and coaching candidates as they seek employment and transition to a new work environment. OJL and RI hours may be transferable to different RAs if the career seeker did not complete his/her program prior to release. Local workforce centers are encouraged to partner with nearby correctional institutions or CDOC directly to identify ways to partner with CDOC. For more information, contact the CDLE Apprenticeship Team at [apprenticeship@state.co.us](mailto:apprenticeship@state.co.us).

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### Named Grant Partners

Each grant work plan names specific entities, however these entities are non-exclusive in the roles and contributions to RAP expansion. Below is a list of partners named in one or more active expansion grants (ASE, BRAP or IDEA). Utilize the hyperlinks for contact information or websites.

Apprenticeship Consultants can serve as a liaison between workforce representatives and project partners for the purposes of RAP development and expansion. Apprenticeship Navigators can serve as a bridge for the purposes of career seeker services and resources.

### Federal Partners

USDOL - Office of Apprenticeship (OA)

USDOL - ETA

AIR (formerly Maher & Maher) Consulting

### Strategic Leadership

Governor Polis

[Business Experiential Learning \(BEL\) Commission](#)

Office of New Americans

Office of Just Transition

Colorado Workforce Development Council

Colorado State Youth Council

### Industry Partners

Colorado Advanced Manufacturing Association

CO Building & Construction Trades Council

Colorado Freight Advisory Council

Colorado Motor Carriers Association

Colorado Technology Association

Construction Education Foundation

CompTIA

Colorado Springs Chamber of Commerce

Denver Metro Chamber of Commerce

Denver Transportation Club

Excel Driver Services

CO Dept of Public Health and Environment

Spark Mindset

TalentGro/Hamilton-Ryker

TechSmart

### Workforce and Talent Partners

Colorado Department of Human Services

Division of Vocational Rehabilitation

Colorado Department of Corrections

CDLE - Employment & Training

CDLE - Workforce Development Programs

Colorado Office of Economic Development & International Trade

Department of Regulatory Affairs (DORA)

### Education and Training Partners

Colorado Community College System

Colorado Career Technical Education

Colorado Department of Education

Colorado Department of Higher Education

### Apprenticeship Initiative Partners

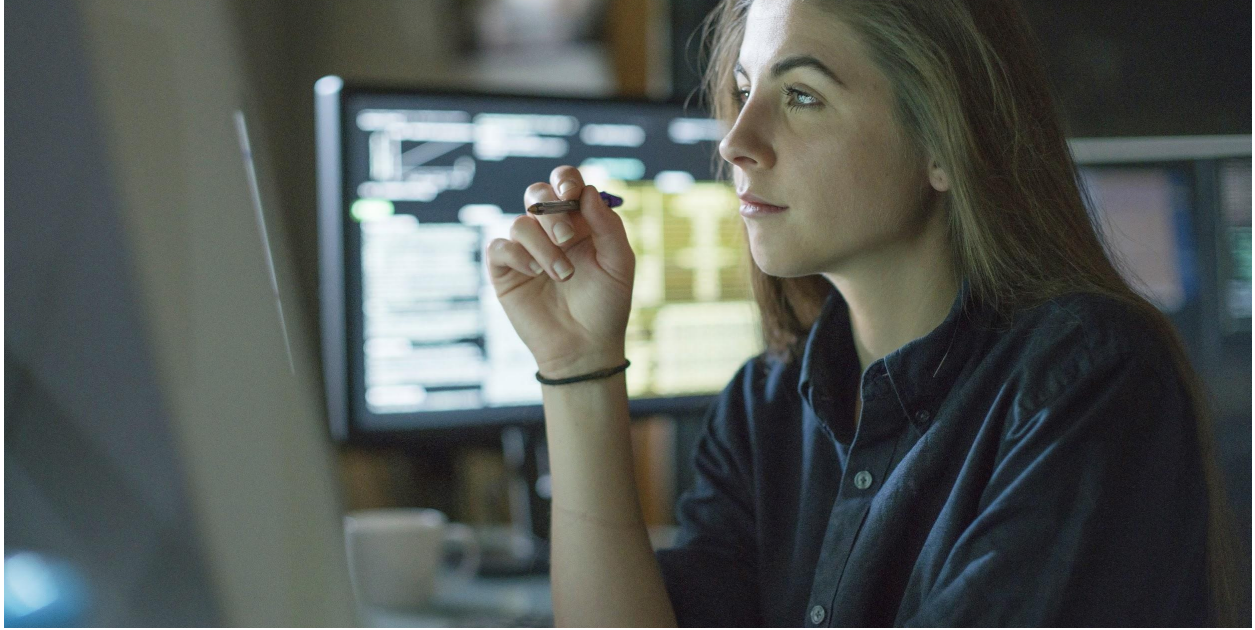
Hamilton-Ryker/Talent Gro (Healthcare and Tech)

