

# CONEXIÓN LABORAL

ÁREA LOCAL MAYAGÜEZ - LAS MARÍAS

PUBLIC POLICY NO: 2025-PP-WIOA-013

DATE: May 1, 2025

SUBJET: Public Policy Registered Apprenticeship Program ("RA ")

DIRECTED A: Local Board Members, Executive Director, Center Manager of Unified Management, Officials of the Single Labor Management System

PURPOSE: Establish public policy in relation to the Registered Learning ("RA ")

APPLICABILITY: This Public Policy applies to the System of Single Management

Laboral Mayagüez - Las Marías made up of the municipalities of Mayagüez and Las Marías.

## 1. LEGAL BASIS:

- Workforce Innovation and Opportunity Act (WIOA), (Public Law 113-128)
- National Apprenticeship Act of 1937 (29 USC 50 et seq.)
- Law on Incentives for the Generation and Retention of SME Jobs (Public Law 113-128)
- Municipal Code of Puerto Rico (Law #107 of August 14, 2020, as amended.
- Administrative Bulletin # 2018-047- Executive Order to designate the Department of Economic Development and Commerce of the Government of Puerto Rico as the state learning agency and to order the adoption of a regulation to create and implement the Puerto Rico Apprenticeship Program
- Puerto Rico Unified State Plan 2020 or subsequent
- 20 CFR 681.470; 20 CFR 680.490; CFR 680.740; 20 CFR 680.750; 20 CFR 681.480;20 CFR 681.460

- 2 CFR 200- ("Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards"). as amended on April 22, 2024
- 29 CFR 29 & 30 – "Apprenticeship Programs: Labor Standards of Registration, Amendment of Regulations" and "EEO for Apprenticeships"
- TEGL 13-16 - Guidance on Registered Apprenticeship Provisions and Opportunities in the Workforce Innovation and Opportunity Act (WIOA)
- TEGL 19-16 - Guidance on Services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act (WIOA) and the Wagner-Peyser Act Employment Service (ES), as amended by title III of WIOA, and for implementation of the WIOA Final Rule
- TEGL 21-16 - Third Workforce Innovation and Opportunity Act (WIOA) Title I Youth Formula Program Guidance
- TEGL 10-16: Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III and Title IV Core Programs
- 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
- TEN 23-23 - Quality Pre- Apprenticeship Programs, March 5, 2024
- TEGL 8-19: Workforce Innovation and Opportunity Act (WIOA) Title Training Provider Eligibility and State List of Eligible Training Providers (ETPs) and Programs - Change 1
- DDEC-WIOA-02-20 - Youth Program Elements Technical Assistance Guide (July 7, 2020)
- WIOA - PP-04-22 - Requirements for Job-Based Training (WBT) Activities under the Workforce Innovation and Opportunity Act (WIOA) - Amendment 2
- Public Policy #55 Requirements for Job-Based Training (WBT) Activities under the Workforce Innovation and Opportunity Act (WIOA), approved by the Local Board on May 15, 2024
- WIOA - PP-06-2024 - Standardization of Documentation for Work-Based Training (WBT) Activities under WIOA of October 2, 20 24

11. **DEFINITIONS:** The following definitions are part of this policy:
1. **Customized Training:** Classroom training designed and developed to meet the particular needs of an employer or group of employers with a commitment to employ those individuals who satisfactorily complete the training.
  2. **On-the-Job Learning (OJL).** Structured training provided by an employer, public or private, for-profit or not-for-profit, to a participant who earns a salary while performing productive work in a job that:
    - a. It provides essential knowledge and/or skills for a full and adequate performance of the job;
    - b. Reimburses the employer up to 5 percent of the participant's salary (in limited circumstances up to 75%) for the extraordinary costs of providing the training and additional supervision related to the OJT;
    - c. It is limited in duration as appropriate for the occupation in which the participant is being trained, taking into consideration the skills required for the occupation, the content of the training, the participant's level of academic and occupational skills, and work experience and the participant's service strategy, as applicable.

The employer reimbursement rate may change through a waiver that is approved by the U.S. Department of Labor.

3. **Training for Domestic Workers:** Training designed to meet the special requirements of an employer or group of employers to retain a skilled workforce. This training is intended to provide new skills and knowledge to existing employees<sup>1</sup> in order to increase their competitiveness and business productivity. The training is conducted with the employer's commitment to withhold or avoid the layoffs of the trained incumbent workers.
4. **Apprentice:** A worker at least 16 years of age, except where a higher minimum age is established by law, who is employed to learn an occupation as an "apprentice" within a Registered Apprenticeship program.
5. **Registered Apprenticeship (RA):** A model of structured training leading to a credential that provides a unique combination of Apprenticeship on the Job (OJL)<sup>2</sup> with hours of Related Instruction and an increase in during or at the end of the training. The OJT is conducted under the mentorship of a journeyworker or experienced worker in most apprenticeship programs.

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<sup>1</sup>It should be noted that the definition of an incumbent worker is one who has been a regular employee with the same employer for six (6) months or more.  
<sup>2</sup>: Also known as On-the-Job Training.

Once registered, the worker generates income from the first day of training.

The related instructional hours are the theoretical part of the program with classroom-type trainings, which can be conducted before or during on-the-job training. Graduates of registered apprenticeship programs receive nationally recognized portable credentials, and can be applied to further post-secondary education.

