



# PRE-APPRENTICESHIP GUIDE

## • THE BASICS •



[www.in.gov/dwd/owbla](http://www.in.gov/dwd/owbla)



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### Common Acronyms:

<b>RAP</b>	Registered Apprenticeship Program
<b>PRAP</b>	Pre-Apprenticeship Program
<b>RTI</b>	Related Technical Instruction
<b>OJL</b>	On-the-Job Learning (also referred to as <i>meaningful hands-on</i> within pre-apprenticeship)
<b>AA</b>	Articulation Agreement
<b>WBL</b>	Work-based learning



## THE BASICS: Foundation

In today's economy, both emerging and high-demand industries are using Registered Apprenticeship Programs (RAP) to develop and train their workforce. As RAPs are increasing, quality pre-apprenticeship programs (PRAP) play a unique role in removing barriers to RAP entry as well as developing a pipeline of workers with the skills needed to be successful in their Registered Apprenticeship Program.

### What are Pre-Apprenticeship Programs?

At their core pre-apprenticeship programs (PRAP) are designed to prepare individuals who do not currently possess the minimum requirements (academic or skills) to *enter* and succeed in a Registered Apprenticeship Program. Although PRAPs are not intended to be prescriptive or rigid they should ultimately provide the key structural components of; education, meaningful hands-on or workplace-simulation, industry recognized certifications as well as a direct pathway to an active RAP. These structural components ensure quality of framework, sustainability, and consistency of partnership.

Though PRAPs can last from a few months to a few years, regardless, the fundamental framework remains the same.



### So, what is a Certified Pre-Apprenticeship Program?

A Certified Pre-Apprenticeship Program is a quality training program that is built based on the same components of a Registered Apprenticeship Program. By doing so, the PRAP provides a clear pathway to the active Registered Apprenticeship Program it is related to. A pre-apprenticeship program may take an additional step for review and state recognition of its quality and strength of partnership, by applying for and receiving certification



*Note: The certification process will be discussed later in this toolkit*



## Why Pre-Apprenticeship?

When determining the most effective work-based learning program for your organization, it is important to identify the needs, goals, and achieved outcomes that are being sought by all parties. These outcomes, or benefits, are key indicators that the needs of all parties are being met, thereby demonstrating that the needs of the community are being addressed. Certified pre-apprenticeship programs are an excellent example of an effective work-based learning model. Below are some of the most recognized benefits that pre-apprenticeship programs bring to participants and partners alike:



### Benefits for Participants:

**Career exploration:** Getting a feel for career pathway in an industry before long term commitment or career change

**Skill development:** Learning and/or updating skills and knowledge, helping the individual enter a new occupation or progress within their current career path

**Earn credentials:** Receive industry-recognized certification that enhances marketability and career advancement

**Transition to registered apprenticeship:** Prepares for a seamless transition into an active Registered Apprenticeship Program



### Benefits for Employers:

**Saves time:** Access to pre-screened employees with the skills needed who are ready to work

**Saves money:** Lowers cost of turnover through gaining skilled, prepared employees

**Provides strong retention opportunities:** Provides internal career advancement of existing employees, thereby ensuring retention of talent within the organization



### Benefits for Educators:

**Providing knowledge and hands-on-learning:** Providing the students with real-world learning experiences

**Community Partnership:** Providing employers with the skilled workforce needed through proactive planning and engagement

**Increased Motivation of Participant:** Improved attendance and reduced dropout rates

**Enhanced marketing and recruitment:** Demonstration of career pathway and opportunities



## Pre-Apprenticeship Framework:

As discussed above, PRAP's are built with the focus of preparing participants to be successful in a Registered Apprenticeship Program. This is best demonstrated within the structural components that must be a part of every Certified Pre-Apprenticeship Program. These components mirror the required layout of Registered Apprenticeship Programs, allowing the participants to better understand and prepare for the expectations as they transition from one program to another.

Below are the required structural components along with explanation and definitions for better understanding as we move forward in the development of programs.

