



PRE-APPRENTICESHIP TOOLKIT

• SECONDARY EDUCATION EDITION •



www.in.gov/dwd/owbla



Work-Based Learning
and Apprenticeship



Table of Contents

Forward	3
Section 1: The Basics	4
1.1 What Is A Certified Pre-Registered Apprenticeship (PRAP).....	5
1.2 Benefits Of A Certified Pre-Apprenticeship.....	7
1.3 Key Partners.....	8
Section 2: The Parts	9
2.1 What Is the Framework of a Certified Pre-Apprenticeship Program (PRAP)?.....	10
2.2 Other Models.....	16
Section 3: The Build	17
3.1 How To Build A Certified Pre-Apprenticeship Program.....	18
Section 4: The Launch	35
4.0 Launching a Certified Pre-Apprenticeship.....	36
4.1 Applying for Indiana OWBLA Certification.....	37
4.2 Advertise PRAP and Recruit Students.....	39
4.3 Establish Regular Employer Communication.....	40
4.4 Program Oversight and Student Supervision.....	42
4.5 Acclimate to Youth Labor Laws and Regulations.....	49
4.6 Legal Considerations.....	50
Section 5: The Management	55
5.0 Management of a New Certified Pre-Apprenticeship.....	56
5.1 Managing the On-the-Job Learning Experience.....	57
5.2 Program Improvement and Sustainability.....	65
Glossary and Resources	73
Definitions and Acronyms for Pre-Apprenticeship.....	74
Appendix	77
Appendix A Other Models.....	78
Appendix B Program Quality.....	79
5.1 Managing the On-the-Job Learning Experience.....	80
Resources & References.....	91



FORWARD

How To Use This Toolkit:

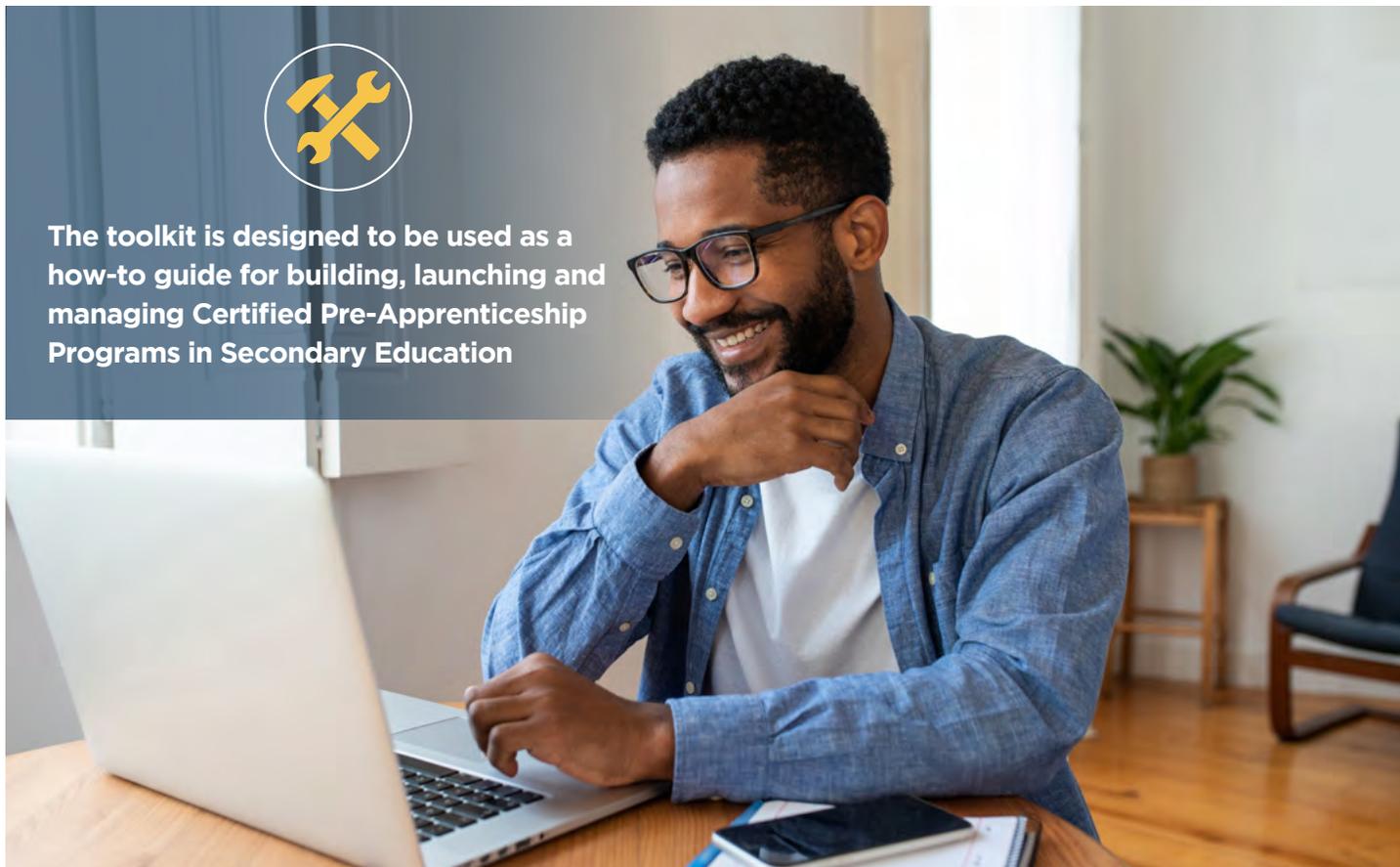
Building, launching and managing comprehensive work-based learning (WBL) programs and strategies will ensure all Indiana youth and adult career & technical education (CTE) students are better prepared to achieve their career goals and meet employer expectations. Increasing the number of K-12 schools and CTE programs implementing a full continuum of WBL programs progressing in intensity from career awareness through specific occupational training will help to build and expand the talent pipeline greatly needed by Indiana employers.

The toolkit is designed to be used as a how-to guide for building, launching and managing Certified Pre-Apprenticeship Programs in Secondary Education. At first glance, understanding and developing a Pre-Apprenticeship might appear to be a complex and time-consuming endeavor, however, many schools already have the basics to develop a successful program. Using this toolkit will provide the information and resources needed by educators, employers and community partners seeking to establish a new pre-apprenticeship program.

This toolkit was developed using the US DOL pre-apprenticeship quality framework and guidelines as outlined in the [Training and Employment Notice \(TEN\) TEN 23-23.pdf](#)



The toolkit is designed to be used as a how-to guide for building, launching and managing Certified Pre-Apprenticeship Programs in Secondary Education





Section 1: The Basics

An Introduction to Certified Pre-Apprenticeship





1.1 What Is A Certified Pre-Apprenticeship Program (PRAP)

Certified Pre-Apprenticeship Programs (PRAP) are high-quality training initiatives designed to prepare individuals lacking the minimum requirements (academic or skills) for entry into a U.S. Department of Labor Registered Apprenticeship Program (RAP). These programs integrate real-world, hands-on training with classroom instruction that is directly aligned with an active RAP, providing a clear, structured pathway to apprenticeship success. Pre-Apprenticeships are certified through the Indiana Office of Work-Based Learning and Apprenticeship.

Certified PRAPs go beyond basic preparation by obtaining state certification, demonstrating quality, sustainability, and consistency of partnerships with secondary and higher education, workforce agencies, community-based organizations, or labor organizations. Students completing a certified PRAP may reduce their required training time in a RAP by as much as a year or more, accelerating their journey toward full apprenticeship completion.

1.1a What is a Registered Apprenticeship Program (RAP)?

A Registered Apprenticeship Program is a structured talent development strategy that combines on-the-job learning, classroom learning, and mentorship to train individuals to be experts in their field. Programs are documented and approved by the U.S. Department of Labor. Registered apprenticeship programs can last from 1-6 years, depending on the occupation. An individual successfully completing a Registered Apprenticeship Program is designated as a Journeyworker.



Additional information about RAPs can be found on the Indiana Office of Work-Based Learning and Apprenticeship website: [DWD: Office of Work Based Learning and Apprenticeship: RAP Basics](https://www.in.gov/dwd/owbla)



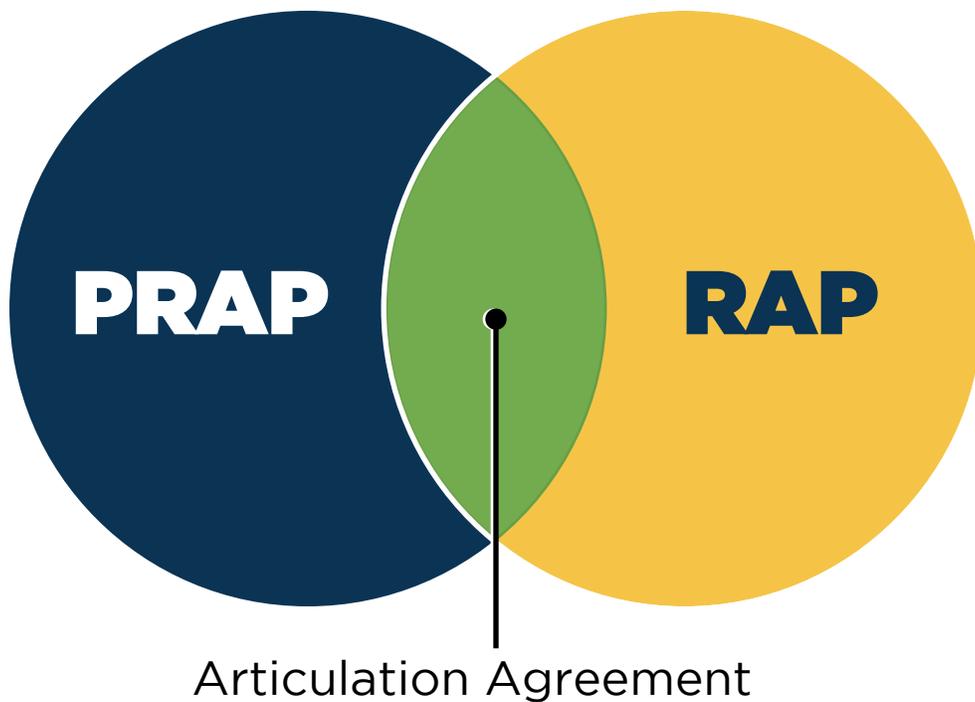
1.1 What Is A Certified Pre-Apprenticeship (PRAP)

A **Pre-Apprenticeship Articulation Agreement** is a formal arrangement between a pre-apprenticeship program and a registered apprenticeship sponsor that maps out how individuals who complete a pre-apprenticeship can seamlessly transition into a registered apprenticeship.

1.1b Finding the Overlap



*Pre-Apprenticeship programs provide instruction and/or training to increase math, literacy, and other vocational and pre-vocational skills needed to gain entry into a Registered Apprenticeship Program (US Department of Labor TEN 23-23)





1.2 Benefits Of A Certified Pre-Apprenticeship



BENEFITS FOR STUDENTS



- Serves as an on-ramp to a Registered Apprenticeship, higher education, or immediate employment
- Provides an opportunity to shorten the time required to complete a Registered Apprenticeship
- Develops and enhances employability soft skills
- Applies knowledge and skills learned in the classroom to a workplace environment
- Provides opportunities to fulfill licensing requirements, earn industry certifications and work toward completion of post-secondary credential



BENEFITS FOR EDUCATORS



- Increases motivation, improves attendance and reduces dropout rate
- Connects academic and technical coursework to real-world learning experiences
- Strengthens positive relationships between students, employers and the broader community
- Positively impacts key performance measures and outcomes
- Enhances marketing and recruitment



BENEFITS FOR EMPLOYERS

- Expands potential talent development pipeline
- Provides training to consistently upskill current employees
- Improves employee retention and morale
- Provides funding opportunities tied to the pre-apprenticeship program
- Leads employees to earn academic credits, certifications, certificates and degrees



1.3 Key Partners

Establishing meaningful relationships between the key partners participating in a certified Pre-Apprenticeship Program (PRAP) is paramount to maintaining a training program that is high quality and sustainable. Each partner has distinct roles and responsibilities that must be regularly reviewed and evaluated.