6. **Local Area** of Labor Development (ALDL); They are appointed by the Governor. It is a geographical area, composed of one or more municipalities, in which workforce development activities are offered.
7. **Certificate of Completion**: The credential awarded to a "apprentice" when he or she completes the hours required by a certain occupation in a Registered Apprenticeship program. This credential is issued by the U.S. Department of Labor, or an entity accredited by it. In addition, the nationally recognized credential certifies the professional domain of the worker and It's portable.
8. **CGU**: refers to the acronym for the American Job Center (AJC)).
9. **Extraordinary Cost**: A non-recurring expense incurred by an employer associated with a participant's on-the-job training and low level of productivity.
10. **Cost Significant Training**: It is the portion of the Cost of the On-the-job training to be provided by the employer considering the following: size of the company, number of employees that participate in training, The salt flatsio and the level of benefits of those Employees (at the top of the y to End of training). the Relationship of training with the competitiveness of the participant, other training provlstos por The Employer y the opportunities for advancement within the Company
11. **Cr ed en ci al**: The recognition given to an individual for the attainment of a measurable skill of a technical or occupational nature that is necessary for obtaining employment or improvement within an occupation. It also consists of an industry-recognized certificate or certification, a high school diploma or its equivalent, a certificate for completing an apprenticeship program, a state or federally recognized license, or an associate' s or baccalaureate degree.
12. **Department of Economic Development and Commerce (DDEC)**: Puerto Rico' s government agency designated by Act 171-2014 as the administrator and overseer of federal funds received by the Government of Puerto Rico, under Public Law Federal Law 113-128 of July 22, 2014, known as the Workforce Innovation and Opportunity Act (WIOA).
13. **DOL**: Stands for the Federal Department of Labor.
14. **Self-sufficiency Standard**: The equivalent household income in excess of 100% of the lowest living income level

"Lower Living Standard Income Level") based on 100% of the U.S. Department of Labor's annual calculations.

15. Individual Service Strategy (ISS): The individual plan designed specifically for Youth Program participants. The Individual Service Strategy is used as a basic tool for documenting case management and as a guide for the delivery of the appropriate mix of services for the Youth, including those referred to other programs.
16. Individuals with Barriers to Employment: An individual belonging to one or more of the following populations:
  - a. displaced housewives;
  - b. low-income individuals;
  - c. others, as defined in section 166 of the WIOA;
  - d. individuals with disabilities (including young people);
  - e. aged individuals; f. ex or defenders;
  - g. deambulant is, as defined in section 41403-c(6) of the Violence Against Women Act of 1994 (42 U.S.C. 140 43e-2(6)): or young or child wanderers. as defined in section 725(2) of the McKinney Act - Ambulatory Assistance Vento (42 U.S.C. 174 34a (2));
  - h. young people who are in -or- have passed the age to be in foster care:
  - i. individuals who are English language learners, individuals who have low levels of literacy, and individuals who face substantial cultural barriers,
  - J. eligible seasonal and migrant farmers, as defined in WIOA section 167(i):
  - k. individuals within two years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.):
  - l. single pregnant women, including andendo single parents ;
  - m. long-term unemployed individuals ; and
  - n. *other* groups that the governor determines have barriers to employment.
17. Related Instruction (RI): The instruction or theoretical training that complements the technical knowledge of the OJL committee of the Registered Learning (RA) program. Classroom-style training helps refine the technical and academic skills that apply to the job. Related instruction is provided by training centers, technical colleges, community colleges, and/or universities or other institutions that employ technology-based and distance learning approaches. It may also be provided by internal remedies of the employer who are qualified for the matters required by the

program. The aim is to provide learners with a set of advanced knowledge that meets the specific needs of the employer(s )

18. **State Labor Development Board** - Pursuant to Section 101 of WIOA (d)(1), the State Board will assist the governor in developing, implementing, and modifying the strategic plan that outlines strategies for the state system of labor development and the additional functions established in the law. This is appointed by the governor and directed by representatives of the sector , who make up the majority of the members of the board. In addition, membership includes representatives of labor organizations, state agencies responsible for post-secondary education, vocational and technical education, workforce development, economic development; and community organizations.
19. **Local Board of Workforce Development (JLDL)**: Local board appointed by the(the) Official(s) elected(s) (mayors) in each Local Area Okay with The criteria established state in Section 107(b) of the WIOA, and en certified by the governor every two ( 2 ) years, of Agreement with WIOA 107(c)(2).3,
20. **Law on Fair Labor Standards**: i=a,r l...abo r Scard:vds Ac\* :\_g U S C § 20 3 e: seq. ( FLSA) establishes nor111a s para el salari o m in mo. overtime pay and employment of minors, which affect full-time and part-time workers inthe private sector and in the federal government, at the same time as the quE:: eri .o s g o b i e r n o s state and local.
21. **Office of Planning, Evaluation and Statistics of the Labor Development Program (OPEVE)**: Office of the Labor Development Program that promotes, implements, and advises on strategic and programmatic planning for the development of the Development System Labor.
22. **O\*NET**: The online occupational classification system that provides a common language for defining and describing occupations. The O'NET database is the leading source of occupational information in the United States. The e-mail address of the customer service is [onetonline.org](mailto:onetonline.org).
23. **Sponsorship of the Apprenticeship Program**: Any employer, association, committee, or organization that operates a Registered Learning program and assumes full responsibility for its administration and operation. In turn, it recruits the trainees, supervises the development of the trainings and provides the scenario to carry out the OJL and/ or technical instruction. A sponsor can be: a company or consortium of companies; an inter erm of the workforce. such as an industrial association or a labor management organization; technical colleges/community s: community organizations, among others.