## Required Structural Components

*A strong comprehensive program must contain the following FIVE components:*

- 1** Related Technical Instruction (RTI) that provides and aligns with the skill needs of employers in the community or region involved;
- 2** Meaningful Hands-on experiences (OJL) that are connected to education and training activities, providing real world understanding of how to apply skills acquired through the coursework;
- 3** Access to career counseling/coaching or mentoring and other supportive services, directly or indirectly;
- 4** Opportunities to attain at least one industry-recognized credential; and
- 5** An articulated partnership with one or more RAPs that provide entrance opportunities to individuals who successfully complete the PRAP into their active RAP.





## Individual Component Definitions:

### What is Related Technical Instruction (RTI)?

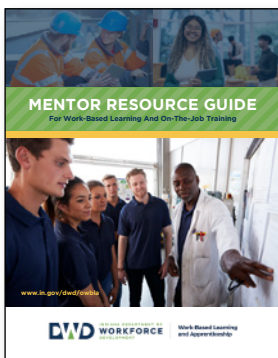
The classroom or theoretical learning component within an apprenticeship or pre-apprenticeship program, where participants receive instruction on the technical concepts and knowledge that directly relate to their on-the-job learning (OJL) or meaningful hands-on experience, essentially bridging the gap between practical work and theoretical understanding.

### What is On-the-Job Learning (OJL)?

A structured training program where a participant learns a trade or skill by working directly at a job site or simulated environment, under the supervision of a skilled mentor, gaining practical experience through hands-on work. This is a key component of all PRAP and RAP programs, combining practical work with theoretical classroom instruction to achieve full proficiency in a chosen field.

Within PRAP, OJL environment can consist of any combination of the following meaningful hands-on experiences:





## What is Coaching and/or Mentoring?

A structured relationship where an industry-knowledgeable individual provides guidance, support, and knowledge to the participant, helping them to obtain awareness of technical and soft skills for the defined industry pathway throughout their training period.

**Note: For more in-depth information and training materials on mentoring, please review the Mentoring Toolkit by visiting**

[Mentor Resource Guide](#)

## What are Industry Recognized Certifications?

Certifications, licenses, or other credentials that are verified by employers and endorsed by a trade association or industry organization. These certifications assist in demonstrating knowledge and skills obtained by participants and hold value within the hiring process.

**Note: For a trusted list of Indiana's many industry recognized certifications please visit**

[Indiana's Promoted Industry Certifications](#)

## What is an Articulation Agreement?

A formal agreement between a PRAP owner and a RAP sponsor outlining how specific RTI and OJL knowledge gained within the PRAP will be recognized by the RAP sponsor. Recognition could include credit for RTI and OJL towards the registered apprenticeship RTI and OJL; facilitated or direct entry into the registered program; or other items agreed upon by both parties.

**Typical information found within an Articulation Agreement can include, but is not limited to:**

- Standardized Learning Outcomes
- Grades and Attendance Expectations
- Responsibilities of PRAP programs
- Responsibilities of RAP program
- Areas of Credit Awards (RTI/OJL)
- Facilitated or Direct Entry Opportunities
- Application Processes



**Note: Examples of Articulation Agreements available in supplemental forms**



## Program Framework & Types:

PRAPs are not intended to be rigid with a single pathway. As such, there is a need for multiple program types for participants and partners dependent on age, current academic participation, employment status and career pathway need. Below are four primary entrance program types and required development framework:

### CERTIFIED PRE-APPRENTICESHIP CRITERIA BY PROGRAM TYPE

Type of WBL	(a) RTI	(b) OJL	(c) Mentoring/ Counseling	(d) Certification	(e) Articulation
<b>SECONDARY</b> High School and/or Career Centers	40+ Hours In Partnership with RAP Sponsor	<b>150+</b> Hour Simulation, Lab, Paid Work or Volunteering  *Typically, a 1-2 year program	Provided by high school counselor or WBL Coordinator, Employer, Training Provider, WorkOne or Program Sponsor	Certification on Graduation Equivalent List	Facilitated Entry/ Articulation Agreement into a US DOL RAP

Type of WBL	(a) RTI	(b) OJL	(c) Mentoring/ Counseling	(d) Certification	(e) Articulation
<b>ADULT EDUCATION</b>	40+ Hours	<b>30+</b> Hour Simulation, Lab, Paid Work or Volunteering	Provided by Adult Education, Employer or WorkOne	Industry Recognized Certification (Indiana Promoted List Preferred)	Facilitated Entry/ Articulation Agreement into a US DOL RAP