Indiana Office of Work-Based Learning and Apprenticeship:

- Assists in connecting employers with RTI providers
- Provides technical assistance and support
- Advises partners of funding opportunities
- Certifies the PRAP, assuring all components are met



Industry/Business Partners:

- Establishes Registered Apprenticeship Training Program
- Works with RTI provider to align PRAP competencies with the RAP competencies
- Provides OJL experiences for students
- Identifies and supports student mentor/supervisor



Educational Institutions:

- Works with employer partners to align PRAP RTI and OJL competencies with the RAP competencies
- Develops curriculum for RTI
- Recruits students
- Provides career coaching/counseling support for students



Regional Workforce Centers and Community Organizations:

- Provides wraparound services for students
- Assists in connecting educational partners with employer partners
- Provides funding opportunities
- Contributes regional and state employment data





Section 2: The Parts

Components of a Certified Pre-Apprenticeship





2.1 What Is the Framework of a Certified Pre-Apprenticeship Program (PRAP)?

The **Office of Work-Based Learning and Apprenticeship (OWBLA)** provides oversight and leadership for all certified Pre-Apprenticeship Programs in Indiana. Only certified PRAPs are eligible for Department of Labor funding and state recognition. More information about the OWBLA PRAP certification process can be found in the **LAUNCH** section of this toolkit.

5 REQUIRED COMPONENTS

Related Technical Instruction (RTI)

- A minimum of 40 hours of classroom or online instruction that is directly related to a Registered Apprenticeship Program.
- The required classroom instruction in a Pre-Apprenticeship Program is referred to as **Related Technical Instruction (RTI)**.

On-the-Job Learning (OJL)

- A minimum of 150 hours of meaningful hands-on learning experiences that are directly related to a Registered Apprenticeship Program.
- The meaningful hands-on learning in a Pre-Apprenticeship Program is referred to as **On-the-Job-Learning (OJL)**.

Career Coaching and/or Mentoring

- Both the school and employer partner provide Career Coaching and/or Mentoring services to PRAP students.
- Career Coaches and /or Mentors provide the coordination and management of the PRAP program.

Industry Certification/Credential Opportunity

- The PRAP culminates in at least one industry-recognized certification, post-secondary certificate or CTE Concentrator status.
- The certification should be identified as an Indiana Promoted Certification: [Promoted-Industry-Certifications-2024-2025.xlsx](#)

Articulation Into Registered Apprenticeship Program

- A formal training and curriculum Articulation Agreement must align PRAP competencies with a Registered Apprenticeship Program offered by an employer or group of employers.
- The employer partner will transfer PRAP RTI and/or OJL contact hours into the Registered Apprenticeship Program. An elevated wage scale may also be included in the facilitated entry process.



2.1 What Is The Framework Of A Certified Pre-Apprenticeship Program (PRAP)?

2.1a Related Technical Instruction (RTI)

Basics of RTI

- ✓ RTI is the **classroom instruction** PRAP students receive on technical concepts and knowledge directly related to their on-the-job learning (OJL) and is aligned with the Registered Apprenticeship program (RAP) competencies.
- ✓ All types of training providers can serve as the RTI provider, but most often **high schools, community colleges, and community organizations** develop and deliver the PRAP curriculum and instruction.
- ✓ RTI providers **develop** and **deliver the instruction** as outlined in the PRAP agreement.
- ✓ The RTI must include **a minimum of 40 hours of classroom or online instruction** that is directly related to and articulated with the Registered Apprenticeship program. Most PRAPs include between 40 and 100 hours of RTI curriculum and instruction. Many students will complete hundreds of hours of RTI while in high school, however, only the hours recognized by the employer will be included in the articulation agreement.
- ✓ **Most high schools map Next Level Programs of Study (NLPS)** course content standards with the Registered Apprenticeship competencies when developing the RTI curriculum and instruction.
- ✓ **Post-Secondary colleges and universities typically map Completion Certificate** course learning objectives with the Registered Apprenticeship competencies when developing the RTI curriculum and instruction.
- ✓ The **RTI can be implemented at one time** within the PRAP or dispersed throughout. Most implement the RTI as it naturally falls within the Career and Technical Education course curriculum.
- ✓ There is not a required minimum number of course objectives that must be aligned with the RAP competencies. The **PRAP** and **RAP RTI are measured in hours of instruction**, not number of aligned course objectives.



2.1 What Is The Framework Of A Certified Pre-Apprenticeship Program (PRAP)?

2.1b On-the-Job Learning (OJL)

Basics of OJL

- ✓ OJL is the **structured training program where PRAP students are provided meaningful hands-on learning experiences** directly related to the Registered Apprenticeship program competencies.
- ✓ **OJL must include no less than 150 hours of real-world learning experiences** that are directly related to, aligned to, and articulated with the Registered Apprenticeship competencies.
- ✓ The 150 hours of OJL hands-on experience is primarily performed in a workplace setting. The **OJL can be performed within a simulated lab experience or work-based learning environment**, if the activity accurately represents industry or occupational conditions.
- ✓ **OJL must allow students to apply the technical skills learned in the classroom.** Employability skills such as cooperation, teamwork and punctuality are not appropriate OJL competencies.
- ✓ OJL is **measured in hours** of related experience.
- ✓ **OJL can be implemented at any time within the PRAP.** It can all be completed at the beginning or end of the PRAP or it can be spread throughout. Most implement the OJL at the end of the student's training program.
- ✓ While not required, the **OWBLA highly encourages PRAP agreements to include wages or stipends** for participating students.
- ✓ **OJL training cannot displace paid employees.**



Work-based learning continues to be foundational to great CTE programming. This toolkit provides an outstanding resource for developing great WBL opportunities for students.



Dr. Kyle Lenoue, Director at Prosser Career Center



2.1 What Is The Framework Of A Certified Pre-Apprenticeship Program (PRAP)?

2.1c Career Coaching and/or Mentoring

Basics of RTI

Work-Based Learning (WBL) gives students real-world experience through job placements that connect classroom learning with career goals. To support students in these settings—especially those in Certified Pre-Apprenticeship (PRAP) programs—schools and employers must provide strong guidance through coaching and mentoring.

Career Coaches, Counselors, and Mentors play distinct but complementary roles. A Career Coach focuses on skill-building, goal-setting, and navigating career transitions. These individuals may hold certifications but don't need a license. A Counselor—often a licensed school counselor or WBL Coordinator—guides students through career exploration and job readiness using formal assessments and advising techniques. A Mentor, typically found at the jobsite, provides industry-specific guidance, workplace insights, and informal support based on experience.

In general:

***Choose a Coach for developing skills,
A Counselor for structured career guidance,
And a Mentor for industry-specific advice.***

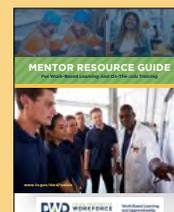
To ensure high-quality PRAP experiences, students must have school-based support—often from Counselors, CTE Instructors, or WBL Coordinators—and jobsite mentorship through their employer. School staff help place students, ensure safety and compliance, and provide coaching on resumes, interviews, and workplace behaviors. Meanwhile, the PRAP Trainer or Mentor at the jobsite oversees daily On-the-Job Learning (OJL), assigns tasks per the PRAP Articulation Agreement, and tracks progress.

This joint support system—school and employer—helps students successfully transition into the workforce or further training. For more on Career Coaching and Mentorship in PRAP, see the Launch section of this toolkit.

Aspect	Career Coach	High School Counselor	Mentor
Focus	Goal-setting, skills, performance	Career exploration, mental well-being	Industry-specific guidance
Approach	Structured, action-oriented	Counseling, assessments	Experience-based, relational
Qualifications	Certifications (optional)	Formal education & licenses	Professional experience in the field
Best For	Career transitions, skill building	Career indecision, job-related stress	Industry advice, long-term growth

Additional information about RAP mentorship can be found on the Indiana Office of Work-Based Learning and Apprenticeship website:

[DWD: Office of Work Based Learning and Apprenticeship: Mentoring](#)





2.1 What Is The Framework Of A Certified Pre-Apprenticeship Program (PRAP)?

2.1d Industry-Recognized Certification/Credential Opportunity

There are three different options a high school PRAP can use to meet the Industry-Recognized Certification/Credential requirement. The PRAP can provide students an opportunity to earn a traditional industry certification, a post-secondary CT or TC certificate, or CTE Concentrator designation by completing two advanced CTE courses in an NLPS pathway.

A certified PRAP must provide an opportunity to earn one of the following:



Indiana Promoted Industry Certification

What are Indiana's Promoted Industry Certifications?

Indiana maintains a list of certifications that have undergone a rigorous process for inclusion and promotion in the state. To be included on the list, a certification must meet the state's quality and verification standards, be recognized, and valued by industry, and lead to quality employment. Additional information about Indiana's Promoted certifications can be found at:

[DWD: Indiana's Promoted Industry Certifications](#)



Post-Secondary Credential

What Post-secondary credential might be earned in a PRAP?

High school students commonly earn several dual credits when completing a CTE Pathway. Many times, the dual credits transitioned into the PRAP will meet all course requirements for students to earn a post-secondary Certificate or Technical Certificate. Additional information about post-secondary certificates can be found at:

[Types of Credentials - Ivy Tech Community College](#)
[Major and Degree Finder - Vincennes University](#)



CTE Concentrator Status

What is a CTE Concentrator?

A student who completes at least two advanced courses in a single Career and Technical Education program or program of study is designated as a CTE Concentrator. Advanced courses include the Concentrator A and Concentrator B courses listed in the NLPS course sequences. Additional information about CTE Concentrator status can be found at:

[NLPS-FAQ_7.30.24.pdf](#)



2.1 What Is The Framework Of A Certified Pre-Apprenticeship Program (PRAP)?

2.1e Articulation into Registered Apprenticeship Program

An Articulation Agreement for a Pre-Registered Apprenticeship Program (PRAP) is a formal document that outlines the structured pathway for students completing a PRAP to transition into an employer partner's Registered Apprenticeship Program (RAP). The agreement details how portions of the student's Related Technical Instruction (RTI) and On-the-Job Learning (OJL) will be credited toward the RAP, which is a requirement for certified PRAPs. This process, known as "articulating" RTI and OJT hours, ensures that students receive recognition for the skills and knowledge they have already gained, providing a more efficient pathway to completing their RAP. More developed Articulation Agreements will also specify requirements for attendance, grades, student behavior, company policies, drug testing, and other essential operating procedures.

Facilitated Entry

There is a key distinction between "articulating hours" and "facilitated entry" that lies in their purpose and their structure. Articulating hours is a required process that ensures completed PRAP RTI and OJT hours are credited toward the RAP. Facilitated entry, however, is a voluntary incentive employers can offer to make their programs more attractive to PRAP students and improve recruitment efforts. Facilitated entry can go beyond articulating RTI and OJT hours.

Common Facilitated Entry strategies are included in the Articulation Agreement:

- ✓ Students completing a PRAP are guaranteed a RAP interview.
- ✓ Streamline entry into the RAP or receive preferential hiring consideration.
- ✓ Reduce additional RAP training time for PRAP students earning an industry-recognized certification.
- ✓ Employer Partner provides tools, uniforms, or technology needed for the job.
- ✓ PRAP students enter RAP at higher pay rate than other new apprentices entering the training program.

Are certified Pre-Apprenticeship Program (PRAP) students guaranteed direct admittance into the Registered Apprenticeship of the Employer Partner?

NO. While Articulation Agreements establish clear expectations and benefits for participating students, completion of a PRAP does not guarantee direct acceptance into a RAP. Employers retain the right to determine who is officially admitted to their apprenticeship programs. For students who are not accepted into a RAP, the skills and knowledge gained through a PRAP can still be applied to pursue workforce readiness or post-secondary educational opportunities.





2.2 Other Models

Different models of Pre-Apprenticeship and Youth Apprenticeship Programs

It can be challenging and confusing when first learning about the different types of Pre-Apprenticeship and Youth Apprenticeship models. It is a common occurrence for the different models to be erroneously used in an interchangeable manner. While all Pre-Apprenticeship and Youth Apprenticeship programs utilize a combination of technical classroom instruction and on-the-job learning to prepare individuals for careers and/or continued education, there are distinct differences in how the training is developed and delivered.



Many organizations offer programs that have components of a pre-apprenticeship, however, **only certified Pre-Apprenticeships are required to adhere to the standards established by the Office of Work-Based Learning.** In addition, only certified Pre-Apprenticeships are articulated with a US Department of Labor Registered Apprenticeship.

Certified Pre-Apprenticeship

The Indiana Office of Work-Based Learning and Apprenticeship only recognizes and supports certified PRAPs. A certified PRAP **is articulated with a US Department of Labor Registered Apprenticeship.** Most PRAP agreements shorten the time required to complete the Registered Apprenticeship.

Non-certified Pre-Apprenticeship

A non-certified Pre-Apprenticeship is a work-based learning internship that may be articulated with a US Department of Labor **Registered Apprenticeship and not certified by** Indiana Office of Work-Based Learning and Apprenticeship (OWBLA). Only OWBLA certifies PRAPs articulated with a Registered Apprenticeship.