CareerWise (Youth Apprenticeship)

CompTIA Apprenticeships for Tech (Tech)

CO Community College System: CO-TECH and CO-HELPS (Healthcare and Tech)

CO Department of Higher Education: CO-HELPS (Healthcare)



## Definitions

**Registered Apprenticeship (RA)** is a model of work-based learning that is employer-driven and characterized by an "earn and learn" approach, combining paid, on-the-job learning with related



instruction in order to increase an apprentice's skill level and wages and provide employers with the talent they need to succeed. RA is regulated by the United States Department of Labor (USDOL) or a State Apprenticeship Agency (SAA), and is governed by the Code of Federal Regulations (CFR), Title 29, Parts [29](#) (Subpart A) and [30](#). RAs must have five components: business involvement, structured on-the-job training, related classroom and workplace instruction, rewards for skills gains, and an industry-recognized credential at the successful completion of training. The RA model is focused on training an apprentice in a specific occupation.

**Note:** RA is considered a training option under the Workforce Innovation and Opportunity Act (WIOA) and Trade Adjustment Assistance (TAA).

## Apprenticeship Terms and Components

- **Accessibility**  
Ensures a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability.
- **Administrative or System Alignment Barriers**  
Relating to the program administration of RAP implementation. Examples include, but are not limited to: participant intake forms, processes, or eligibility requirements in different agencies, limited access to information for RAP stakeholders, lack of clarity or variation in federal, state, or local policy that impacts service delivery.
- **Apprentice**  
A worker at least 16 years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticeable occupation.
- **Apprenticeship Agreement (ETA 671)**  
A written agreement between an apprentice and either the apprentice's program sponsor, or an apprenticeship committee acting as an agent for the program sponsor(s), which contains the terms and conditions of the employment and training of the apprentice. It includes demographic information and wage benchmarks.
- **Apprenticeship Consultant:**  
Housed at the Apprenticeship Hub, focused on streamlining statewide program development and business services related to registered apprenticeship, quality pre-apprenticeship, and youth registered apprenticeship. Consultants support sponsors, employers, related training providers, intermediaries and other apprenticeship stakeholders in launching and expanding programs. Under IDEA, Consultants have a sector focus.
- **Apprenticeship Navigator:**  
A pilot position launched under the IDEA grant, housed at local workforce centers, focused on local capacity-building and resource coordination for career services related to registered apprenticeship, youth registered apprenticeship, and quality pre-apprenticeship. Navigators provide expertise and resources to customer-facing staff (e.g. workforce case managers, DVR, human services, local high school, local college) that work with apprentices. Navigators may or may not provide direct case management.
- **Apprenticeable Occupation**  
USDOL has a list of pre-approved occupations – often referred to as “apprenticeable occupations.” Apprenticeable occupations are linked to O\*NET codes, the nation's primary source of occupational information. If an occupation is not on the list, employers can work with USDOL to add it based on demonstrated industry demand. Email [apprenticeship@state.co.us](mailto:apprenticeship@state.co.us) for more information.