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<sup>3</sup> 20 CFR 679.310

<sup>4</sup> It is also known as the dictionary of occupations.

24. Small and Medium-sized Enterprises ("SMEs"): State Law No. 120 of 31 July 2014, known as the *Law on Incentives for the Generation and Retention of SME Jobs*, classifies SMEs as:
  - {i} Microenterprises: generate a gross income of less than five hundred thousand dollars (\$500,000) each year, and employ seven (1) employees or less;*
  - {ii} small businesses: generate a gross revenue of less than three million dollars (\$3,000,000) each year, and employ twenty-five (25) or fewer full-time employees or their equivalent as that term is defined in this Act, and*
  - {iii} Medium-sized enterprises: generate a gross income of less than ten million dollars (570,000,000) each year, and employ one account (50) employees or less or its equivalent as such term is defined in this Act.*
25. Individual Employment Plan ("Individual Employment Plan"): is an individualized career service developed jointly by the Career Planner and the participant. The Individual Employment Plan (PIE) is an ongoing strategy for identifying employment goals, achievement objectives, and the appropriate mix of services for the Adult or Displaced Worker Program participant.
26. Career Planning: is the participant-centered delivery of services designed to:
  - a. prepare and coordinate comprehensive employment plans for participants, such as service strategies, to ensure access to necessary workforce development activities and support services using, to the extent possible, computerized technology; and
  - b. Provide employment, education, and career counseling, as appropriate, during participation in the program and after being placed in employment.
27. Labor Connection Program (PCL): program attached to the DDEC, created by virtue of Law 171-2014, whose function is to administer, advise, coordinate, supervise and implement the public policy of the development system of the RZA Lab or RAL FUE.
28. Pre-Apprenticeship Programs : These are designed to provide instruction and/or additional skills to increase the numeracy, literacy, and other vocational and pre-vocational skills needed to enter a Registered Learning (RA) program. WIOA-funded Pre-apprenticeship programs must be formally linked to one or more RA programs and have a strong track record of enrolling their graduates in RA programs. Pre-apprenticeship is part of the Paid or Unpaid Work Experience element of the Youth Program.

29. Sector in demand or occupation in demand:
- a. An industry sector that has a substantial current or potential impact (including jobs that lead to self-sufficiency and growth opportunities) on the local, state, or regional economy, as appropriate, and that contributes to the growth or stability of other related businesses; or industrial sectors; or
  - b. An occupation that has or is projected to have a number of positions (including jobs that lead to self-sufficiency and growth opportunities) in an industry sector that has a significant impact on the local, state, or regional economy. The determination of whether an industrial sector or occupation is in demand shall be made by the State Board or the Local Board, as appropriate, using state and regional business projects and labour market information.
30. **Request for Funds for Training Activities and Approval** : document(s) to be completed by the employer at the time of applying for WIO A funds for Learning activities. The Application establishes the requirements that the employer must meet to be eligible, the necessary documents for the evaluation of the application and the subsequent delegation of funds contract, if the application is approved. All applications will be assessed, once completed, according to the funds of the Local Area.
31. "Specific VOCAT ion To the PrEP Arat ion" ( SVP) : is the amount of Time Required for an employee to learn how to do, Acquire Information y develop the Ag Idiot necessary for the Execution average in a specific position. The training ram Not or You can Purchase at a Environment school, of work, myLit ar, inst i You uc io nal o vocational. Weather Guidance Required What for? a qualified employee becomes accustomed to the special conditions of a New work is not included in the SVP. The following table contains an explanation of the different levels of the SVP:

Level	Time
1	Short demos only
2	Any more than a short period of up to and including one month
3	More than one month to three months, including
4	More than three months to six months, including
5	More than six months up to and including a year
6	More than one year up to and including two years
7	More than two years up to and including four years
8	More than four years to ten years, including
9	More than ten years

32. Career Pathway: Career pathway approaches to workforce development offer articulated pathways of education and training between occupations in an industry sector, combined with employment and employment services, to enable people enter and leave at various levels and to advance over time to higher skills, credentials and better jobs with higher salaries. Each step in a career path is explicitly designed to prepare people to progress to the next level of employment and/or education. Career pathway strategies target jobs in industries of importance to local and regional economies and build relationships with local and regional stakeholders.

111. T RA SFONDO:

The Workforce Innovation and Opportunity Act (WIOA) authorizes a number of work-based training (WBT) options that can be used, as appropriate, to help Job seekers to re-enter or advance into the workforce. Generally, job-based training involves a commitment by an employer or employers to employ participants full-time after they have successfully completed the program.

A key advantage of employment-based training<sup>5</sup> is that participants can "earn while they learn" in a hands-on setting to achieve better efficiency outcomes and gains. In addition, job-based training OPs or RTs provide enterprises with the opportunity to develop and retain a skilled workforce using WIOA resources.

Each of the job-based training models can be used effectively to address the different needs of jobseekers and employers. One of the activities is the Registered Learning Program ("Registered Apprenticeship" (RA))

IV. POLICY:

A. GENERAL ELIGIBILITY REQUIREMENTS FOR PARTICIPANTS FOR EMPLOYMENT-BASED TRAINING SERVICES

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<sup>5</sup> Under the structured model of the Registered Learning Program, it is known as employment-based learning.