Registered Youth Apprenticeship

A Youth Apprenticeship is a general term used to describe any Registered Apprenticeship designed to **directly enroll** students ages 16-24 in a **US Department of Labor Registered Apprenticeship program.**

Modern Youth Apprenticeship

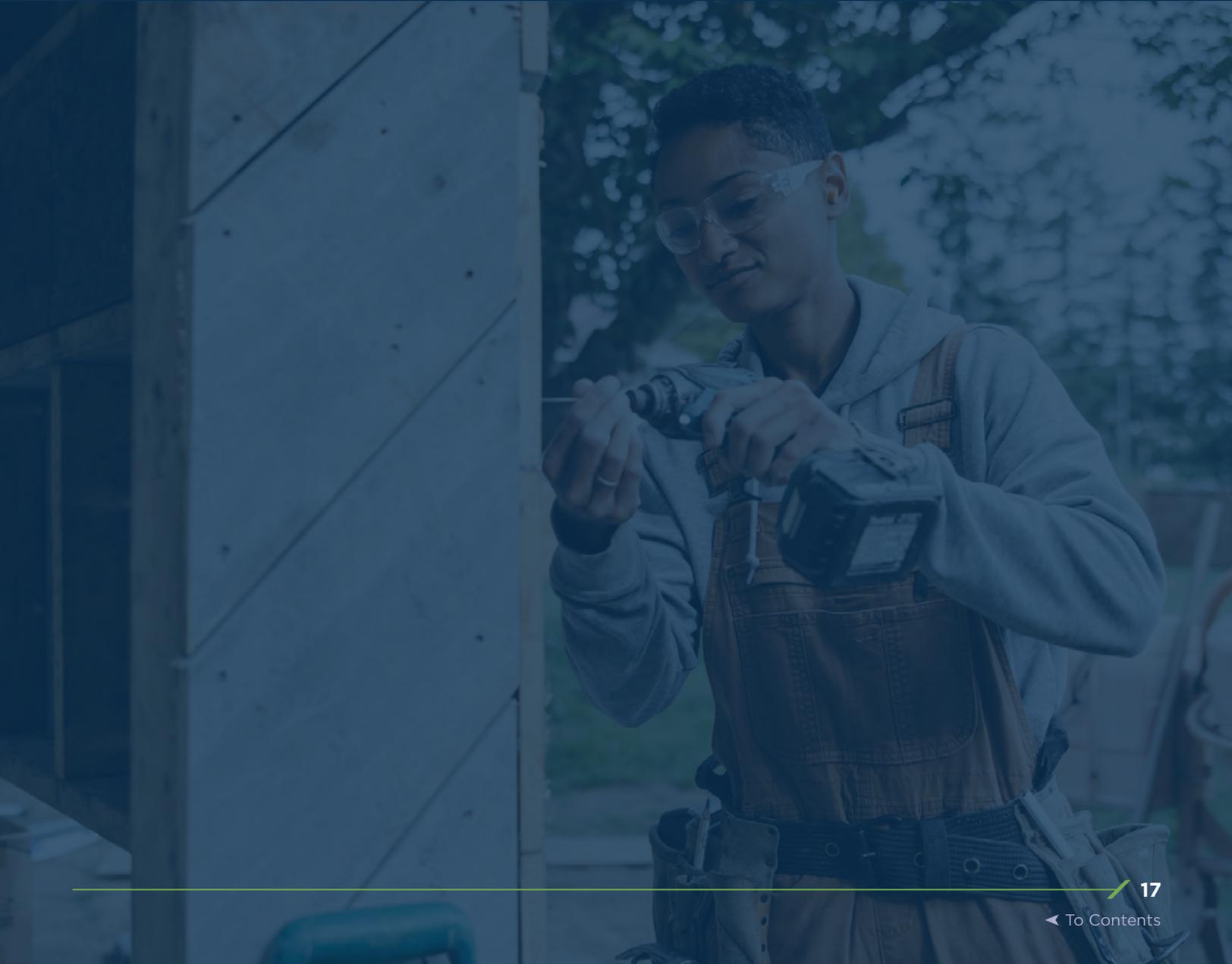
A Modern Youth Apprenticeship is a work-based learning program that includes two years of high school training and one year of post high school training. A Modern Youth Apprenticeship is typically **not articulated with a Registered Apprenticeship and are not certified by OWBLA.**

Reference Appendix A for more information



Section 3: The Build

Building a Secondary Certified Pre-Apprenticeship

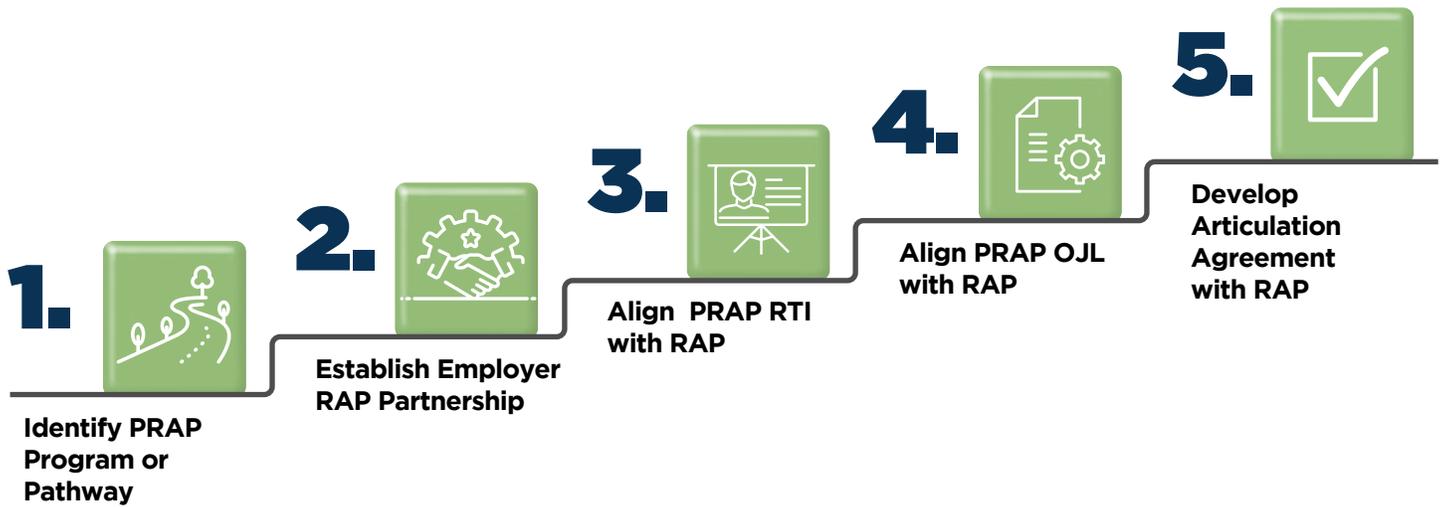




3.1 How To Build A Certified Pre-Apprenticeship Program

There are five developmental steps that should be completed when building a PRAP with an employer partner. Following these steps will help ensure the PRAP is quality and valued by all PRAP stakeholders. Building a quality PRAP requires careful planning and coordination with an employer partner who has or is willing to establish a registered apprenticeship training program. Keeping the employer partner fully involved throughout the planning and development phases is crucial to establishing a successful PRAP.

The Five Steps



3.1 How To Build A Certified Pre-Apprenticeship Program



3.1a Build Step 1: Identify PRAP Program or Pathway

A certified PRAP can be developed to strengthen a specific NLPS CTE program, a WBL course or a uniquely developed employer sponsored program. When building a new Pre-Apprenticeship program, the first step is to decide whether the PRAP will be built into an existing program or a new program to be developed. In all cases, research should be conducted to ensure the new PRAP will match regional and state employment demands.

Building a PRAP into Existing Program or Pathway

Many career centers and high schools have high quality Career & Technical Education (CTE) programs that already have all the necessary components required for a pre-apprenticeship. For existing high quality CTE programs, it can be more about reviewing the program and making slight changes to meet PRAP criteria. Elevating an existing CTE program to include a certified PRAP will involve aligning the CTE program course objectives, learning targets and real-world learning experiences with the competencies required in one or more Registered Apprenticeship programs.

When building a PRAP into an established CTE Pathway, it is a best practice to conduct a self-evaluation of the CTE Pathway. Identifying the CTE Pathway strengths and areas for improvement early in the build process will ensure a high-quality and sustainable PRAP can be developed. Many program self-evaluation tools are available to assist with this type of work. The Association for Career & Technical Education (ACTE) has developed a 12-element framework that is commonly used to evaluate CTE programs. **Reference Appendix B for more information**

*Building a PRAP into NEW Pathway

Starting a new partnership with an employer is sometimes an opportunity to build a new CTE program or pathway that will be a PRAP. Although starting a new program is possible and very beneficial to a school, it can be a daunting task. OWBLA has resources of recommended steps to make this a reality and save valuable time. [Visit our website Resources tab for details.](#)





3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 2: Establishing an Employer Partner

Getting the right employer partner means finding and evaluating all of the options in your area. A certified Pre-Apprenticeship can only be aligned and articulated with a US DOL Registered Apprenticeship program. Each RA program will have an identified “apprenticeable occupation” that has an established set of skills and competencies.

What are Apprenticeable Occupations?

Occupations are typically synonymous with jobs and careers. While some occupations have seeming little overlap with high school programs, it is important to remember that PRAPs establish the basic skills for entry into a RAP. Furthermore, the US Department of Labor approves Registered Apprenticeship programs that train individuals for a specific occupation and each occupation has a set list of skills or competencies. Not all occupations are apprenticeable occupations, so by starting with existing programs is often a worthwhile task.

The US DOL website has a searchable list of occupations that include titles, job descriptions and minimum length of programs. Keep in mind that not everyone calls occupations the same thing. Please see the example below of the information DOL provides:

[Apprenticeship Occupations | Apprenticeship.gov](https://www.apprenticeship.gov/occupations)

Pharmacy Technician, Retail Store (Revised)

Job Description: Prepare medications under the direction of a pharmacist. May measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.

RAPIDS Code: 0844

O*NET Code: 29-2052.00

Estimated Program Length: 1 Year

Apprenticeship Type:

Competency-Based

Time Based

Hybrid



3.1 How To Build A Certified Pre-Apprenticeship Program

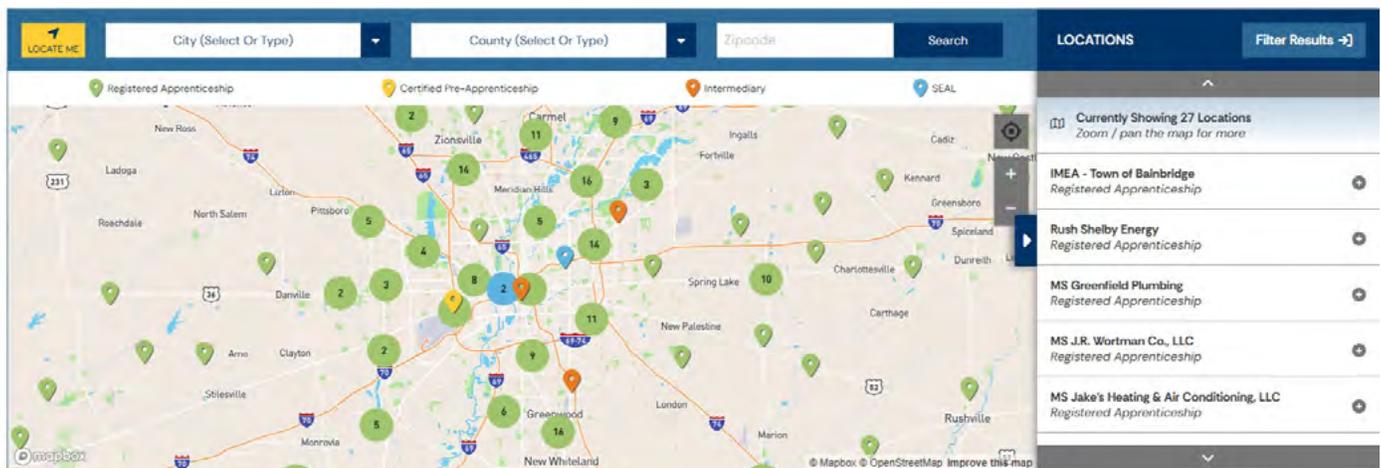
Build Step 2: Establishing an Employer Partner



How to identify local employers maintaining a RAP

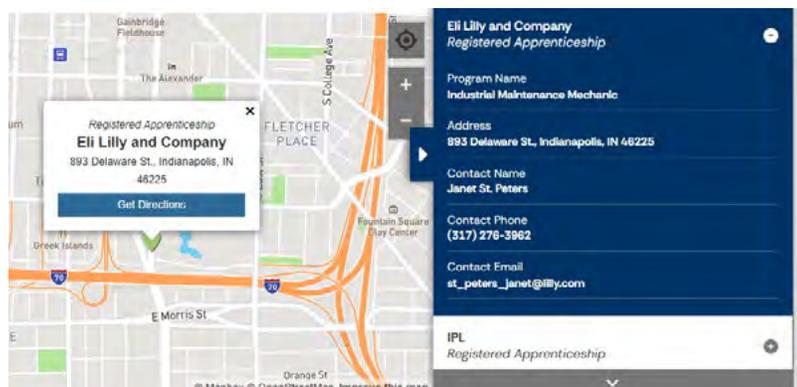
Indiana maintains more Registered Apprenticeship programs per capita than any other state in the nation. With so many Registered Apprenticeships spread throughout Indiana, it is likely there will be local employers already maintaining Registered Apprenticeships. To identify regional employers and their Registered Apprenticeship program occupations contact the Office of Work-Based Learning and Apprenticeship or visit their website to view the Apprenticeship locator that can be found at the bottom of the homepage: [DWD: Office of Work Based Learning and Apprenticeship](#). In addition, local WorkOne Centers can provide employer apprenticeship information: [WorkOne Locations](#).