- Apprenticeship Specialist:** Housed at the Office of Future of Work, a position that serves as an intermediary and trainer for program development under the RAP model. The position is designed to align the National Apprenticeship System with CO workforce and education workforce development needs. The position was launched under ASE to integrate systems and provide technical support to program developers in colleges and workforce partners. Under IDEA, there are four Specialists 1) Justice-Involved 2) postsecondary 3) Career Technical Education, or 4) Diversity, Equity, Inclusion and Apprenticeship. Future efforts anticipate Specialists in additional areas of apprenticeship expansion.
- Apprenticeship Standards**  
 Every RAP has Standards of Apprenticeship that document the specifics of their program. Standards, including all appendices and attachments, are approved by the USDOL Registration Agency. The program must have an organized, written plan (program standards) embodying the terms and conditions of employment, training (on-the-job work process and related instruction outline), and supervision of one or more [apprentices](#) in an apprenticeable occupation, as defined by a sponsor who will carry out the apprentice training program.
- Career Technical Education (CTE)**  
 Career & Technical Education programs prepare learners for a range of occupations that are high wage, high skill, and in demand. CTE programs are delivered via the Colorado Community College System in collaboration with the Colorado Department of Education for secondary students and Colorado Department of Corrections. CTE programs may culminate in an Associates of Applied Science degree.
- Co-enrollment**  
 The intent of co-enrollment is to meet the education, training and employment needs of program participants and provide as many participants as possible with comprehensive services that may not otherwise be available or allowable under an individual grant or funding source. As programs braid funds together to increase impact, they have the opportunity to show integration in the form of participant co-enrollment, including but not limited to co-enrollment in the WIOA Adult program, WIOA Youth program, YouthBuild, Job Corps, Adult Education, Career and Technical Education, and Vocational Rehabilitation.
- Collegiate Apprenticeship**  
[Collegiate Apprenticeships](#) are apprenticeships that are affiliated with an institution of higher education in Colorado. Collegiate apprenticeships may be registered or unregistered, for-credit or non-credit, and may or may not culminate in a degree. For the purposes of Expansion grant activity, workforce professionals must partner with their local colleges to understand the structure of local programs to determine if a collegiate apprenticeship is registered and that the apprentice is under an apprentice agreement in order to support with grant funds.
- Degree Apprenticeship**  
 An apprenticeship program that meets the standards established in the National Apprenticeship Act 29 CFR Part 29 and the requirements of a postsecondary degree program as established by the relevant state education agency in the state where the program is delivered. Not all college-connected apprenticeship programs are degree apprenticeships (see collegiate apprenticeships).





- **Direct Business Involvement**

Employers are the foundation of all RAPs and are an essential component in every design of a RAP program. Employers or their joint apprenticeship training committees must play an active role in developing and expanding RAPs, and are most critical in delivering the OJL/OJT of the apprenticeship program.

- **Diversity**

A description of differences usually based on identities such as race, gender, sexual orientation, class, or ability, etc. Diversity does not equal equity and does not always occur intentionally. Federal RAPIDS data and state data captured in Connecting Colorado provide insights on specific diversity metrics in apprenticeship, however, these metrics do not encompass all measures of diversity in those categories (e.g. gender is reported but reported as male, female, does not identify). Standard federal reporting data includes: gender, race, ethnicity, veteran status, age, ability status.

- **Employer**

Every RA requires one or more participating employers to provide on-the-job learning and employ the apprentices.

- **Equal Employment Opportunity (EEO)**

EEO helps all workers access and succeed in apprenticeship, including populations traditionally underrepresented in RAPs such as women, minorities, individuals with

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disabilities, and others. RAs are governed by a distinct set of Equal Employment Opportunity regulations ([29 CFR 30](#)). These regulations prohibit RAP sponsors from discriminating on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, and genetic information.

- **Equity**

When everyone, regardless of who they are or where they come from, has the opportunity to thrive. Equity recognizes that some individuals have an advantage because of their identity, while others face barriers. Unlike equality, which suggests giving the same thing to everyone, equity works to provide opportunities to those facing barriers by providing additional resources to those who do not have these advantages. This requires eliminating barriers like poverty and repairing systemic injustices.

- **Quality Pre-Apprenticeship Program**

A program or set of strategies designed to prepare individuals to enter and succeed in a RAP. High-quality pre-apprenticeship programs must: (1) have a clearly articulated relationship to one or more RAPs; and, (2) have an opportunity to enroll their graduates into a RAP. Pre-apprenticeships can assist career seekers by helping them meet entry requirements (e.g. GED, assessment, certification), exposing them to an unfamiliar occupation, and/or building soft skills. For the purposes of grant activity and WIOA, a pre-apprenticeship program must meet the requirements of [TEN 13-12](#). Check PGLs for allowability and tracking of pre-apprenticeships.

- **Inclusion**

What an organization does with diversity to ensure individuals have the opportunity to fully participate. Inclusion intentionally promotes a sense of belonging where people's inherent worth and dignity are recognized and their abilities, qualities, and perspectives are leveraged for the collective good.

- **Interim Credential (USDOL or State Apprenticeship Agency-issued)**

RAPs (particularly in high-growth industries such as healthcare, advanced manufacturing, and transportation) may offer interim credentials as apprentices master a variety of skills as part of a career pathway. Interim credentials are issued directly by USDOL, similar to the Certificate of Completion. These interim credentials, based on specific measurable and technical skills, may also positively count towards the WIOA Credential Attainment Rate. Only competency-based and hybrid RAPs can offer USDOL-issued interim credentials. Consultants and Specialists are encouraged to coordinate with OA in RA development on the development of interim credentials.