1. All training services, including WBTs, will be available to employed or unemployed participants when:
  - a. The American Job Center (CGU/AJC) or a partner thereof, after an interview or evaluation, determines that the individual:
    - i. Only with the provision of career services is it unlikely or unable to obtain or retain employment that leads to self-sufficiency or to a salary comparable to or greater than that earned in the previous job;
    - ii. Who has a need to obtain or retain employment that leads to self-sufficiency or to a comparable or higher salary than that earned in the previous employment; and
    - iii. That you have the skills and qualifications to participate successfully in the selected training service.
  - b. Job-based training opportunities should be identified in the Individual Employment Plan (PIE) or the Individual Service Strategy (ISS) as an appropriate activity for program participants. In addition, the PIE or ISS and/or case annotations shall specify the objectives of the employment-based training activity and the expected results.
  - c. The selected training programme must be directly linked to employment opportunities in the local area or planning region (occupations and in-demand industries set out in the Local Plan), or in another area in which the individual is willing to leave or relocate.
  - d. Is unable to obtain financial assistance from any other source to pay for the costs of training, including such sources of state or federal training funds, the Trade Adjustment Assistance (TAA) program or the Federal Pell Grant established under Title IV of the Federal Higher Education Act of 1965;
  - e. Individuals are determined eligible and will be served in accordance with state and local priority policies.
2. A new interview or evaluation of the participant will not be required if the CGU/AJC or a partner of the AJC determines that it is appropriate to use an interview or evaluation conducted recently by another education or training program.

## B. REGISTERED APPRENTICESHIP (RA) PROGRAM

Apprenticeship is a strategy that trains a worker for a specific occupation using a structured combination of on-the-job learning (OJL) and related instruction. Registered learning (RA) is a nationally recognized type of training that

it is approved by the DOL. The model also involves progressive salary increases for the apprentice for the new skills acquired and the obtaining of a portable credential with national recognition upon completion of all training. who need to update their skills to achieve greater competitiveness and retain their jobs.

There are five elements that make up a Registered Learning program :

1. **Employer involvement:** Employers are the basis of the RA program and should be the providers of the OJLs;
2. **On-the-job learning:** Each AR program includes OJL hours, for a minimum of one year or two thousand (2,000) hours;
3. **Related Instruction:** Each AR program includes an academic component (face-to-face or distance) with a minimum of one hundred and forty-four (144) hours for each year of OJL;<sup>6</sup>
4. **Salary increase:** each RA program must have at least one salary increase commensurate with an increase in skills acquired;
5. **Occupational credential.** The RA Certificate of Completion is a nationally recognized post-secondary credential that belongs to the trainee upon completion of all program hours. It is also recognized by WIOA programs. It is issued by the DOL Office of Learning or a DOL certified entity

### Benefits of Registered Learning

Registering an apprenticeship program with the DOL Office of Apprenticeship offers many benefits to job seekers and employers compared to other apprenticeship programs:

1. **Nationally Recognized Credential:** Graduates of registered apprenticeship programs receive a national credential recognized by the industry in which they trained.
2. **Quality Standards :** Registration means that the program has met national and independent standards of quality and rigor. The registry tells prospective employees, clients and suppliers that the

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- RI hours vary depending on the duration of the program and the focus of the program.

The company invests in its workforce and believes that employees are its most important asset .

3. **Safe, high-quality working conditions** : The program's emphasis on safety can reduce workers' compensation costs.
4. **Technical Assistance and Support**: The program is part of the Registered Learning System, which provides access to a nationwide network of expertise, customer service, and support at no charge to program sponsors.
5. **Federal resources**: Employers and apprentices can access federal funds and other resources to help support their Registered Apprenticeship programs, including Pell Grants and the GI Bill.

#### Development of New Registered Learning Programs

- 1 The Department of Economic Development's (DDEC) Job Connection Program (PCL) is responsible for providing technical assistance and registering new RA programs. Program representatives may discuss the benefits of RAs with employers, convene meetings with stakeholders in the development of the apprenticeship program, and support the sponsor in the registration process with the DOL Learning Offender.
- 2 The Manager of the Single Labor Management Center and the designated officials shall ensure that the Officials of the Single Labor Management System when guiding an employer in relation to training services. present them as a first alternative to the Registered Apprenticeship Program and On-the-Job Learning (OJL) activities with Related Instruction (IR).
- 3 There is a wide variety of occupations for the manufacturing, health, hospitality, and service sectors. construction and others. that can meet the needs of employers in these industries and provides the opportunity for employees to receive training that will open new doors in the labor market through the RA. However. although not all occupations qualify for training by an RA, about fourteen hundred (1,400) have been approved by the USDOL National Office of Apprenticeships. These must be verified by Visit [www AP P Rent Iceship .gov](http://www.APPLearning.gov) under Employers: Tools· Occupatori Finder.
4. WIOA requires that each Local Board and State Board have a Learning representative among its members. The purpose of having a learning representative hold a seat on the Local Board is to serve as a resource for their local area in developing new RA opportunities.