While potential employer partners can be contacted individually, it can be more effective to begin by building relationships and collaborating with the local chamber of commerce and WorkOne Center. These organizations have the resources to identify and connect potential partners who will more likely be interested in developing an apprenticeship program.



How to identify local employers maintaining a RAP

Contact information is available on the website for each RAPs, PRAPs and Intermediaries in a local area.





3.1 How To Build A Certified Pre-Apprenticeship Program

Build Step 2: Establishing an Employer Partner



Using an Advisory Board

Another highly effective strategy is to engage with the CTE Program Advisory Committee. Educating committee members about the benefits and logistics of a Registered Apprenticeship/Pre-Apprenticeship partnership is an effective way to begin the conversation with employers already supporting the CTE program or pathway. Contact the Office of Work-Based Learning and Apprenticeship and/or the local WorkOne offices to request assistance and support in facilitating the advisory meeting.

Best Practice: Advisory Committees

Make sure advisory committees are a worthwhile investment of employers' time:

- Recruit employers who will want to be early champions and will stay engaged.
- Take employers' opinions seriously and respect the information they bring to the table.
- Never stop recruiting to ensure the advisory committee reflects the full range of community employers.
- Recruit a mix of enthusiastic champions and subject matter experts.

Jobs For The Future: Getting Started with Pre-Apprenticeship Partnerships
[JFF PRAP pdf](#)

If there are no local employers maintaining a Registered Apprenticeship that is related to the CTE pathway, an employer will need to be willing to start a new Registered Apprenticeship Program. Recruiting an employer to build and launch a new RAP will most likely delay the build and launch of the PRAP. However, the Indiana Office of Work-Based Learning or your local WorkOne will be happy to help the employer get one started.





3.1 How To Build A Certified Pre-Apprenticeship Program

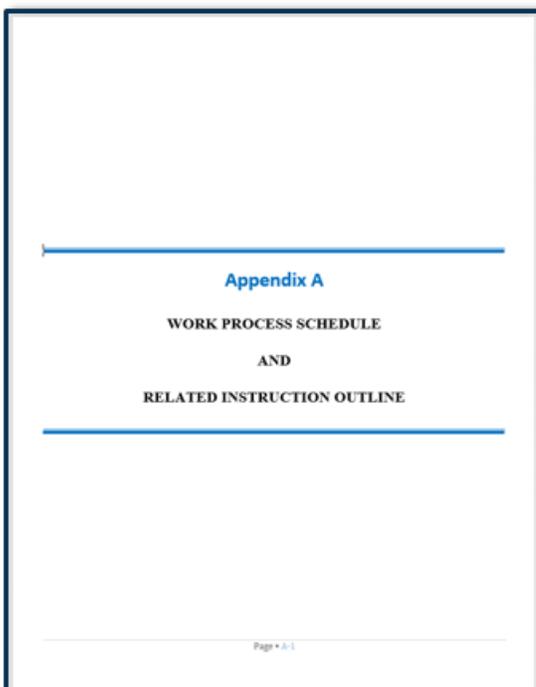


Build Step 3: Align PRAP's RTI with RAP

A certified Pre-Apprenticeship program must include at least 40 hours of classroom or online instruction that directly aligns with the Related Technical Instruction (RTI) required by a Registered Apprenticeship Program (RAP). In many cases, high school courses go well beyond that minimum—often lasting 90 hours per semester per credit. These longer courses may be eligible to count toward the RTI portion of a RAP, but that connection must be clearly established.

To do this, schools and employers need to create an articulation **crosswalk**—a tool that maps the content and skills taught in high school courses to the requirements of the RAP. This crosswalk should focus only on courses that teach job-specific skills and knowledge. General education classes (like English or math) should not be included unless they are directly tied to the occupational training.

Creating a crosswalk is a valuable process for both schools and employers. It helps identify where training aligns—and where there may be gaps in skills, instruction, or equipment. This insight allows both partners to strengthen their programs and ensure students are better prepared for success in a RAP. To get started, talk with the employer about the training they use or ask to see the official DOL **Appendix A** of the RAP. This document outlines the occupation, required skills, and RTI content standards.



RAP RTI Example	
Employer Course Title	RTI Hours
OSHA	15
ABC's of Air Conditioning	45
Refrigeration Cycles	22
General Air Conditioning: Fund	45
General Air Conditioning: Adva	65
Electrical	57
Total	249

3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 3: Align PRAP Related Technical Instruction With RAP

Using Next Level Programs of Study as RTI

There are a variety of ways to determine how the high school coursework will overlap with the RTI of a Registered Apprenticeship. Below are three common examples of how it is achieved.

RTI aligned using Dual Credits earned

Some RAPs use Ivy Tech, VU or other colleges for RTI, based upon dual credits or dual enrollment credits being earned for successfully completing CTE courses. Typically, one dual credit hour is translated into 15 RTI contact hours. Reference EXAMPLE 1

RTI aligned using CTE course completion

For some programs, the high school course outcomes may mimic the course offered by the employer and may be a candidate for direct replacement and substituted 1 for 1. Reference EXAMPLE 2

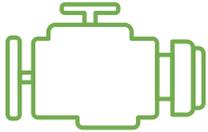
RTI aligned to individual CTE course objectives

The most comprehensive option is for the employer partner and school to map individual CTE course objectives to the RAP RTI rather than calculating total RTI contact hours based upon CTE courses completed or college credits earned. This process results in the clearest connection of skills and instruction taught in a PRAP being articulated to a RAP. Reference EXAMPLE 3





3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 3: Align PRAP Related Technical Instruction With RAP

EXAMPLE #1: RTI Using Dual Credits

Automotive Service Technology

In this example, a student has completed dual credits from the Vincennes University Automotive Service Technology Certificate program. An employer partner uses the same VU program for their RTI. The student would be eligible to transfer up to **11 Dual Credit hours of Related Technical Instruction** into the Registered Apprenticeship training program.

- In this example, the Dual Credits are accepted in the articulation from the NLPS Principles, Course A and Course B. They are further converted to contact hours once the student has entered the RAP.
- A PRAP student completing the Automotive Service Technology program in this example will be **eligible to earn a Vincennes University Certificate and multiple state-promoted ASE certifications**. These credentials meet the additional requirement that all certified PRAPs must culminate in at least one industry-recognized certification, post-secondary certificate or CTE.

High School Dual Credit RTI Example		
CTE Code	Course Title	Credit Hours Hours
7213	Principles of Automotive Services/ AUTO 105 - Transportation Fundamentals; AUTO 110/L (Lab) - Transportation Electrical	5 Credit Hrs
7205	Brake Systems/ AUTO 120/L (Lab): Automotive Chassis Systems	5 Credit Hrs
7212	Steering and Suspensions/ AUTO 120/L (Lab): Automotive Chassis Systems	1 Credit Hrs
7375	Automotive Service Capstone	
Total		11 Credit Hrs

RAP RTI Example			
*CIP Code	Course Title	Credit Hours	RTI Hours
47.0617	AUTO 105 - Transportation Fundamentals	2 Credit Hrs	30
47.0617	AUTO 110 - Transportation Electrical	3 Credit Hrs	45
47.0617	AUTO 110L - Transportation Electrical Laboratory	1 Credit Hrs	15
47.0617	AUTO 120 - Automotive Chassis Systems	5 Credit Hrs	75
47.0617	AUTO 120L - Automotive Chassis Systems Laboratory	1 Credit Hrs	15
47.0617	AUTO 130 - Automotive Engine Systems	4 Credit Hrs	60
47.0617	AUTO 130L - Automotive Engine Systems Laboratory	1 Credit Hrs	15
47.0617	AUTO 210 - Automotive Engine Performance	4 Credit Hrs	60
47.0617	AUTO 210L - Automotive Engine Performance Laboratory	1 Credit Hrs	15
47.0617	AUTO 215 - Automotive Drive Trains	5 Credit Hrs	75
Total		27 Credit Hrs	405



Helpful Tip!

Often the term hours is used for both dual credit and contact hours in RTI and this can be confusing. Be sure to understand that PRAPs have a 40 hour CONTACT hour minimum and not credit hours. In this example the student receives 11 Dual Credit hours that translates to 165 RTI hours in the RAP.



3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 3: Align PRAP Related Technical Instruction With RAP

EXAMPLE #2: Employer RTI aligned using the completion of High School NLPS courses

Construction Trades – Heating, Ventilation, And Air Conditioning (HVAC)

In this example, a student has completed the HVAC NLPS pathway. An employer partner could articulate each of the completed courses as a set number of hours in a particular training. (Principles of HVAC for ABC’s of Air Conditioning 45 Hours) For this to work effectively, it’s essential that both the **instructor and the employer** understand each other’s training structure and format. Clear communication ensures that the skills taught in the classroom align with the skills expected on the job site—ultimately benefiting both the student and the employer.

- The Registered Apprenticeship (RAP) employer partner has the flexibility to articulate (or give credit for) high school coursework **either fully or partially** toward the RAP’s RTI requirements. However, if providing **partial credit**, the employer should be clear and consistent in how that decision is made to maintain transparency and fairness.

High School RTI Example		
CTE Code	Course Title	Transferable RTI Hours
7131	Principles of HVAC	45
7125	HVAC Fundamentals	45
7126	HVAC Fundamentals	50
Total		140

RAP RTI Example	
Course Title	RTI Hours
OSHA	15
ABC’s of Air Conditioning	45
Refrigeration Cycles (Partial Credit)	22
General Air Conditioning: Fund	50
General Air Conditioning: Adva	65
Electrical	57
Total	249



3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 3: Align PRAP Related Technical Instruction With RAP

EXAMPLE #3 RTI Aligned Mapping Individual NLPS Course Standards

Construction Trades – Heating, Ventilation, And Air Conditioning (HVAC)

Mapping Course Standards to Apprenticeship Requirements

In this example, the skills and competencies outlined in the **HVAC Registered Apprenticeship Program’s Related Technical Instruction (RTI)** were mapped individually to the **NLPS HVAC pathway course standards**. This **one-to-one alignment** is the most accurate and effective method for articulating instruction from a high school program to an apprenticeship.

- While this approach takes time and attention to detail, it ensures that every required skill in the apprenticeship is clearly matched to what the student has already learned in the classroom. It should also be clearly documented **how** the student meets each standard—whether through classroom instruction, assessments, writing assignment or presentations.
- This level of clarity benefits all parties involved and helps create a strong, meaningful pathway from school to career.

CTE Course	CTE Code	NLPS Standard	RAP Course Title	RAP RTI Hours
Principles of HVAC	7131.D1.3	Comply with OSHA-10 training requirements and understand the safety obligations of workers	OSHA	25 RTI Hours
HVAC Fundamentals	7125.D1.1	Demonstrate safe practices and procedures	General Air Conditioning: Fund	
NA	NA	Not in curriculum and/or do not have appropriate training equipment	General Air Conditioning: Fund	RTI Hours
HVAC Fundamentals	7126.D1.6	Troubleshoot electrical control systems	General Air Conditioning: Fund	18 RTI Hours
Capstone	7244.D1.9	Demonstrate the use of common test equipment required in heating service work	General Air Conditioning: Adva	
HVAC Fundamentals	7126.D2.10	Describe electrical troubleshooting techniques for compressor motors & fan motors	Electrical	
			TOTAL	43 Total RTI Hours

3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 3: Align PRAP Related Technical Instruction With RAP

EXAMPLE #4: RTI Objectives uniquely developed and delivered by employer

DOE #5974 WBL Capstone PRAP PROGRAM FOR RAP Occupation: Welding

In this example, the PRAP training is done outside the confines of the high school and designed to use the American Welding Society (AWS) Qualification in Shielded Metal Arc Welding (SMAW). The PRAP training could be provided by the employer, Ivy Tech, or an outside partner. The PRAP articulates 40 hours with the completion of passing of the qualification.