- **Interim Credential (Other WIOA recognized)**

In addition to interim credentials issued by the Office of Apprenticeship or a State Apprenticeship Agency, other interim credentials issued via industry and academic institutions may be embedded in a RAP. These interim credentials may also positively count towards the WIOA Credential Attainment Rate. Examples of non-USDOL issued interim credentials may include: a postsecondary certificate, CompTIA Network+, certified nursing assistant certificate.

- **National Guideline Standards (NGS)**

Standards of apprenticeship developed by national committees or organizations, joint or unilateral, and are “Certified” by the USDOL’s Office of Apprenticeship (OA). The OA Administrator, based on consultation with the OA, Division of Standards and National Industry Promotion (DSNIP), signs the documentation necessary to “certify” the National Guideline Standards as substantially conforming to the requirements of Title 29, Code of Federal Regulations (CFR) [parts 29](#) and [30](#). For the purposes of grants, individuals and program outcomes are not achieved until NGS are adopted by an organization.

- **National Occupational Credential** – Every RAP graduate receives a National Occupational Credential, certifying their successful completion of apprenticeship, from USDOL or a federally recognized State Apprenticeship Agency. This portable credential signifies that the apprentice has mastered every skill and has all the knowledge needed to be proficient for a specific occupation. RAPs may also offer interim credentials as apprentices master skills as part of a career pathway.

- **National Program Standards (NPS)**

Apprenticeship programs consisting of a uniform and high-quality set of occupational standards which: (1) have been developed and sponsored by an employer, trade organization, educational institution, or intermediary organization; (2) are suitable for adoption on a nationwide basis; (3) have been approved as meeting the National Program Standards criteria (detailed below) by the Administrator of the Office of Apprenticeship; and (4) have been registered on a nationwide basis by the Office of Apprenticeship in Washington, DC as satisfying the requirements contained in Title 29, Code of Federal Regulations (CFR) [parts 29](#) and [30](#).

- **On-the-Job Learning (OJL)**

OJL describes a form of work-based learning where employees learn new skills, knowledge, and competencies while on the job, typically through hands-on training from one or more experienced and fully-competent mentors. For an apprentice, on-the-job learning is defined in a work process schedule that maps the skills and knowledge that the apprentice must learn over the course of the program in order to be fully proficient in the occupation. This training is based on industry standards, customized to the needs of the particular employer. At a minimum, OJL for apprentices must be 2,000 hours. Note: In WIOA, OJL is commonly referred to as on-the-job training or OJT.

- **Program Expansion**

For reporting purposes, USDOL has different definitions of “expansion” across grant cycles (e.g. new programs, added participants, added occupations). Check specific [PGL](#) for grant definition.

- **Progressive Wage**

Apprentices receive increases in pay as their skills and knowledge increase. Progressive wage increases motivate apprentices as they advance through training and become more productive and skilled at their job. All apprentices must receive at least one interim pay increase during their program and must meet minimum wage requirements.

- **RAP Sponsor**

Any person, association, committee, or organization operating an [apprenticeship program](#) and in whose name the program is (or is to be) registered or approved. Program

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sponsors can include: employers, colleges, joint apprenticeship training programs, industry intermediaries, and community-based organizations. Sponsors maintain apprentice and programmatic records in the US Department of Labor RAPIDS database (Related Instruction, Work Process, Proof of Wage increase, Employer EEO policy, and hiring procedures).

- **Registered Apprenticeship (RA)**

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

- **Registered Apprenticeship Program (RAP)**

A plan containing all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices, including the requirements for a written apprenticeship agreement between the apprentice and the sponsor. In Colorado, the RAP is registered directly with the USDOL Office of Apprenticeship (OA) and the approval is evidenced by a Certificate of Registration. A RAP can contain multiple occupations.

- **Registered Apprenticeship Partners Information Data System (RAPIDS)**

A database that is managed by USDOL Employment and Training Administration (ETA) to house federal apprenticeship programmatic and participant enrollment data. The system is utilized by 25 federally-administered states and 18 federally-recognized State Apprenticeship Agencies (SAAs), including Colorado. RAPIDS program information is entered in Connecting Colorado by workforce case managers and gathered by other subrecipients and matched by CDLE for purposes of federal and state reporting and performance evaluation.

