

Trends and Opportunities for Registered Apprentices

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Objectives:

- To review and discuss the work that has been done and/or being done by a collaboration of COE & the Registered Apprenticeship Programs.
- To review and will discuss the positive directions in which our institutions have take since COE Accreditation.
 - This discussion will help in promoting accreditation among Registered Apprenticeship Institutions.
- To discuss barriers that we may have come up against while trying to advance our institutions within the Department of Labor and/or the Department of Education.

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Standard Issues and/or changes

Issue:

- The issue of the level of consistency with which registered apprenticeship programs calculated their Full Time Equivalent (FTE).

Solution:

- Is to have all registered apprenticeship schools include On-the-Job Learning hours in their FTE calculation and report them in the total length listed on the [COE Approved Program List](#).

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Solutions

Solution:

- For dues calculation, COE has proposed an accommodation in the FTE calculation for On-the-Job Learning hours.
 - Apprenticeship programs would report scheduled classroom hours **and** On-the-Job Learning hours for the reporting period. Classroom hours would be divided by 900 (the traditional FTE).
 - On-the-Job Learning hours would be divided by 1,800.
 - This new divisor for On-the-Job Learning hours reduces the FTE by 50%. Using this new calculation method.

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Solutions

Solution:

- COE is planning to use the currently-reported FTEs for registered apprenticeship schools for the dues to be billed in 2019 as reported in the December 2018 annual report. For 2020, COE is proposing schools report their FTE using the revised calculation method.
- Additionally, any registered apprenticeship programs that **do not** include On-the-Job Learning hours in program clock hours reported on the COE Approved Program List need to file a program change. COE will waive all fees for schools making these adjustments to their programs.

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Solutions

Solution:

- For some schools, this change will result in an increase in 2020 annual dues if they have only been reporting classroom and lab hours and did not include On-the-Job Learning hours.
 - The exception that COE is making in their dues calculation by 50% is creating equity amongst all schools. The result of these changes will create consistent US DOE reporting throughout all schools accredited by COE and will also create equity on annual dues charges.
 - COE acknowledges that there may be an FTE increase of 25% or greater. The institution will not be required to submit a formal "Notice of Increase Greater than 25%", but the institution must file a "Program Change".

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2019 FTE Calculation Worksheet For RAP/ERISA Institutions

STEP 1:

Check **ONLY ONE** statement and follow the instruction given.

<input checked="" type="checkbox"/>	The institution measures program length for all programs in contact (clock) hours (including any On-the-Job Learning hours).
Use the contact hour column ONLY.	
<input type="checkbox"/>	The institution measures program length for all programs in credit hours <u>only</u> (either semester or quarter).
Use the appropriate credit hour column ONLY.	
<input type="checkbox"/>	The institution measures the length of some programs in contact hours only (including any On the Job Learning hours) and other programs in credit hours only.
Use the contact hour column for programs measured only in contact hours, and use the appropriate credit hour column for programs measured only in credit hours.	

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2019 FTE Calculation Worksheet For RAP/ERISA Institutions

STEP 2:

A. TRADITIONAL CLASSROOM DELIVERY					
CONTACT (CLOCK) HOURS			CREDIT HOURS		
Time	Full-Time	Part-	Time	Full-Time	Part-
Number of Students	_97_	_____	Number of Students	_____	_____
Hours Scheduled Per Day	x _8_	_____	Hours Per Semester or Quarter	x _____	_____
Days Scheduled Per Year During the Reporting Period	x _20_	_____	# of Semesters/Quarters During Reporting Period	x _____	_____
Totals	= _1,520_	_____	Totals	= _____	_____
Add the totals for full-time and part-time students and enter here AND in the TRADITIONAL DELIVERY Contact Hour field in the annual report software.			Add the totals for full-time and part-time students and enter here AND in the TRADITIONAL DELIVERY Semester Credit Hour or the Quarter Credit Hour field in the annual report software.		