- Keep in mind, to meet the requirements of the **2 credit hour DOE #5974 WBL Capstone course**, 110 hours of on-the-job learning (OJL) must be provided in addition to the 40 hours of RTI. These hours can count towards the 150 required hours of OJL for a Certified PRAP.
- The Registered Apprenticeship employer partner can provide the RAP RTI schedule identifying the competencies required in the apprenticeship program.
- This example is further useful when using Ivy Tech or Vincennes University to deliver the RTI through Non-Credit Workforce Training.
- Additional funding opportunities may be available through the Indiana Career Scholarship Account. [To find out more go to: Treasurer: CSA: Home](#)





3.1 How To Build A Certified Pre-Apprenticeship Program

High School RTI Example		RAP RTI Example		
Certification Course	Learning Objectives	Training Course Title	Training Course Competency	Employer RAP RTI Hours
American Welding Society (AWS) Qualification in Shielded Metal Arc Welding (SMAW)	<p>Learn AWS standard welding terms and definitions</p> <p>Learn the basic welding joints</p> <p>Demonstrate knowledge of blueprints with attention to signs, symbols, abbreviations and specifications</p> <p>Identify heat input and metal distortion</p> <p>Describe capabilities of electric welding equipment</p> <p>Identify SMAW electrodes and AWS electrode classifications</p> <p>Understand DC reverse polarity</p> <p>Understand the correct technique for each welding position</p>	Welding Class 1	<p>Operate safety equipment and use safe work habits.</p> <p>Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment.</p> <p>Analyze engineering drawings, blueprints, specifications, sketches, work orders, and material safety data sheets to plan layout, assembly, and operations.</p> <p>Monitor the fitting, burning, and welding processes to avoid overheating of parts or warping, shrinking, distortion, or expansion of material.</p>	40 RTI Hours awarded when SMAW Qualification has been earned
			Total	40 Total RTI Hours



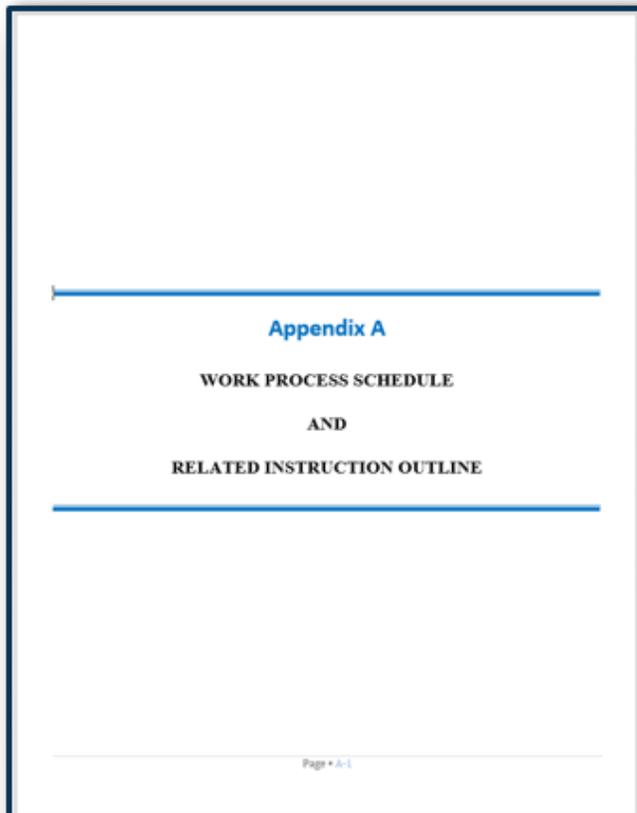
3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 4: Align PRAP On-the-Job-Learning With RAP

A certified Pre-Apprenticeship program must include at least 150 contact hours of meaningful hands-on learning experiences that directly connect to a Registered Apprenticeship Program (RAP). This hands-on portion—often called On-the-Job Learning (OJL)—typically takes place in a real workplace. However, it may also occur in a simulated lab or other structured learning environment, as long as it accurately reflects real-world industry or job conditions. While not required, the Office of Work-Based Learning and Apprenticeship (OWBLA) strongly encourages schools and employer partners to provide wages or stipends for students participating in these programs.

To align the Pre-Apprenticeship’s hands-on learning with the skills and competencies required by the RAP, the school and employer should collaborate early to map out which OJL experiences will occur in the classroom and which might happen at the worksite. RAP OJL skills and competencies will be found again in the RAP Appendix A document. Visit [Apprenticeship Occupations | Apprenticeship.gov](https://www.apprenticeship.gov) to find occupations and competencies.





Office of Apprenticeship
U.S. Department of Labor

Work Process Schedule

Pharmacy Technician, Retail Store (Revised)	
<small>Job Description: Prepare medications under the direction of a pharmacist. May measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.</small>	
RAPIDS Code: 0844	O*NET Code: 29-2062.00
Estimated Program Length: 1 Year	
Apprenticeship Type: <input type="checkbox"/> Competency-Based <input checked="" type="checkbox"/> Time-Based <input type="checkbox"/> Hybrid	

Suggested On-the-Job Learning Outline

Perform clerical work in medical settings.	Approximate Hours
A. Receive written prescription or refill requests and verify that information is complete and accurate.	
B. Answer telephones, responding to questions or requests.	
C. Price and file prescriptions that have been filled.	
Total Hours	

Verify accuracy of patient information.	Approximate Hours
A. Receive written prescription or refill requests and verify that information is complete and accurate.	
Total Hours	

Enter codes or other information into computers.	Approximate Hours
A. Enter prescription information into computer databases.	
Total Hours	

Enter information into databases or software programs.	Approximate Hours
A. Enter prescription information into computer databases.	
Total Hours	

Total OJL Hours:

Occupation: Pharmacy Technicians Page 1 Revised Date: 2020



Hint! On-the-Job Learning is the same as On-the-Job Training



3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 4: Align PRAP On-the-Job Learning With RAP

Using Next Level Programs of Study RTI

The process of aligning PRAP OJL to the RAP competencies begins with a comprehensive review of the NLPS course standards and hands-on learning activities. The employer partner will work with the school to identify:

- **Simulated lab experiences:** Review all student hands-on lab activities and projects. Identify meaningful hands-on experiences that can be mapped to a RAP competency.
- **Application-based course standards:** Review all course learning standards to identify learning that requires hands-on, application-based experiences. Map RAP competencies to the appropriate standards that can be learned on-the-job. [Reference EXAMPLE 1](#)

- OR -

Using employer developed or requested PRAP OJL

As described in the Build Step 3, the Registered Apprenticeship employer can work with a high school to **develop off campus employer-driven training**. In these uniquely developed PRAPs, the employer will typically provide all of the hands-on learning that students will experience in the program and the necessary RTI. [Reference EXAMPLE 2](#)





3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 4: Align PRAP On-the-Job Learning With RAP

EXAMPLE #1: OJL Using NLPS Course Standards

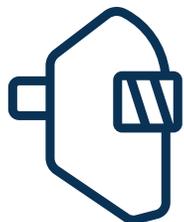
Robotics

In this example, a student is completing a Robotics NLPS pathway and is doing an embedded capstone experience with a local employer. The employer partner has mapped 9 RAP OJT competencies to the NLPS course meaningful hands-on experiences. This experience includes a first semester Junior Lab Simulation, a second semester Junior Work-Place Simulation project to a Senior Internship at a local employer. Each experience should have training objectives with more detail being added as the experience grows in complexity and importance in skill obtainment.

RAP OJT Competency	CTE Course	NLPS Course Standard	Experience Type	Employer OJT Hours
A. Keep self, others, and robots and/or automated machinery safe	Principles of Advanced Manufacturing	Conduct assigned tasks in a safe and workmanlike manner while working either independently or in small groups	Lab Simulation	5 Hrs
B. Properly use safety features and components to conduct safety procedures	Advanced Manufacturing Technology	Demonstrate proper safety precautions related to equipment	Lab Simulation	2 Hrs
C. Report unsafe work conditions	Principles of Advanced Manufacturing	Conduct assigned tasks in a safe and professional manner while working either independently or in small groups	Lab Simulation	13 Hrs
B. Program the robot and/or automated machinery to carry out intended tasks	Advanced Manufacturing Technology	Demonstrate ability to use various types of software	Lab Simulation	1 Hr
F. Respond to emergency situations safely and efficiently	Mechatronics Systems	Understand the hazards of electromechanical equipment and apply safe working practices	Work-Place Simulation	20 Hrs
G. Adhere to company and legal safety standards	Advanced Manufacturing Technology	Demonstrate knowledge of safety procedures related to fluid power equipment	OJL Internship	50 Hrs
C. Use programmable logic controller (PLC) or other industrial communication protocols to operate the robot and/or automated machinery	Advanced Manufacturing Technology	Effectively use current and emerging computer technologies when applicable	OJL Internship	20 Hrs
D. Operate the robot and/or automated machinery	Capstone	NA	OJL Internship	60 Hrs
			TOTAL	161



3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 4: Align PRAP On-the-Job Learning With RAP

EXAMPLE #2: OJT Using Experience Hours

Welding NLPS #5974 WBL Capstone PRAP

In this example, a student is completing all the necessary hours for the PRAP at the employer during an Internship. This WBL Capstone course will include 2 credits of RTI at school and 4 credits of meaningful hands-on experience with the employer. The student's schedule could look a variety of ways if the instruction and OJT hours are met. This example could also work with the WBL Co-Op course. Over the course of 180 days the student will obtain the 150 hours of OJT minimum required.

Suggested On-the-Job Learning Outline	Semester 1	Semester 2
Maintain safety.	Approximate Hours	
A. Operate safety equipment and use safe work habits.	5	5
Measure dimensions of completed products or workpieces to verify conformance to specifications.	Approximate Hours	
A. Examine workpieces for defects and measure workpieces with straightedges or templates to ensure conformance with specifications.	10	15
B. Check grooves, angles, or gap allowances, using micrometers, calipers, and precision measuring instruments.	5	7
Operate welding equipment.	Approximate Hours	
A. Weld components in flat, vertical, or overhead positions.	30	30
B. Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment.	5	5
C. Select and install torches, torch tips, filler rods, and flux, according to welding chart specifications or types and thicknesses of metals.	5	5
D. Weld separately or in combination, using aluminum, stainless steel, cast iron, and other alloys.	2	2
E. Ignite torches or start power supplies and strike arcs by touching electrodes to metals being welded, completing electrical circuits.	2	2
F. Guide and direct flames or electrodes on or across workpieces to straighten, bend, melt, or build up metal.	5	5
Notify others of equipment repair or maintenance needs.	Approximate Hours	
A. Detect faulty operation of equipment or defective materials and notify supervisors.	7	5
Total Hours		157



3.1 How To Build A Certified Pre-Apprenticeship Program



Build Step 5: Articulation Agreement

To successfully develop an articulation agreement, combine all of the components developed so far into a single document to be signed by both the school and employer/RAP owner. An agreement can be as simple as a document that outlines the credit provided for RTI and OJL or a very robust agreement that specifies all operating procedures. Outside of the RTI and OJT credit articulation, many other components can be added. Below is a list of possible best practices to include in an agreement.

General Terms of Agreement

Purpose: Outlines the foundational agreement between the school and the apprenticeship sponsor, specifying what students earn upon successful completion of the program.

Importance: Clearly defines expectations for student eligibility, performance, and the benefits they receive—such as advanced standing or direct entry into a Registered Apprenticeship Program (RAP).

Program Responsibilities

Purpose: Clarifies what the apprenticeship sponsor (e.g., union, company) commits to provide.

Importance: Establishes support for students and educators, building consistent engagement and workplace exposure.

School Responsibilities

Purpose: Outlines the school's duties in promoting and maintaining the partnership.

Importance: Ensures that students, staff, and families are aware of the opportunity and that proper outreach and preparation occur.

Terms of Review and Termination

Purpose: Describes how long the agreement is valid and how it can be updated or terminated.

Importance: Provides flexibility and a structure for quality control and accountability over time.