Type of WBL	(a) RTI	(b) OJL	(c) Mentoring/ Counseling	(d) Certification	(e) Articulation
<b>TRAINING PROVIDER: ENTRY LEVEL CERTIFICATION</b>	40+ Hours	<b>30+</b> Hour Simulation, Lab, Paid Work or Volunteering	Provided by Adult Education, Employer, Training Provider, WorkOne or Program Sponsor	Industry Recognized Certification (Indiana Promoted List Preferred)	Facilitated Entry/ Articulation Agreement into a US DOL RAP

Type of WBL	(a) RTI	(b) OJL	(c) Mentoring/ Counseling	(d) Certification	(e) Articulation
<b>EMPLOYER PROVIDED</b>	40+ Hours	<b>30+</b> Hour Simulation, Lab, Paid Work or Volunteering	Provided by Employer	Industry Recognized Certification (Indiana Promoted List Preferred)	Facilitated Entry/ Articulation Agreement into a US DOL RAP

As noted above, pre-apprenticeship programs align around common components and pathways, developing a quality framework designed to prepare individuals for entry into RAPs.



*The following are the **FIVE** basic elements of a quality pre-apprenticeship\* program:*

## Five Basic Elements of Design:

- 1 Partnership with RAP sponsors.** Quality pre-apprenticeship programs should be designed and delivered, with input from at least one RAP sponsor. A PRAP's educational and pre-vocational services prepare individuals to meet the entry requisites of one or more RAPs and occupations.

### Examples of partnerships include:

- A written plan developed by the pre-apprenticeship program with training goals to teach participants a defined set of skills required and agreed upon by one or more RAP sponsors for entry into their programs.
  - Identified engagement between one or more RAP sponsors and the pre-apprenticeship program, which can include program visits, access to RAP mentors, granting of direct entry, etc.
  - The granting of advanced standing/credit from one or more RAP sponsors for pre-apprenticeship program graduates.
  - Direct assistance to participants applying to those programs.
- 2 Sustainability through partnerships.** To support their ongoing sustainability, quality pre-apprenticeship programs establish partnerships with entities to collaboratively promote the use of RAPs as a preferred means for employers to develop a skilled workforce and to create career opportunities and pathways for individuals.

### Partnerships may include:

- **RAP sponsors,**
- **Community and faith-based organizations,**
- **Advocacy organizations that represent underserved populations,**
- **Labor organizations, joint labor-management organizations (JATC/JATF),**
- **Educational institutions (high schools, community colleges, local training providers), and**
- **Local workforce system**



\*U.S. DOL TEN 23-23

- 3 Meaningful training combined with hands-on experience replicating a workplace that does not displace paid employees.** Quality pre-apprenticeships provide meaningful hands-on training to individuals through any combination of:

- **Paid or unpaid Work Experience** (*does not displace employees*)
- **Volunteer Experience**
- **Simulated Job Site**
- **Lab/Project-Based Hands-On**



All types of meaningful hands-on should effectively simulate the industry and occupational conditions and standards of the partnering RAPs while observing proper supervision and safety protocols.

- 4 Access to career and supportive services.** Quality pre-apprenticeship programs provide or otherwise ensure access to career and supportive services during the program, which may continue after a pre-apprentice enters a RAP. Services may include both financial and non-financial support such as:

- **Stipends**
- **Career counseling**
- **Career exploration**
- **Mentoring**
- **Transportation assistance**
- **Childcare, dependent care**
- **Rehabilitative services**
- **Textbooks**
- **Tools**



Funding for supportive services can often be leveraged from Federal, State, local, and private funding, as well as community organizations that provide social support and/or wrap-around services.