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2019 FTE Calculation Worksheet For RAP/ERISA Institutions

STEP 2:

A. DISTANCE EDUCATION DELIVERY					
CONTACT (CLOCK) HOURS			CREDIT HOURS		
Time	Full-Time	Part-	Time	Full-Time	Part-
Number of Students	_____	_____	Number of Students	_____	_____
Hours Scheduled Per Day	x _____	_____	Hours Per Semester or Quarter	x _____	_____
Days Scheduled Per Year During the Reporting Period	x _____	_____	# of Semesters/Quarters During Reporting Period	x _____	_____
Totals	= _____	_____	Totals	= _____	_____
Add the totals for full-time and part-time students and enter here AND in the DISTANCE EDUCATION Contact Hour field in the annual report software.			Add the totals for full-time and part-time students and enter here AND in the DISTANCE EDUCATION Semester Credit Hour or the Quarter Credit Hour field in the annual report software.		

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2019 FTE Calculation Worksheet For RAP/ERISA Institutions

• **STEP 2:**

TOTAL HOURS
(Not including On-the-Job Learning hours)

		CONTACT (Clock) HOURS	SEMESTER CREDIT HOURS	QUARTER CREDIT HOURS
Traditional Classroom Delivery	1.	15,520	3.	5.
Distance Education Delivery	2.	15,520	4.	6.
TOTALS		15,520		

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2019 FTE Calculation Worksheet For RAP/ERISA Institutions

• **STEP 3:**

ON-THE-JOB LEARNING CONTACT (CLOCK) HOURS	
CONTACT (CLOCK) HOURS	
	Full-Time
Number of Students	97
Hours Scheduled Per Day	x 8
Days Scheduled Per Year During the Reporting Period	x 225
Totals	= 174,600
Add the totals for full-time and part-time students and enter here AND in the ON-THE-JOB LEARNING Contact Hour field in the annual report software.	

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2019 FTE Calculation Worksheet For RAP/ERISA Institutions

• **STEP 4:**

	CONTACT (Clock) HOURS (Step 2-C)	SEMESTER CREDIT HOURS (Step 2-C)	QUARTER CREDIT HOURS (Step 2-C)	ON-THE-JOB LEARNING CLOCK HOURS (Step 3)
1	Enter total number of hours from STEP 2-C in the appropriate column(s). THIS IS THE NUMBER THAT WILL BE ENTERED IN THE SOFTWARE IN THE FOLDER LABELED, COMBINED FTE	15,520		174,600
2	Divide the totals in line 1 above by these numbers. (See definition on page 4.)	900	30	45
3	Enter results.	18		97

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2019 FTE Calculation Worksheet
For
RAP/ERISA Institutions

GRAND TOTAL FTE
(Add the numbers reported in Step 4 of Line 3 and enter result here.)

IMPORTANT: When using the COE Annual Report Software, enter **only** the total number of hours listed in **Line 1 of Step 4** in the appropriate fields. Do not divide the numbers prior to entering the hours. The software performs all calculations.

FTE Definition: A unit of measurement used by the Commission to define the amount of instruction that equates to one full-time student during one academic year. The Commission defines an FTE as 900 student contact clock hours, 45 quarter credit hours, or 30 semester credit hours of instruction. For On-the-Job Learning Hours only, 1,800 equals one FTE.

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2019 FTE Calculation Worksheet
For
RAP/ERISA Institutions

- IMPORTANT NOTICE: Special Requirements for Monitoring Institutional Growth**
- COE monitors increases in total Full-Time Equivalent (FTE) of candidate and accredited institutions by requiring reports from institutions when triggered increases occur. An institution must submit a formal notice to the Commission if the institution has an overall increase in FTE of 25 percent or more of an established baseline. The baseline for each twelve-month period is the FTE calculation reported in the most recent annual report. When an increase of 25 percent or more is achieved, a formal notice must be submitted to the Commission within 30 days. The form to submit formal notification to the Council is on the Council web site (www.council.org) under Documentation/Applications and Forms.
- COE acknowledges that there may be an FTE increase of 25% or greater. The institution will not be required to submit a formal "Notice of Increase Greater than 25%", but the institution must file a "Program Change".

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New standards being considered, request for clarification, or more distinctive language are:

Standard 1:

- For registered apprenticeship schools who are governed by an ERISA Board of Trustees, the Trustees can be considered **external members of an institutional advisory committee**. (See 2019 Edition of the Handbook of Accreditation for RAP/ERISA, page 87.)(Handout)
- External Members (on Advisory Committees)**—Official members of an advisory committee who are not employees of the institution (staff, faculty, or administrators), who have no relation to employees of the institution (i.e. family members), and who have no financial interest in the institution.