Signatures

Purpose: Formalizes the agreement with approval from both the school and the apprenticeship sponsor.

Importance: Makes the agreement legally valid and holds both parties accountable to its terms. Check the OWBLA website for examples of Articulation Agreements.

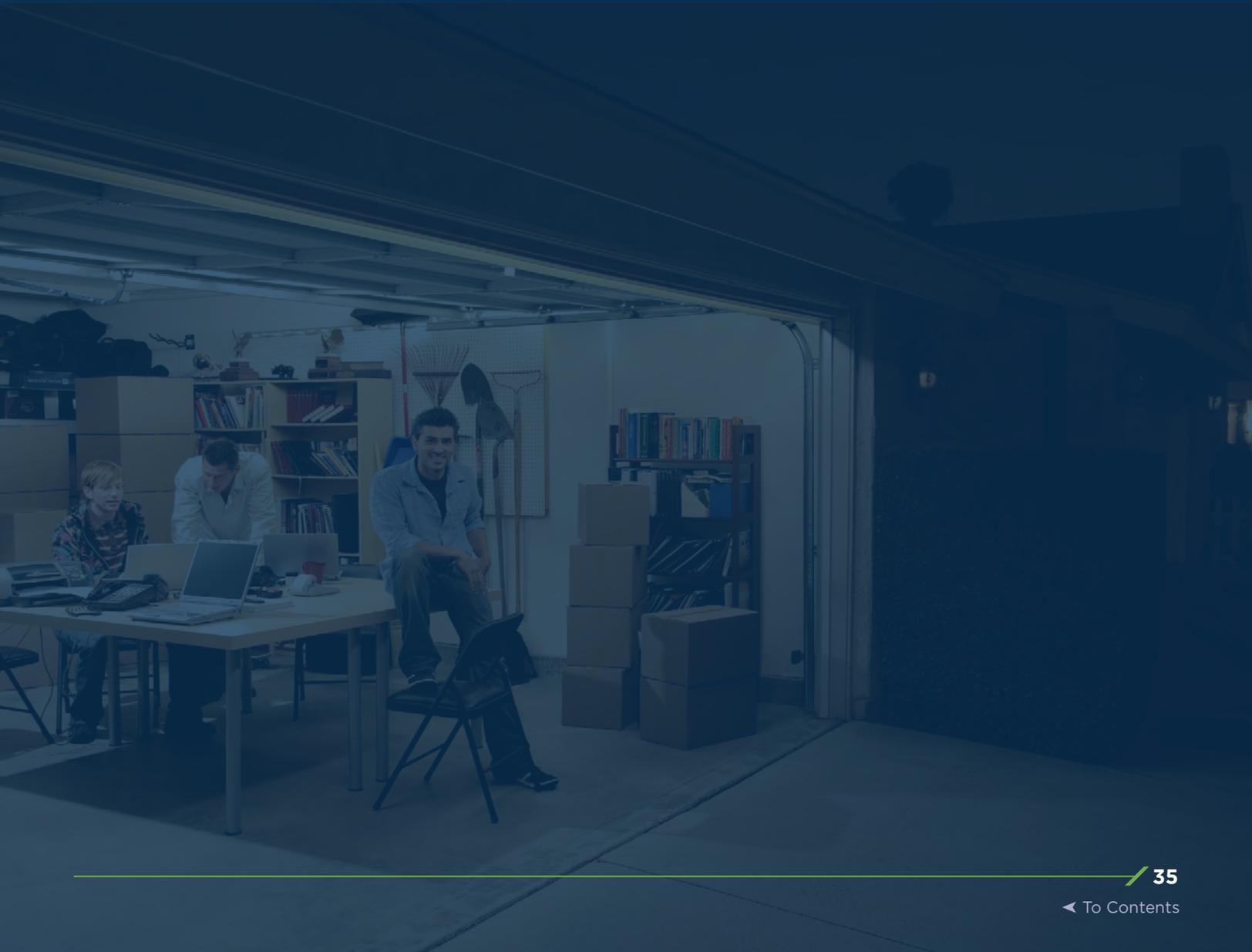


[Check for examples of Articulation Agreements](#)



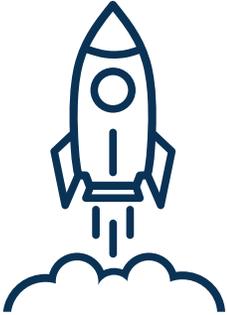
Section 4: The Launch

Launching a Secondary Certified Pre-Apprenticeship





4.0 Launching a Certified Pre-Apprenticeship



Planning and implementing the successful Launch of a new PRAP will provide the foundation necessary for the program to be highly effective and sustainable. The Launch phase of the PRAP will give opportunity to develop and refine the specific processes, procedures, protocols, and expectations of the program. Much of the work conducted in the Launch phase will be led by the WBL Coordinator charged with overseeing and monitoring the PRAP.

There are five categories of work that can be done to ensure a successful PRAP Launch. Spending quality time in each category will bring focus and clarity that will translate into a high-quality PRAP that is valued by all stakeholders.

4.1 Apply For Indiana OWBLA Certification

4.2 Advertise PRAP and Recruit Students

4.3 Establish Regular Employer Engagement and Communication

4.4 Clarify Program Oversight and Student Supervision

4.5 Acclimate to Youth Labor Laws and Regulations





4.1 Applying for Indiana OWBLA Certification

Pre-Apprenticeship Certification Requirements: Information & Documentation

Submit the application to OWBLA: Indiana uses an application and review process to certify programs. You will need to compile documentation (see next section) and submit via the official OWBLA portal. The Indiana OWBLA online portal provides a “Certified Pre-Apprenticeship or SEAL Application” for this purpose. (SEAL stands for State Earn and Learn, which is essentially Indiana’s branded pre-apprenticeship/work-and-learn programs.) Through this portal, you’ll provide details about your program and upload required documents. If you’re unsure where to start, OWBLA staff or regional workforce intermediaries can assist – Indiana encourages contacting OWBLA or a local WorkOne center for guidance in building your program.

OWBLA Review and Certification: Once submitted, OWBLA will review your application to ensure it meets all criteria. They may ask follow-up questions or suggest adjustments. Upon approval, your program becomes a “Certified Pre-Apprenticeship” in Indiana. OWBLA certification not only affirms the quality of your program but can also connect you with state resources or funding opportunities (for instance, certain state grants or Workforce Innovation and Opportunity Act funds may be available to certified programs).

To get your specific pre-apprenticeship program certified in Indiana, be sure to utilize the following steps:

Step 1: Create or log into your Access Indiana account. Visit: <https://www.in.gov/access/>

Step 2: Navigate to the NextLevel Jobs Portal at: <https://dwdportal.dwd.in.gov/nextleveljobs/>

Step 3: Select the Work-Based Learning & Apprenticeship Icon

- This will take you to the application landing page. Click the “Ready to Apply” button to begin your application.

Step 4: Start Your Application. Click on “Create Application.”

Step 5: Complete Initial Application Details

- Select Application Type: Choose either Employer or Training Provider from the drop down menu.
- Enter the Position Title: Example titles include Welder, CNA, Teacher, etc.

Step 6: Fill Out the Application

- Complete all required fields marked with a red asterisk (*).
- You will not be able to proceed to the next page if any required information is missing.
- You may use the “Save and Continue” option at any time, but progress will only be saved from the last fully completed page.
- On the final page, you’ll have the opportunity to upload any supporting documents.

Step 7: Save or Submit Your Application

- At the end of the application, you’ll be asked: “Are you ready to submit?”
- Select “No” to save your application without submitting.
- Select “Yes” to activate the “Submit Application” button. Click to finalize your submission.

Step 8: Confirmation

- Once submitted, your application status will change from “Draft” to “Submitted.”

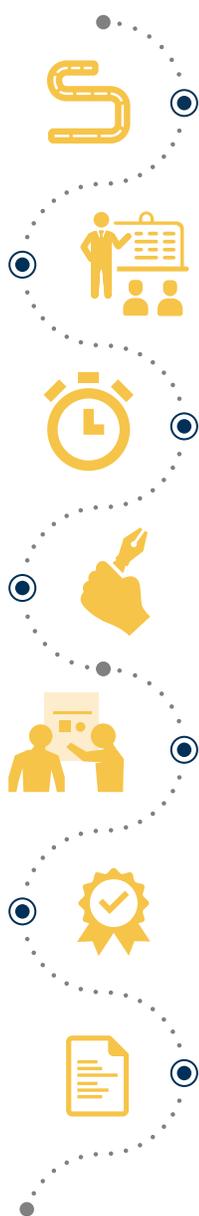




4.1 Applying for Indiana OWBLA Certification

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 points 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 and/or employer provided.
 - Are any of these courses dual credit?
 - If yes, list which ones and to what college partnered.
 3. **What is the total contact and/or seat hours for all prescribed RTI?**
 - Do these hours meet the requirements for your program type?
 4. **List the Industry-Recognized Credentials that are available to the participants during the provided RTI.**
 - Are these credentials accessible to the intended participant? i.e. age, location, educational level, background requirement
 5. **What types of OJL (Meaningful Hands-On) will be provided?** List all.
 - List of organizational partners that will be providing the OJL experiences.
 - Are any/all of these experiences paid?
 - If Lab/Project-based, list of projects to be completed.
 - Total OJL hours to be completed. Do these hours meet the requirements for your program type? See table above.
 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.**
 - Be prepared to discuss the items of articulation: RTI, OJL, Wage
- 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



4.2 Advertise PRAP and Recruit Students

To effectively recruit students for a new high school pre-apprenticeship program, schools should develop targeted outreach strategies, focusing on CTE students, STEM pathways, and underrepresented groups to promote individual merit. Educating key stakeholders like counselors, teachers, and parents about the new PRAP is crucial, as they can help identify and encourage potential candidates. In-school promotions through career fairs, classroom presentations, and hands-on workshops help showcase the program’s real-world benefits. Advertising efforts should span multiple channels, including social media, school websites, flyers, and emails to keep students informed and interested. The PRAP Employer Partner can also play a very important role in the recruitment of students. Providing opportunities for the Employer Partner to interact with school leaders, prospective students, and parents will bring excitement and a better understanding of the real-world experience offered by the PRAP.



Effective Advertisement and Recruitment

Informational Sessions and Open Houses:

Host events to introduce the PRAP to students and families, allowing them to learn about the program specifics. Invite the PRAP Employer Partner to participate in the events. If the PRAP teacher has not yet been hired, allow the PRAP Employer Trainer or Mentor to represent the program by answering questions and facilitating discussion.



Employer Partner Guest Speakers:

Invite the PRAP Employer Partner to speak to students in CTE programs related to the PRAP. The Employer Partner can highlight the benefits of the new program and invite students to participate in a worksite tour to learn more about the career opportunities.



School Assemblies and Counselors:

Hold a workshop to educate school administrators, counselors and other key personnel about the new PRAP. An excellent strategy is to hold the workshop at the Employer Partner facility.



Community Events:

Participate in community events and career fairs to showcase CTE programs and engage with potential students and their families.



Student-led Recruiting:

Student word of mouth is one of the most effective recruiting strategies. Encourage current CTE students to share information about the PRAP, leveraging peer influence.



Social Media and Online Presence:

Utilize social media and online platforms to promote the PRAP by sharing the specifics of the program, highlighting the benefits of a PRAP, and announcing upcoming events.



4.3 Establish Regular Employer Communication

A PRAP built upon a framework of continuous communication between stakeholders should be established in the launch phase of the PRAP. During the launch phase, the WBL Coordinator should begin scheduling regular meetings with the employer partner, teacher, support service personnel and any other relevant stakeholder to review and discuss all details and specifics of the PRAP. These meetings will clarify WBL Coordinator and Employer Trainer/Mentor roles and responsibilities, student expectations, communication requirements and protocol, compliance requirements and all other logistics of the PRAP program. After the successful launch of the PRAP the regular communication should continue to ensure the PRAP is appropriately monitored and improved.

Maintaining regular communication between the PRAP stakeholders will ensure strong partnerships, smooth operations, and student success. By using structured, clear, and professional business communication strategies, both parties can collaborate effectively and enhance the pre-apprenticeship experience.

Effective Business Communication



Informational Sessions and Open Houses

- Establish Clear & Professional Communication Channels.
- Designate a Primary Point of Contact – Assign a single liaison to streamline communication.
- Use Multiple Communication Methods – Combine emails, phone calls, video meetings, and in-person check-ins.
- Set Regular Check-In Meetings – Schedule monthly or quarterly employer meetings to discuss progress.