S. Industry associations, labor unions, or any official entity that brings together or represents various sectors of our local or regional economy can help insert RAs into the local workforce development system. Employers in the respective sectors can identify common challenges and design strategies that meet their training and recruitment needs. For example, an association or a training provider may become a sponsor of AR for vain employers in an industry.

6. Programs have three types of approach:

- a. Base Time - OJL hours are determined by the National Office of Learning and cannot be changed.
- b. Competence - by means of a screening, the employer can credit the apprentice with hours of OJL. However, the apprentice must complete the minimum of one (1) year of training. Not all occupations are approved under this approach.<sup>7</sup>
- c. Hybrid - occupations with a hybrid focus allow apprentices to have trainees in basetime, and competitive training, under the same registered program.

<sup>7</sup> A minimum of one hundred and forty-four (144) hours of related instruction (RI) is required for each on-the-job learning year. They can be provided before or during OJL hours. Sometimes they are not paid by the employers. It is not mandatory for the employer to cover the cost of the RI<sup>8</sup>

Requisitos de elegibilidad para ser un aprendiz

1. RA program sponsors identify minimum qualifications to enroll in their apprenticeship program. The eligible starting age cannot be less than sixteen (16 years): however, individuals must be eighteen (18 years old) to be apprentices in hazardous occupations<sup>9</sup>.
2. Program sponsors may also identify additional minimum qualifications and credentials to admit candidates to their programs, such as education or ability to physically perform the essential functions of the program. occupation. Pre-apprenticeship programs can serve as a gateway to learning for youth or individuals with barriers to employment.

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- For Learn more the Occupations y The approaches adopted in each a of them v1s1te: [www.apprenticeship.gov/WaitingTimeShip-occupations](http://www.apprenticeship.gov/WaitingTimeShip-occupations)

<sup>8</sup> Certain conditions apply. Consult the State Office of Learning representative for details. See TEN 31-16 published by the DOL for more details on the rules of the Fair Labor Standards Act (FLSA) for child labor.

## Using WIOA Funds for Employment-Based Learning Activities

There are several ways that WIOA Title I funds can support adult RA components . Displaced and youth workers:

1. **Individual Training Account (ITA):** ITAs can be used to fund the related instruction component of the RA for eligible trainees. ITAs may also fund Pre-Apprenticeship if the sponsor is on the State List of Eligible Training Providers (ETPL). Pre-apprenticeship is not only a programming strategy for youth, but it can also be an effective strategy for participants in WIOA's adult programs.

The funds of an ITA and an OJT can also be combined to pay for participants located in an RA. The Local Board may apply the duration and amount of funding limits set forth in the OJT and ITA policies for an RA. 100% of the funds for the installation phase or theoretical training will be paid.

2. **On-the-Job Learning (OJT):** In certain circumstances, WIOA funds may reimburse up to set five (75%) of apprentices' wages. The bag exchange rate. On the basis of the condition, it can be up to 90%, as long as there is a waiver approved by the U.S. Department of Labor. As part of this public policy, it is established that the reimbursement rate for an OJT may be increased from fifty to (50%) to seventy-five (75%) taking into consideration the following facts:
  - a. Specific characteristics of the participants are concerned if they are individuals with barriers to employment - or - for example, if they are people with disabilities. etc.;
  - b. The size of the company or business, with emphasis on small and Medium companies<sup>14</sup> A These S effect, It's over Garan, reeBags according to the following parameters:

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<sup>14</sup> It is also known as Employment Administration. OJT, approved as in English Law 5/2011 of July 31, known as the Law for the Generation and Retention of SMEs:

(i) Micro enterprises: generate a gross income of less than five hundred thousand dollars (\$500,000) each, and employ no more than seven (7) employees or less,

(ii) Small enterprises: generate a gross income of less than ten million dollars (\$10,000,000) each year, and employ no more than twenty-five (25) full-time employees or their equivalent as that term is defined in this Act; and

(iii) medium-sized companies generate a gross income of ten million dollars (\$10,000,000) each year, and they use no more than fifty (50) employees or less or its equivalent as that term is defined in this Law

- i. For employers with 1 to 50 employees, up to 75% of reemployment;
    - ii. For employers with 51 or more employees - statutory reimbursement of 50%.
  - c. the employer's track record in providing advertisements and promotion opportunities, such as that 1st grades are for an in-demand occupation and may lead to an industry-recognized credential;
  - d. Level of salary and benefits of the participant, during and after the training;
  - e. type of industry;
    - i. In the event that the employer belongs to the construction, renewable energy or health-related services industries, the Board authorizes that - as is sectoral rat egi a - it be granted seventy-five per cent. percent (75%) of the reimbursement, regardless of the number of employees.
  - f. type of credential obtained;
  - g. Relationship of training to the competitiveness of the participant;
  - h. number of employees to be administered.
2. Designated officials shall document the factors used when determining to increase the level of salary reimbursement above fifty (50%) to a maximum of seventy-five (75%) for OJTs. It will not be necessary to document extraordinary costs when the reimbursement is less than fifty (50%) of the participant's salary.
3. Local areas may place their OJT partners with one or more employers duly registered in the RA program. In certain circumstances, the Local Board may determine that a contract with a training provider is the most appropriate way to train a group of new apprentices in in-demand occupations or of the same industrial sector .