- **Related Instruction (RI)**

Apprenticeships combine on-the-job and classroom/online learning. RAP's classroom/online learning requirements are documented in its RI outline. Federal regulations recommend a minimum of 144 hours of Related Instruction annually for apprentices. This instruction helps refine the technical and academic skills that apply to the job. Instruction can be provided at the school, online, or at the work site. It can also be front-loaded, where the related instruction occurs prior to the OJL; it can be simultaneously provided with the OJL (e.g., in the evenings or weekends); or it could be segmented or provided sporadically throughout the OJL/OJT. These different modalities highlight the flexibility inherent in this registered apprenticeship model in order to meet unique industry and apprentice needs. Examples of RI costs include costs associated with enrollment (e.g. admission, college fees, placement exam costs), technology to support related instruction that is delivered virtually, and certification fees that are embedded in the apprenticeship. An accredited training provider such as a community college, technical school or college, an apprenticeship training school, an online provider, the sponsor, or a combination of sources, may provide related instruction. Institutions delivering RI are called RI Providers. Note: In WIOA, related

instruction is considered “classroom training” and paid for via “individual training accounts (ITAs).” RI is also referred to as Related Training and Instruction (RTI).

- **Supportive Services**

Services such as transportation, child care, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in RAP RI and OJL activities. Designed to provide a participant with the resources necessary to enable their participation in career and training services.

- **Wages/Wage Scale**

Apprentices are paid a progressively increasing schedule of wages consistent with skill performance and knowledge levels achieved and demonstrated in on-the-job learning and related instruction. Starting wage must be at least minimum wage and wages should be based on a percentage of wages paid journeypersons. All apprentices must receive at least one interim pay increase during their program and must meet minimum wage requirements. Exceptions apply to the Department of Corrections (DOC), contact OFOW for more information.

- **Work-Based Learning (WBL)**

Learning opportunities that occur in part or in whole in the workplace and provide the learner with hands-on, real world experience. Youth registered apprenticeships, quality pre-apprenticeships, and registered apprenticeships are all types of work-based learning. [View Colorado's Work Based Learning Continuum](#)

- **Unregistered Programs**

For the purposes of expansion grants, “unregistered” indicates apprenticeship programs not formally recognized by the USDOL that cannot be supported via grant dollars. Apprenticeship programs that are registered by a state agency (such as the Department of Regulatory Affairs (DORA) in licensed occupations and may or may not also be registered with USDOL.

- **Youth Registered Apprenticeship (YRAP)**

Apprenticeship programs for high school students combine academic and technical classroom instruction with work experience through a Registered Apprenticeship Program (RAP). It provides the foundation for students to choose among multiple pathways after high school – to enroll in college, to enter an apprenticeship program, begin full-time employment, or a combination.



## Resources and Training

Local areas should request TA as needed and in quarterly reports to inform the state of their priority needs.

### State Apprenticeship Directory

A [comprehensive resource list of RAPs](https://leg.colorado.gov/bills/sb19-171) developed by CDLE and enacted by <https://leg.colorado.gov/bills/sb19-171>

### Eligible Training Provider List

Resource to indicate programs authorized to pay for individual training accounts (ITAs) for WIOA Title I Adults and Dislocated Workers in Colorado. RAPs are pre-approved to be on the ETPL and have streamlined reporting requirements. Pre-apprenticeships are approved through standard procedures. For questions regarding the ETPL and RAPs: [apprenticeship@state.co.us](mailto:apprenticeship@state.co.us)

- ETPL Consumer Site (find a training provider): [COtrainingproviders.org](http://COtrainingproviders.org)
- ETPL Business Site (add/edit a training provider listing): [Coloradoetpl.org](http://Coloradoetpl.org)

### OFOW Training: That's a RAP!

The Office of the Future of Work is excited to host a weekly training and information series focused on registered apprenticeships. The training series is free and open to anyone interested in learning more about registered apprenticeships. That's A RAP! produces an e-newsletter delivered every Thursday at 1 pm and a monthly virtual event held on the 4th Thursday of every month at 1 pm. [Sign up for That's a RAP!](#)

### Federal Resources: WorkforceGPS and Apprenticeship.Gov

The USDOL ETA provides technical support and training to grant recipients and creates valuable resources for all expansion partners. USDOL also provides consulting through AIR (formerly Maher & Maher) on Apprenticeship promising practices. Workforce center staff are encouraged to visit the [USDOL Apprenticeship community rooms](#) and leverage the other [USDOL learning resources](#).