Develop Transparent Expectations & Agreements

- Provide a Clear Pre-Apprenticeship Agreement – Outline roles, responsibilities, timelines, and performance metrics.
- Clarify Employer Expectations – Discuss student duties, workplace behavior, and industry standards.
- Use Written Communication for Important Details – Follow up verbal agreements with emails or formal documentation.



Use Digital Collaboration & Tracking Tools

- Share Progress Updates Using Digital Tools – Utilize Google Drive, Trello, or project management software.
- Provide Employer Access to Student Performance Reports – Use shared documents to track attendance, progress, and feedback.
- Automate Reminders & Notifications – Use email scheduling tools to remind employers of key dates and evaluations.



4.3 Establish Regular Employer Communication

Effective Business Communication

Foster Two-Way Feedback & Open Dialogue



- Encourage Constructive Employer Feedback – Provide a structured survey or feedback form to assess the program.
- Act on Employer Concerns Promptly – Address issues regarding student performance, workplace expectations, or program improvements.
- Offer a Platform for Employers to Share Ideas – Create an advisory board or roundtable discussions for industry input.

Maintain Professionalism & Relationship-Building



- Show Appreciation & Recognize Employer Contributions – Send thank-you emails, social media shout-outs, or recognition at events.
- Keep Employers Involved Beyond Pre-Apprenticeships – Invite them to career fairs, advisory panels, and student showcases.
- Ensure Mutual Benefits – Emphasize how pre-apprenticeships help businesses by building a skilled workforce pipeline.





4.4 Program Oversight and Student Supervision

In addition to receiving technical skills training, PRAP students must also receive support and services from Career Coaches, Counselors, and Mentors to ensure a structured and effective learning experience is provided. The Coaching, Counseling and Mentoring responsibilities are shared by both the school and the employer partner. This shared student support team will work together to develop and implement a comprehensive supervision and safety plan and provide oversight of the overall program.

Both the school and employer partner will identify specific persons to supervise and monitor the PRAP program and students. These individuals will collaboratively work together and continually communicate throughout the launch and manage phases of the PRAP.

Career Coaches, Counselors, and Mentors



School Support

Work-Based Learning Coordinator
Counselor/Career Coach
PRAP Teacher



Employer Support

Trainer
Mentor





4.4 Program Oversight and Student Supervision



4.4a School Support Team

Responsibilities of the School Support Team

The PRAP program will be facilitated and managed by either the school Work-Based Learning Coordinator and/or Counselor and the PRAP Teacher. This toolkit will primarily refer to this role as the WBL Coordinator, with the acknowledgment that the role could be filled by another person or a combination of other persons based on the support services available within the school.

The WBL Coordinator oversees and supports the efforts of the PRAP stakeholders to ensure students effectively, efficiently and safely progress through the PRAP. The WBL Coordinator serves as the liaison between the student, teacher and employer and acts as the primary point of contact in all PRAP matters. The strongest PRAP programs are managed by WBL Coordinators who regularly collaborate with the PRAP teacher and employer partner.





4.4 Program Oversight and Student Supervision



4.4a School Support Team

Responsibilities of the School Support Team

Key Responsibilities:

WORK-BASED LEARNING COORDINATOR (THE FACILITATOR)

Employer Partner Relationship:

- Ensure all stakeholders understand their roles and responsibilities.
- Collects school, employer and student feedback to improve the program.

Program Coordination:

- Serve as the primary point of contact for the employer partner and addresses any issues.
- Visit the employer partner worksite to ensure safe environment for students.

Communication:

- Act as a liaison between students, schools, and employer partner.
- Continually collaborate with employer partner regarding the PRAP.

Compliance and Documentation:

- Ensure all meaningful hands-on learning experiences comply with legal requirements and school policies.
- Monitor and maintain accurate records of student participation, performance, and feedback.

PRAP TEACHER (THE SKILLS DEVELOPER)

Student Knowledge and Performance:

- Teach safety protocols and academic, technical, employability skills as outlined in PRAP.
- Collaborate with the employer partner regarding skill development of students.

Student Placement:

- Guide and support students in preparing for their on-the-job learning experiences.
- Supervise and monitor students participating in on-the-job learning experiences.

CAREER COACH OR COUNSELOR (THE ACADEMIC & CAREER PLANNER)

Student Success Support:

- Provide academic, emotional and logistical support.
- Assist students transition to apprenticeships, higher education opportunities, military or workforce.

Career Guidance and Education Planning:

- Help students explore career pathways and post-secondary options.
- Ensure students enroll in appropriate classes as determined by the chosen career pathway.



4.4 Program Oversight and Student Supervision



4.4b Employer Support Team

Responsibilities of the Employer Trainer and Mentor

In addition to the school providing support and supervision to the student, the employer partner will also need to assign a Trainer and/or a Mentor to support and supervise any student participating in PRAP activities at the employer partner worksite.

The role of a PRAP Trainer revolves around teaching the student the skills, knowledge, or processes that are identified in the PRAP/RAP Articulation Agreement. The Trainer is typically a Journeyperson who understands the employer's RAP work process schedule.

The role of a PRAP Mentor typically serves as the point of contact for the school WBL Coordinator and provides guidance, support, and advice to a student. The Mentor is typically a Human Resource administrator or a Supervisor of technical skills personnel.

While the same person can serve as both the student Trainer and student Mentor, it is recommended the school request the employer partner identify an employee to serve as a student Trainer and a different employee to serve as the student Mentor.





4.4 Program Oversight and Student Supervision



4.4b Employer Support Team

Key Responsibilities:

EMPLOYER TRAINER

Provide Meaningful OJL Learning Experiences:

- Assigns student OJL experiences identified in the PRAP/RAP Articulation Agreement.
- Collaborate with the PRAP teacher regarding the student's skill development.

Ensure a Safe and Supportive Work Environment:

- Provides safety training as appropriate.
- Monitors student to ensure all safety related rules, regulations and policies are followed.

Set Clear Expectations and Responsibilities:

- Holds student accountable to perform responsibilities as assigned.
- Demonstrates and models strong work ethic skills.

Give Performance Evaluations:

- Provides regular constructive feedback to help student improve performance.
- Conducts formal end of program evaluation.

EMPLOYER MENTOR

Communicate with the School WBL Coordinator and Teacher:

- Coordinates with the school to implement the PRAP program.
- Serves as the school's primary point of contact.

Introduce Networking & Job Opportunities:

- Connect students to apprenticeship or full-time positions.
- Shares employment trends and career growth opportunities.

Provides One-on-One Mentorship:

- Monitors and coaches student to improve professional and career readiness skills.
- Provides workplace policy training and related expectations.



4.4 Program Oversight and Student Supervision



4.4c Employer Trainer and Mentor Workshop Training

Providing training for the Employer Trainer and Mentor is necessary to be sure they are equipped with the skills required to effectively work with a high school student. Training and supervising a PRAP student is significantly different from training and supervising an adult. To ensure the student is provided a structured and safe learning environment, the Employer Trainer and Mentor will need the necessary knowledge and skills to effectively teach, provide feedback, positively motivate, and safely supervise and monitor the student.

Not only should the training include PRAP logistics, academic pedagogy and behavior management strategies, but a strong focus should also be placed upon safety and compliance. The Employer Trainer and Mentor will need to have a clear understanding of youth labor laws and workplace safety regulations as related to minor students. The training for the employer should be conducted before the employer begins any type of interaction with the student.

Because there are several topics to cover in the training, the WBL Coordinator will typically schedule multiple school personnel to facilitate content specific topics. Special Needs Facilitators, Assistant Principals and Academic Coaches will all have important information to share with the Employer Trainer and Mentor.



BEST PRACTICE: While it is recommended that both the Employer Trainer and Mentor participate in the training, it is a best practice to include in the Articulation Agreement that the Employer Trainer is **REQUIRED** to participate in the training.

Length and Structure of Training

The initial PRAP introductory information can be completed in a one or two-hour workshop, but additional time will most likely be needed to adequately cover the necessary details within each topic. The full workshop could be offered as a one-day training or as multiple one-hour lunch workshops.



4.4 Program Oversight and Student Supervision



4.4d Training Employer Partner how to work with a Minor

Presenter: School PRAP Support Services

AGENDA

- 1. Program Orientation Meeting:** This meeting aligns expectations between the school and the employer, focusing on program goals, student outcomes, and defined roles. It provides an overview of the pre-apprenticeship structure, outlines student learning objectives and competencies, and reviews the program timeline and key milestones to ensure both parties are on the same page.
- 2. Roles & Responsibilities Workshop:** This workshop clarifies the specific responsibilities of both the employer and the school to ensure smooth program operations. It covers the employer's role in mentorship, supervision, and evaluation, alongside the school's role in providing academic support, monitoring student progress, and establishing communication protocols for addressing any issues.
- 3. Workplace Safety Training for Minors:** Employers receive training on workplace safety to ensure compliance with legal requirements for youth workers and the creation of a safe work environment. This includes understanding child labor laws, OSHA regulations, hazard identification, risk management strategies, and emergency procedures to protect student apprentices.
- 4. Mentorship Training for Supervisors:** This training equips supervisors and mentors with the skills needed to effectively support and guide high school pre-apprentices. It covers best practices in youth mentoring, strategies for providing constructive feedback, and techniques for building positive, professional relationships with young workers in the workplace.
- 5. Working with Youth Training:** This training helps employers create an inclusive, youth-friendly work environment. It focuses on understanding the skill levels and developmental needs of high school students, promoting supportive workplace practices, and fostering a culture that encourages student growth and confidence.
- 6. Performance Evaluation and Feedback Meeting:** This session establishes a framework for evaluating student performance and providing constructive feedback. Employers learn how to set clear performance goals, use assessment tools to track student progress, and conduct regular feedback sessions in partnership with the school to support continuous improvement.
- 7. Ongoing Communication & Check-In Meetings:** Regular check-in meetings help maintain strong communication between the school and the employer throughout the pre-apprenticeship. These meetings, scheduled monthly or quarterly, provide opportunities to discuss student progress, address challenges or make program adjustments, and celebrate successes within the program.



4.5 Acclimate to Youth Labor Laws and Regulations



4.5a Training Employer Partner how to work with a Minor

As the supervision and safety plan is being developed, state and federal regulations and rules should be continuously reviewed to ensure the PRAP is fully compliant before the launch. Understanding all Indiana Department of Labor (DOL) regulations, Department of Education standards and other workforce safety guidelines provided by agencies such as the Occupational Safety and Health Administration (OSHA) will ensure the PRAP is compliant with all laws, regulations and best practices in worksite safety.

The information provided in this section is general in nature and not intended to be exhaustive or legal advice. Schools are encouraged to regularly review WBL program activities with their insurance carriers and legal counsel.





4.6 Legal Considerations



4.6a Liability and Insurance

Students do not require special insurance for participating in normal school activities as school districts typically maintain appropriate coverage for routine operations. Students participating in Work-Based Learning (WBL) activities can exceed the scope and coverage provided to the school corporation.

Ensuring proper insurance coverage and understanding legal responsibilities is essential for educators, employers, parents, and students involved in all WBL programs. Schools must confirm that their liability and other insurance policies cover WBL activities, including those that occur off school grounds, after hours, or without direct supervision. Many times, insurers will need to add endorsements to cover WBL activities such as job shadowing, micro-internships, and other on-the-job learning experiences.

SCHOOLS AND EMPLOYER PARTNERS SHOULD BE AWARE OF THE FOLLOWING INSURANCE CONSIDERATIONS:

Accident/Liability Insurance:

- **Non-Paid WBL students:** Schools should ensure their liability insurance policy is extended to include students participating in non-paid WBL programs and activities that occur at an employer worksite. It is very common for employer partners to request the school provide a Certificate of Liability Insurance with their business listed as additional insured. The insurer can produce this document at the request of the school.
- **Paid WBL students:** If a student is being paid while participating in a WBL experience at the employer worksite, a workplace injury will be covered under the employer's workers liability insurance policy. A paid WBL student employee is no different than any other employee.

Workers' Compensation Insurance:

- **Non-paid WBL students:** Worker's compensation does not apply for a student participating in a non-paid WBL experience at the employer worksite. Should an injury occur, the student/parent personal insurance is responsible for coverage.
- **Paid WBL students:** If a student is being paid while participating in a WBL experience at the employer worksite, any workplace injury will be covered under the employer's workers' compensation insurance policy. A paid WBL student employee is no different than any other employee.

Automobile accident insurance:

- If the school transports students to the WBL activity, the school should check with their automobile insurer to confirm liability related claims will be covered. If the student drives their personal vehicle to the WBL activity, the student/parent is responsible for the appropriate liability insurance coverage.