Apprentices can be newly recruited individuals or incumbent workers.at the time of participating in an RA. The apprenticeship (training) on the job must meet the requirements of the party (20 CFR §680.70 0) for new hires and parties (20 CFR §680.780 and §680.790) in the case of incumbent workers. OJL should always be related to one or more of the following reasons:

- a. new jobs that require additional skills;
- b. introduction of new technology;
- c. new products or service procedures ; d
- promotions;
- e. workplace literacy; or

- f. other appropriate purpose identified by the Local Board.
4. **Tailored Training:** RA sponsors and trainees can receive support through tailored training agreements. In most cases, tailored training is part of the Related Instruction component.
  5. **Adiestramiento para trabajadores incumbentes:** Funds for the training of incumbent workers in adult programmes or posted workers can be used to provide training for a group of apprentices.
  6. **Occupational skills training for youth:** In the Title 1 Youth Program, pre-apprenticeships are considered a type of labor experience for youth ages sixteen (16) to twenty-four (24) years. The work experience program element also emphasizes training that aligns with the in-demand industries and occupations, which is a key component of AR programs.
  7. **Support Services:** WIOA funds can support a variety of support services for apprentices, including: annual fees, registration fees, books, childcare supplies, transportation, tools and a single room<sup>12</sup>

#### Apprenticeship Program Sponsors

The sponsor is the one who applies for registration to operate a learning program. There are several types of sponsorships, a continuation of them, we detail some of them:

1. **Not a parent:** an individual employer may create his or her own program and offer related instruction with his or her dedicated in-house staff. In addition to providing on-the-job learning;

or

**Employers using an external training provider:** Under this model, employers are sponsors, but they do not provide related instruction. They depend on an external educational entity. Employers may use postsecondary institutions with two- or four-year educational offerings, technical or training schools, or online courses for related instruction. The employer is the eligible training provider and must identify their facility provider;

or

**Employers who combine internal and external resources:** most of the IR is provided by internal resources.

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<sup>2</sup> 20 CFR §680.900

external educational entity to provide certain parts of related instruction.

2. Joint *Apprenticeship Training Committee (JATC)* programs are integrated by employers and their affiliates. The unions run a training school that offers the IR portion for apprentices in certain specialties, such as plumbing, electrical, carpentry, ironwork, and many others. What makes the union the provider of IR, however, is not limited to this. When we talk about a JATC, it means that the trade union with the support of one or more employers has applied for registration with the RA, and it is the trade union that administers the programme. Most JATCs have collective agreements. These agreements signed between the parties establish the criteria that a candidate must meet to be an apprentice. Each employer has its own collective agreement<sup>13</sup> However, when it comes to guilds, the fundamentals and skills that the apprentice must master to exercise the occupation are the same.
3. *Int Ermediarios*: serve as program sponsors, and take responsibility for the administration. They can also provide assistance in curriculum development, in-house instruction, and Living room of classes and support services, as appropriate. The Intermediaries they can be educational institutions, Included Institutions postsecondary or Technical schools of two and four years. In this model, The institution educat VAT Manage the program, Work with The employers to hire apprentices and provides classroom or online instruction for the Learn to get a lift. There are also suppliers of services that act as intermediaries. They assume the responsibilities of the administration of the program and assist both the employer and the educational entity in the design, implementation and Execution of the RA.
4. Industry associations administer the program and work with member employers and educational entities to implement the apprenticeship program.
5. Community-based organizations, known as Community and Based organizations (CBOs): Manage the program and work with employers, educational institutions, and the community to implement the learning program.

Apr end izaj e Reg ist rados sponsors and the Eligible Adiestramient o E  
Provider List (ETPL)

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<sup>13</sup> Each collective agreement sets out the salary increases for apprentices, as well as the focus of the programme. Most of the agreements have programs registered in the three approaches: Base Time, Competency and Hybrid.

1. Under WIOA, sponsors of the RA program are automatically eligible to be placed on the ETPL at the state level. RI third-party providers can automatically enter the ETPL. To be part of the ETPL, the provider must notify the Workforce Development Program of their intent to be on the ETPL and provide evidence necessary to document the entity's registration.
2. Through this mechanism, only the training approved in relation to the registered occupation will belong to the ETPL. The provider may belong to the ETPL for as long as the AR program is active or until it wishes.
3. To disaffiliate from the ETPL, the supplier only has to notify the PCL of his intention, for the corresponding action. RAs with external IR providers will be informed from the time of registration about this opportunity. Participation in the ETPL is voluntary and not automatic.

#### Pre-learning, pre-learning and learning registration for young people

1. Eligible in-school and out-of-school youth may enroll in pre-apprenticeship programs registered as part of the WIOA Youth Program.
2. Through a variety of unique approaches and program designs, Pre-apprenticeship programs can be tailored to meet the needs of diverse populations and businesses.
3. The DOL has developed a framework for quality Pre-Apprenticeship programs. The YouthBuild and Job Corps programmes often serve as pathways for registered apprenticeship programmes and have an established track record of successful apprenticeship placements because they meet the criteria for a quality Pre-apprenticeship programme.
4. The DOL, in partnership with the Federal Department of Education, has also developed a graded learning framework for secondary school students.

#### Learn to register in the Trade Adjustment Assistance (TAA) Program

In addition to WIOA programs, the RA is considered a WBL't that can be approved for a worker covered by a group eligibility certification for the TAA program.

#### Exit from the program to

1. For most of the training activities provided under WIOA, participants complete their training and then leave

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It is the same as WBT.

of the WIOA program. However, the RAs range from one to six years in duration. In many cases, participants will continue to participate in their AR programs after registering the exit from WIOA.