### Hub Training

The Apprenticeship Hub provides training specific to workforce services and their connection to RAP implementation. Workforce professionals can attend peer office hours or request presents from Apprenticeship Consultants on business service topics and local Apprenticeship Navigators on career service topics. RAP development and grant policy training should only be considered final if communicated inPGL or authorized by a state or federal representative.

## Additional Resources

OFOW has established the Apprenticeship Training Materials folder in [Google Drive](#). It provides a variety of RA-related resources such as federal regulations and guidelines, planning tools, employer resources, and links to online training, templates, studies, tool kits, and best practices.

### Additional Resources:

- [CDLE Apprenticeship Web Site](#)
- [USDOL Apprenticeship Web Site](#)
- [Apprenticeable Occupations](#)
- [Apprenticeship Development Form](#)
- [Colorado Talent Pipeline Report](#)
- [Colorado Work-based Learning Continuum](#)
- Colorado Department of Labor and Employment: [Labor Management Information Gateway](#)
- [Funding Streams Desk Aid for WFC Staff](#)
- [Governor Jared Polis Dashboard](#)
- Jobs for the Future, [Framework for a High-quality Pre-apprenticeship](#)
- National Apprenticeship Act of 1937 (29 USC 50 et seq.)
- [Workforce Innovation and Opportunity Act \(WIOA\) of 2014](#), Pub. L. No. 113 and 128, Sections 129 and 134
- WIOA Department of Labor-Only Final Rule ([81 FR 56072](#), Aug. 19, 2016)
- [Title 29 CFR, Part 29: Labor Standards for the Registration of Apprenticeship Programs](#)
- [Title 29 CFR, Part 30: Equal Employment Opportunity in Apprenticeship](#)
- [TEGL 8-19](#): Workforce Innovation and Opportunity Act (WIOA) Title I Training Provider Eligibility and State List of Eligible Training Providers (ETPs) and Programs
- [TEGL 13-16](#): Guidance on Registered Apprenticeship Provisions and Opportunities in WIOA
- [TEN 31-16](#): Framework on Registered Apprenticeship for High School Students
- [TEN 13-12](#): Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources
- [PGL WIOA-2016-08](#), On-the-Job Training
- [PGL WIOA-2017-05](#), Registered Apprenticeships in WIOA
- [WIOA-2015-06](#), Eligible Training Providers for WIOA Title I Adult and Dislocated Worker Programs
- [TEGL 17-18](#): Availability of Program Year 18 Funding for State Apprenticeship Expansion
- [TEGL 15-19](#): Availability of Program Year 2019 Funding for State Apprenticeship Expansion Grants, "Building State Capacity to Expand Apprenticeship through Innovation"
- [FOA 21-07](#): State Apprenticeship Expansion, Equity, and Innovation Grants
- [Federal Resources Playbook for Registered Apprenticeship](#)
- [WorkforceGPS](#): Expanding Apprenticeship for Veterans Resources

## Apprenticeship Grant Administration Support

Local workforce centers have a broad range of resources available for effective implementation of expansion activities.

### State Apprenticeship Team within OFOW

- Grant Coordinator (see [PGL](#)) for TA related to grant implementation (e.g. allowable activities, braided funding, policies).
- Apprenticeship Specialist for TA related to RAP development.

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- State Coordinator for Apprenticeships and Experiential Learning for clarification on state partnerships and strategy, questions regarding apprenticeship policies, and employer concerns.
- Team email: [apprenticeship@state.co.us](mailto:apprenticeship@state.co.us)

**Apprenticeship Hub Team at Arapahoe/Douglas Works!**

- Project Coordinator for grant implementation and Hub questions
- Apprenticeship Consultants, funded under the ASE (2) and IDEA (4) grants
- CUWA Director and Program Manager, for strategic, leadership and program management questions
- Team email: [apprenticeship@arapahoegov.com](mailto:apprenticeship@arapahoegov.com)

**Workforce Development Programs**

WDP is the compliance lead for apprenticeship expansion grants and fiscal and policy intermediary for workforce center subawards.

- Regional Services Unit: for support regarding monitoring, WIOA, funds, etc.
- MIS Team: for support regarding Connecting Colorado and the ETPL
  - Team email: [cdle\\_mis\\_team@state.co.us](mailto:cdle_mis_team@state.co.us)
- Strategic Solutions: supports policy development for local areas

## Contact Information

For all general inquiries regarding apprenticeship expansion, email [apprenticeship@state.co.us](mailto:apprenticeship@state.co.us) and a member of the Apprenticeship Team within OFOW will return your correspondence. For grant-specific information, contact the grant-specific contact on the PGL.