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New standards being considered, request for clarification, or more distinctive language are:

Standard 2:

- For registered apprenticeship schools, who are governed by an ERISA Board of Trustee's, the Trustees can be considered external members of an occupational advisory committee. (See 2019 Edition of the Handbook of Accreditation for RAP/ERISA, page 87.) (Handout)
- **External Members (on Advisory Committees)**—Official members of an advisory committee who are not employees of the institution (staff, faculty, or administrators), who have no relation to employees of the institution (i.e. family members), and who have no financial interest in the institution.

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New standards being considered, request for clarification, or more distinctive language are:

Standard 2:

- On-the-Job Learning or Work-based activity plans are essentially already incorporated in the apprenticeship standards for each program. COE would reduce the standards related to Work-based activity down to a single standard of: programs must be in good standing with the registered apprenticeship authority either the U.S. Department of Labor or the appropriate state labor department.
- The consolidation of Criteria numbers 24 - 30

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New standards being considered, request for clarification, or more distinctive language are:

Standard 7:

- Some registered apprentice schools encounter difficulties obtaining their audited financial statements within 6 months of their fiscal yearend. Some discussion is probably in order on how big a problem this has been for individual registered apprenticeship schools and how schools who encounter this problem can work through it with the COE.
- COE is of the opinion that this criteria of Standard 7 **should remain as is**. However, COE will provide extensions on a case by case basis, as long as the extension request is prior to the 6 month deadline.

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New standards being considered, request for clarification, or more distinctive language are:

Standard 9:

- For registered apprenticeship schools, the authorizing entity may be the US Department of Labor or the appropriate state labor department providing all programs are registered apprenticeship programs offered by the school and authorized by the entity.
- If applicable, the institution has in custody the currently valid original document(s), typically a state/federal agency approval, required to operate as an occupational education institution within the state or federal jurisdiction where it is located.

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New standards being considered, request for clarification, or more distinctive language are:

Standard 10:

- Some Registered apprenticeship schools enroll upon placement, while others don't place with an employer until after related technical instruction has started. Some apprenticeship standards address activities for placement and activities for re-employing laid off apprentices. Some discussion is probably appropriate determine if a placement services plan is necessary when placement services are already addressed in the apprenticeship standards.
- Criteria 21 – 28 (See 2019 Edition of the Handbook of Accreditation for RAP/ERISA, page 82.) (Handout)

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Discussion:

What other standards or areas of disconnect must we work on as a group?

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The positive directions in which our institutions have take since COE Accreditation.

Achieving a reputation as a Training Institution that is of the highest standard. As perceived by:

- Officers and members of your particular local.
- Officers and other training centers with in you own International Community
- Parents
- Department of Labor
- Department of Education

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The positive directions in which our institutions have take since COE Accreditation. (Continued)

- Grant opportunities
 - Since accreditation our Training Center has increase its grant funding from 5% to 25% of it's total annual operating income.
- Movement toward Title IV funding for students.
- Movement toward Perkins funding for Training Centers.

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Discussion:

What are some additional positives that your Training Center encountered?

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Barriers that we may have come up against while trying to advance our institutions within the Department of Labor and/or the Department of Education.

- Acceptance of On-the-Job Learning or OJT by the Department of Labor as a structured form of learning.
 - Please refer to the handout (Pending e-Application)
 - Please refer to the handout (Dear Colleague Letter "Apprenticeship and the Federal Student Aid Programs)

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Barriers (Continued)

Discussion:

- As a group, how can we work with the Department of Education in getting a better understanding or clarity as to "What really constitutes Structured On-the-Job Learning".
 - Who do we reach out to?
 - Where do we go from here?

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Discussion:

In an effort to expand the number of COE Accredited Registered Apprenticeships, what can we do as a group?

- Outreach:
 - Apprenticeship committees
 - Apprenticeship conferences
 - International Officers conferences
 - North American Building Trades Unions (NABTU) conferences
 - AFL-CIO Conferences

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Discussion: (Continued)

- Lead by example: It will be noticed.
- What others can we list?

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THANK YOU for you
Participation.

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