2. The duration of the RA programmes does not represent a barrier to the positive results of the implementation measures. However, it is necessary to determine the appropriate exit points for AR programs that adhere to WIOA regulations, provide quality employees for businesses, and ensure a greater skill set for workers.
3. The exit point must be based on when the participant is successfully moving through the RA program and is no longer receiving WIOA services, including support services. Once the RA program does not receive WIOA funding for one or both training activities, meaning related instruction and/or OJL, the service must be closed.

The following three AR goals are appropriate exit points from WIOA:

1. Salary increases: apprentices receive progressive increases in salary as their skills and knowledge increase: this is a medium element of all RAs. A salary increase may be an appropriate exit point from WIOA, as it means that trainees have exceeded their training goal, improved their skills and increased their income, indicating that support through WIOA may no longer be needed.
2. Credentialing: AR programs offer additional credentials that trainees can earn during their participation in the program. Earning a credential is another aspect that could be considered in determining an appropriate WIOA exit point, as this marks an important milestone in the RA program. Earning a credential indicates that trainees have successfully advanced through a career path and have increased their occupational skills, and have potentially exceeded the point of needing WIOA support.
3. Measurable skill gains: As apprentices' skills increase, they must be able to document progress toward such a provisional occupational credential or certificate of completion awarded at the end of an RA. Progress documented in an RA is defined as:
  - a. Report of satisfactory progress toward established goals, such as completion of OJL or at the end of a year of an apprenticeship program or similar goals, from an employer or training provider who is providing the training; or
  - b. Successful passing of an exam that is required for a particular occupation or progress in obtaining skills

as evidenced by industry-related benchmarks, such as knowledge-based examinations.

4. Regardless of the number of participants, the OJL is a core component of all AR programs. An OJT contract may be established with employers who have a Registered Apprenticeship Program (RA), but only OJL hours are eligible for wage reimbursement through the portion of the program.

#### Participant file documentation

The participant's record must include an original copy of the ETA Form 671, which is the agreement or learning agreement with the sponsor, in addition to all documents required by the WIOA program. Also, case management notes, such as progress reports and any other information that evidences your progress in the RA program, should be included.

### C. GENERAL PROVISIONS:

- I. Section 683.275 of the WIOA final rule sets forth the wage standards that apply to participants under Title I activities. In accordance with this, the applicable rules are:
  - a. Individuals participating in an RA or employed under WIOA Title I activities shall be compensated at the same rate, including periodic increases, as those in training or employees who are in similar situations and conditions. Wage compensation will never be less than that established by the Fair Labor Standards Act or the federal, state, or local minimum wage.
  - b. Participants in any RA or employees under Title activities 1 of WIOA shall receive fringe benefits and working conditions at the same level and to the same extent as those trained or regular employees who perform similar duties and who have been performing the functions for the same period.
  - c. **The employer shall comply with the equal opportunity and nondiscrimination provisions of WIOA laws and regulations;**
  - d. The employer's recommended reimbursement rate is based on factors consistent with specified state and local policies in section 6(a)(I) of the Fair Labor Standards Act of 1938 (29 ~~USE~~ 206 (a) CI) or the applicable federal, state, or local minimum wage;
  - e. Salaries, income, and payments to participants of WIOA Title 1 activities will not be considered income for purposes of eligibility under other federal programs and the amount of income to be paid to WIOA will not be considered income for purposes of eligibility under other federal programs.

- transfer and in-kind assistance provided by other federal need-based programs except for purposes of the Social Security Act.
2. To determine the duration of the RAs, the O"Net Online occupational information system and the SVPs detailed in each occupation will be used as a reference guide. In addition, the skills required for the occupation, the level of the participant's academic and occupational skills, previous work experiences, and the participant's individual employment plan.
  3. The Executive Director or designated official will draft a procedure, which will be evaluated by the Local Board. It will be developed in accordance with the provisions established in this policy. The procedure shall include at least the following elements:
    - a. Outreach y Participant Recruitment for the Activities of Registered Learning;
    - b. skills gap analysis and development of the PIE/ISS;
    - c. marketing strategies to employers;
    - d. policies for the referral of participants by the employers;
    - e. support services policies for participants (if applicable);
    - f. development of agreements;
    - g. coordination of the functions of case management and services to employer;
    - h. policies or procedures for the billing process, and reimbursement; and
  1. Financial and programmatic monitoring
  4. The proposals will be evaluated by the Business Liaison Committee, attached to the Local Board. The execution may be carried out in person or by referendum by electronic methods so that the evaluation process is not delayed) the services offered to the participants of the system are not adversely affected.
  5. At a minimum, contracts must contain clauses that include the following:
    - a. Compliance with the requirements and restrictions set forth in Section 181(a). (b) and (d) related to the benefits and labor standards that apply to participants under W IOA Title 1 activities.
    - b. Corresponding guarantees and certifications that include compensation, benefits, and working conditions at the same level and extension to other employees working for a similar period of time and performing the same type of work;