- 5 Strategies that increase Registered Apprenticeship opportunities for underrepresented or underserved populations facing significant barriers to employment in the Registered Apprenticeship labor force.**

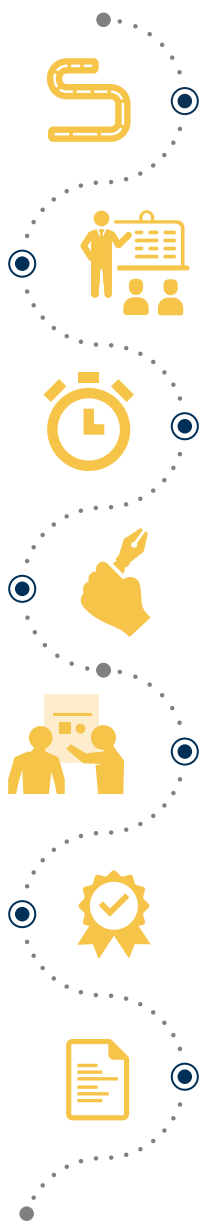
**Examples include:**

- Thoughtful, dynamic, and documented recruitment strategies focused on outreach to one or more populations underrepresented or underserved in local, State, and national RAPs.
- Educational and pre-vocational services as well as design of instruction and training that reach underrepresented or underserved populations to assist them in overcoming barriers to entering and succeeding in RAPs. These include career and industry awareness workshops, job readiness courses, Adult Basic Education, financial literacy seminars, and math tutoring.
- Exposing participants to local, State, and national RAPs and providing direct assistance to participants applying to those programs.



## Certification Requirements: Information & Supporting Documentation

When developing a pre-apprenticeship program, it is important to understand areas of focus and information needed for the final certification process. This allows for identification and gathering of program and partner information, thereby completing the application for certification smoothly. Below is a list of typical informational point that will be requested during the certification process. Please use this list as a reference as you build your pre-apprenticeship program. Note, the list below is not all-inclusive, and additional information may be requested.



1. **What is the name of your pre-apprenticeship program?** This should be reflective of the occupation and career pathway intended.
2. **List all courses and training provided during the RTI and who is providing the training.** This may reflect multiple partnerships, such as: Ivy Tech, Adult Education, and/or employer provided.
  - 2.1 Are any of these courses dual credit?
  - 2.2 If yes, list which ones and to what college partnered.
3. **What is the total contact and/or seat hours for all prescribed RTI?**
  - 3.1 Do these hours meet the requirements for your program type?  
*See criteria table, pg.8*
4. **List the Industry Recognized Credentials that are available to the participants during the provided RTI.**
  - 4.1 Are these credentials accessible to the intended participant?  
i.e. age, location, educational level, background requirements.
5. **What types of OJL (Meaningful Hands-On) will be provided?** List all.
  - 5.1 List of organizational partners that will be providing the OJL experiences.
  - 5.2 Are any/all of these experiences paid?
  - 5.3 If Lab/Project-based, list of projects to be completed.
  - 5.4 Total OJL hours to be completed. Do these hours meet the requirements for your program type? *See criteria table, pg.8*
6. **What type of support is provided? i.e. mentoring, coaching/counseling**
7. **Submit signed copy of Articulation Agreement between Pre-Apprenticeship (PRAP) and Registered Apprenticeship (RAP) partner.**
  - 7.1 Be prepared to discuss the items of articulation: RTI, OJL, Wage (award for prior leaning or acknowledgment of skill gain)

### Documents to support information above:

- a. Syllabus or course curriculum
- b. OJL program breakdown, to include OJL type and hours intended to achieve
- c. Copy of signed articulation agreement



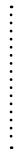
## Building Your Program: Toolkit Assistance

A quality pre-apprenticeship program is designed to help all individuals enter and succeed in a RAP. Organizations that run certified pre-apprenticeship programs may include high schools, postsecondary educational institutions, community-based organizations, employer associations, labor organizations, and joint labor-management organizations. Due to the wide variety of program types and partners the building process can look different even though the end results are the same. Below are the links to the four program types, please choose the one that most accurately matches your organization. This will lead directly to the building guide for that program type.



**COMING SOON**

**COMING SOON**



**SECONDARY**  
(High School)

**POST-SECONDARY  
OR TRAINING  
PROVIDER**

**ADULT EDUCATION**

**EMPLOYER  
PROVIDED**



## Work-Based Learning and Apprenticeship

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