- c. Prohibition of training a participant under an Apprenticeship contract with an employer if:
  - i. any other individual is dismissed from the same or substantially equivalent position;
  - ii. The employer has terminated any regular employee or reduced the workforce with the intent to fill vacancies created by participants: or
  - iii. The position is created in a promotion line that may in any way infringe on the company's regular employee promotion opportunities.
- d. The employer's commitment to employ or retain in employment those participants who have successfully completed the training;
- e. Participants will be subject to the same rules, policies, and personnel rules as other employees of the company;
- f. The employer's duty is to maintain, retain, and give access to records to the Local Area, the DDEC, the Comptroller, and the Federal Department of Labor. These must show the associated costs of the training activity and the corresponding reimbursements, such as attendance records, payroll, invoices and other information necessary to respond during monitoring or auditing processes;
- g. Prohibition of the use or proposed use of WIOA funds to induce a business or part of a business to relocate and that the results of such relocation result in any employee losing their employment at the original location;
- h. Prohibition of the use or proposed use of the funds of WIOA Training in any Business or Part of a business that has relocated to the United States until the Company beech operated on the new Locality by one hundred and twenty(120) days, Yes the relocation results in any employee lose his Employment in the Location Previous;
- i. Prohibition of directly or indirectly filling a position that is vacant because the incumbent is on strike, or is suspended by a labor complaint, or because filling the vacancy is otherwise a matter within an employment dispute that involves an interruption of work;
- J. Provision on non-discrimination and prohibition of sectarian activities;
- k. Prohibition of the use of funds to assist, promote, or stop the organization of unions;

- l. Prohibition of the use of WIOA funds for foreign travel (outside U.S. jurisdictions);
- m. Prohibition of political activities and lobbying;
- n. Provision relating to the availability or existence of a complaint proceeding pursuant to Section 181(c) of WIO A; and
- o. No individual may engage in an RA activity if there is a member of his or her family within the fourth degree of consanguinity or second degree by affinity, who has administrative capacity with the employer, including the choice, hiring, placement, or supervisory responsibility of the RA participant.
- p. Suspension and Exclusion Clause; and,
- q. Drug-free workplace certification clause.

#### **6. Applying for Learning Funds**

The Workforce Innovation and Opportunity Act Workforce Innovation and Hiring and Funding Application and Contracting Manual under the Workforce Innovation and Opportunity Act includes documents to be used as part of the Funding Application process, Employer Eligibility, Qualification of the employer and documentation required for the establishment of funds and contracting, as well as the contractual clauses that must contain at least the contracts related to the activities. They shall be used as provided by the State Board, including any amendments that the latter may make. In relation to requests for funds (proposals) that are in the process of evaluation and/or contracting, the forms authorized prior to the effectiveness of this policy will be used.

Upon completion of the activity, the employer shall issue an Execution Report and a certification from each WIOA participant, formally declaring that the worker is competent in the occupational skills acquired.<sup>15</sup>

#### **V. CONTRACTING**

Contracts will be entered into in faithful compliance with Act No. 18 of October 30, 1975, as amended, Regulation 33: Contract Registration of the Office of the Comptroller of the Commonwealth of PR, Circular Letter OC-21-11 of May 12, 2021, issued by the Comptroller of PR and any other applicable legislation.

#### **VI. BILI DATA SEPARATION CLAUSE:**

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<sup>15</sup> In the particular case of Registered Apprenticeships, it will be the Federal Department of Labor that issues this certification of termination.

If any provision of this public policy is challenged by the Court and declared unconstitutional or null and void, such decision shall not affect, impair or invalidate the remaining provisions of this public policy, but its effect shall be limited to the provision or topic specifically indicated. The nullity or invalidity of any provision or topic shall not affect or impair in any way its application or validity in any other case, except when it is specifically and expressly invalid for all cases

## VII. COMPLIANCE

Compliance with the provisions and requirements established in this public policy will be evaluated by the Monitor assigned to the Local Board as part of its functions, as well as by the DDEC Monitoring Division as part of the systematic evaluation that is carried out annually to the operations of the ALDL.

## VIII. FAIR PRACTICES AND ACCESSIBILITY

All persons shall have equal opportunities and access to physical services and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or veteran status. Officials will be responsible for ensuring necessary support for participants with disabilities who need assistance in accessing CGU/AJC facilities and services.

## IX. ACTION REQUIRED

The Executive Director and the designated official will be responsible for disseminating this public policy, as well as training the Officials of the Single Labor Management System in relation to this public policy. In addition, they must answer all queries or requests for information related to it. The Executive Director of the Local Board shall be responsible for sending a copy to the Evaluation Specialist of the Office of Planning, Evaluation, Validation, and Statistics of the Labor Connection Program, no later than sixty (60) days after approval.

## X. INTERPRETATION

The words and phrases in this policy shall be construed in accordance with the context and meaning endorsed in common usage, except where specifically defined. The words used in the present tense also include the future; used in the masculine gender includes the feminine and neuter, except in cases where such an interpretation would be absurd; the singular number includes the plural and the plural includes the singular, provided that the interpretation does not contravene the purpose of the provision. The terms of time, on days that are set forth in this policy, refer to calendar days

XI. VALIDITY:

This public policy was approved by the Mayagüez - Las Marías Local Board in a meeting held on May 1, 2025. It will begin to take effect on May 1, 2025, and will be in force until it is amended or repealed by the Local Board.

For the record, I sign this public policy in Mayagüez, Puerto Rico on the 1st day of the month of May 2025.



Handwritten signature in blue ink, reading "José A. Justiniano Rodríguez".

José A. Justiniano Rodríguez  
Presidente Junta Local