4.6 Legal Considerations



4.6b Wages and Labor Laws

The Indiana Department of Labor Youth and Employment Division monitors and enforces Indiana youth employment laws. Schools and employer partners implementing Work-Based Learning (WBL) programs must be aware of student wage regulations, labor laws, and job restrictions set by the Indiana Department of Labor (IDOL). All information related to the employment of minors can be found at:

[2021 Indiana Code - Youth Employment Code](#)

[DOL: Youth Employment Home](#)

Work Permits for Minors:

- Indiana no longer requires students to obtain a work permit.
- Employers employing 5 or more students are required to register the students with the Indiana Youth Employment System (YES). For more information about YES, go to [DOL: Youth Employment System \(YES\)](#)

Compensation for Minors

- Minimum Wage: Students in paid WBL experiences must be compensated at least \$7.25 per hour (Indiana and federal minimum wage).

Work Hours for Minors

Ages 16-17

- Students ages 16-17 may work the same hours as an adult. All prior laws restricting the work hours of 16-17 year old's were repealed on January 1, 2025. [IDOL 16-17 Work Hours](#)

Ages 14-15

- Max 3 hours per school day (8 hours per non-school day).
- Max 18 hours per school week (40 hours per non-school week).
- No work before 7:00 AM or after 7:00 PM (Extended to 9:00 PM from June 1 through Labor Day). Some exceptions may apply. Reference Indiana Code 22-2-18.1-16, [IDOL 14-15 work day](#)



4.6 Legal Considerations



4.6c Prohibited and Hazardous Occupations

The United States Department of Labor (USDOL) restricts minor students from working in certain prohibited and hazardous occupations. Indiana law charges the Indiana Bureau of Youth Employment with enforcing the prohibited and hazardous occupations identified by the USDOL. Schools and employers should be aware of and understand all laws, regulations and guidelines related to prohibited and hazardous occupations for minor students.

The USDOL has established Prohibited and Hazardous Occupation rules specifically for minors ages 14-15, 16-17, and under 16 in Agriculture Occupations. This toolkit highlights the rules for 16-17 year old students as this is the most common age of the high school WBL student. Schools and employers should review the specific rules of the other Prohibited and Hazardous Occupation age categories when appropriate. The complete listing of all Prohibited Hazardous Occupations for minors can be found on the Indiana Department of Labor website at: [DOL: Prohibited and Hazardous Occupations for Minors.](#)

16-17 Year Old Prohibited and Hazardous Occupations

Occupations involved in operating:

- In or about plants manufacturing or storing explosives or articles containing explosive components
- A coal mine
- Exposure to radioactive substances and to ionizing radiations
- Power-driven hoisting apparatus
- In connection with mining, other than coal
- The manufacture of brick, tile and kindred products
- Wrecking demolition and shipbreaking operations
- Forest fire fighting and forest fire prevention, timber tract, forestry service, logging, and operation of any sawmill, lath mill, or cooperate stock mill



4.6 Legal Considerations



4.6c Prohibited and Hazardous Occupations

Additional 16–17 Year Old Prohibited and Hazardous Occupation Exemptions

Occupations involved of motor-vehicle driver or outside helper

- 16 year olds are restricted from operating a motor vehicle on any public road, highway, in or about any mine, place where logging or sawmill operations are in progress, or any excavation. Essentially, a 16 year old may not drive as part of the his or her job unless the wheels of the vehicle being driven will never touch public street.
- 17 year old exemptions: 17 year olds may perform incidental and occasional driving as part of their job duties, but only if all of the following criteria are met:
 - Automobile or truck does not exceed 6,000 pounds gross vehicle weight
 - Seatbelts or other similar restraining devices are in place for the driver and all passengers and the employee is instructed that these restraining devices must be used
 - May only drive during daylight hours
 - No more than two trips a day away from the primary place of employment for delivering goods or passengers
 - Cannot travel outside a 30 mile radius of the primary place of employment
 - Driving is only occasional and incidental to the 17 year old's employment

The 17 year olds driving duties may not involve:

- The towing of vehicles
- Route deliveries or route sales
- Transportation for hire of property, goods, or passengers
- Urgent, time-sensitive deliveries
- Transporting at any one time of more than three passengers, including the employees of the employer

Occupations involved in the operation of bakery machines

- Exemptions: 16 and 17 year olds may operate, set up, adjust, repair oil and clean lightweight, small capacity, portable counter-top power-driven food mixers that are less than horsepower and has a bowl capacity of no more than 5 quarts.



4.6 Legal Considerations



4.5c Prohibited and Hazardous Occupations

16-17 Year Old Student Learner and Apprentice Exemptions

While the list of prohibited hazardous occupations is lengthy, many of the occupations are exempt from being identified as hazardous for student workers ages 16-17, if the student is performing duties as an apprentice or student learner. Any student participating in a certified PRAP will meet the requirements to be identified as a **Student Learner**.

Definition of Student Learner:

- Must be 16-17 years old and enrolled in a course of study and training in a vocational training program
- Work must be intermittent and for short periods of time
- Student must be under direct and close supervision of a qualified and experienced person
- Safety instructions must be given by the school and correlated by the employer with on-the-job training
- A schedule of organized and progressive work processes to be performed on the job must have been prepared
- A written agreement must contain the name of the student-learner and must be signed by the employer and school coordinator or principal. Agreement must be kept on file by both the school and employer

Definition of Apprentice:

- Must be 16-17 years old and employed and enrolled in a US Department of Labor Registered Apprenticeship
- Work must be intermittent and for short periods of time
- Student must be under direct and close supervision of a journey person

The Prohibited and Hazardous Occupations that are restricted from 16-17 year old minors, unless the minor is a Student Learner or Apprentice

Occupations involved in operating:

- Power-driven woodworking machines
- Power-driven metal forming, punching and shearing machines
- Power-driven meat processing machines and occupations slaughtering, meat and poultry packing, processing or rendering
- Balers, compactors, and paper products machines
- Circular saws, bands saws, guillotine shears, chain saws, reciprocating saws, wood chippers and abrasive cutting discs
- Roofing operations and on or about a roof
- Excavation operations



Section 5: The Management

Managing Student OJL and Program Outcomes





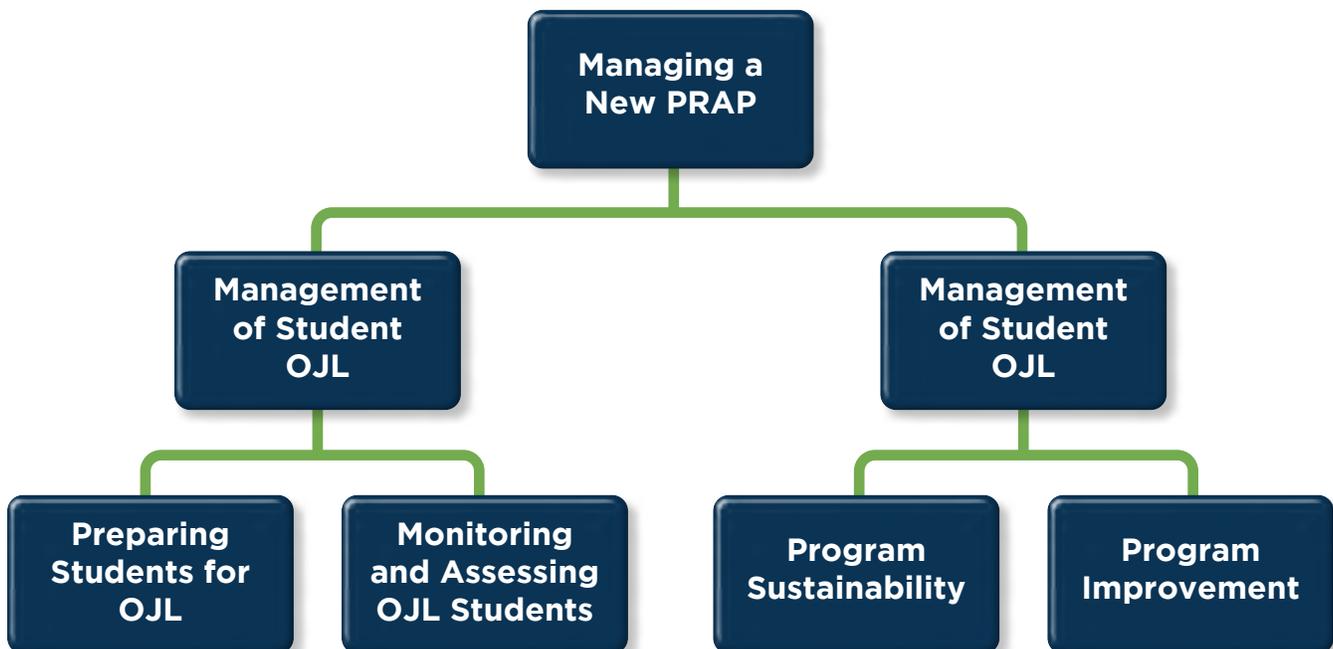
5.0 Management of a New Certified Pre-Apprenticeship



To successfully maintain and expand a certified Pre-Apprenticeship Program (PRAP), long-term commitment and collaboration from both the educational institution and the business partner are crucial. While the initial phases of development—such as establishing curriculum alignment, securing employer involvement, and launching the program—require significant investment of time and resources, this effort must be sustained as the program transitions into ongoing management and refinement.

As the program matures, maintaining its value to all stakeholders—including students, employers, and educators—will necessitate continuous evaluation and improvement of program operations. This includes monitoring key performance indicators, gathering feedback from participants, and updating processes to reflect evolving workforce needs. Central to this is a focus on student readiness and success, particularly within the context of On-the-Job Learning (OJL) experiences. Ensuring that students are fully prepared to engage in meaningful workplace training requires clear communication, alignment between classroom instruction and work-based learning, and regular collaboration between partners.

Ultimately, sustaining a high-quality PRAP involves more than initial implementation—it demands a strategic, ongoing effort to ensure the program remains responsive, impactful, and aligned with Registered Apprenticeship expectations.



5.1 Managing the On-the-Job Learning Experience



5.1a Preparing Students for OJL Experience

School Mindset vs Workplace Mindset

SCHOOL RESPONSIBILITIES

Transitioning a student from a school mindset—where structures, schedules, and disciplinary processes may be more flexible—to a workplace mindset focused on accountability, professionalism, and immediate consequences is critical for a successful student OJL experience. Articulating these differences, consistently reinforcing expectations through structured learning activities, and providing direct, timely feedback when students display problematic behaviors will ensure a smoother, more successful transition to the workplace setting.

Schools must strategically prepare students for the fundamental shift in accountability and responsibility when moving from the educational environment into the workforce, ensuring that students understand their obligations and responsibilities as new employees or interns.



KEY STRATEGIES

Explicit Teaching of Workplace Expectations:

Clearly outline behavioral standards, professional norms, and workplace rules before students begin OJL experience.

Scenario-Based Training:

Conduct role-play exercises and case studies illustrating workplace situations related to tardiness, absences, harassment, bullying, confidentiality, and professionalism.

Clear Consequences:

Help students understand the immediate and lasting impacts of workplace behavioral issues through real-world examples and guest speakers from industry.

Proactive Communication Training:

Teach students appropriate methods for reporting absences or tardiness and communicating professionally with employers.

Regular Reflection and Feedback:

Incorporate weekly reflections and regular check-ins with students to promptly address and correct behaviors, reinforcing professional expectations and workplace readiness.



5.1 Managing the On-the-Job Learning Experience



5.1a Preparing Students for OJL Experience

School Mindset vs Workplace Mindset

EMPLOYER RESPONSIBILITIES

Preparing employer mentors and trainers to effectively manage student behavior in the workplace setting will contribute greatly to the successful transition of students from a school mindset to a workplace mindset.

Employer mentors and/or trainers who clearly communicate expectations, provide consistent mentoring in supportive environments will greatly assist students transitioning from the academic setting to the workplace setting. Schools should equip employers with strategies for managing and addressing student behavioral issues proactively and constructively.



KEY STRATEGIES

Set Clear Expectations:

Establish clear and consistent workplace expectations for behavior, punctuality, dress, communication, and task completion. Understand why it is important to document non-compliance.

Build Professional Relationships:

Encourage mentors to establish rapport and model professional behaviors clearly and consistently.

Address Behavior Proactively:

Provide mentors with clear guidelines to address behavior issues immediately and constructively. Encourage early communication with school coordinators if problems arise.

Provide Constructive Feedback:

Mentors should offer direct, timely, and constructive feedback on student behaviors or actions. Use consistent, professional language when providing student feedback.

Discuss Employability Skills:

Employers should regularly discuss with students the employability skills that demonstrate a strong work ethic.

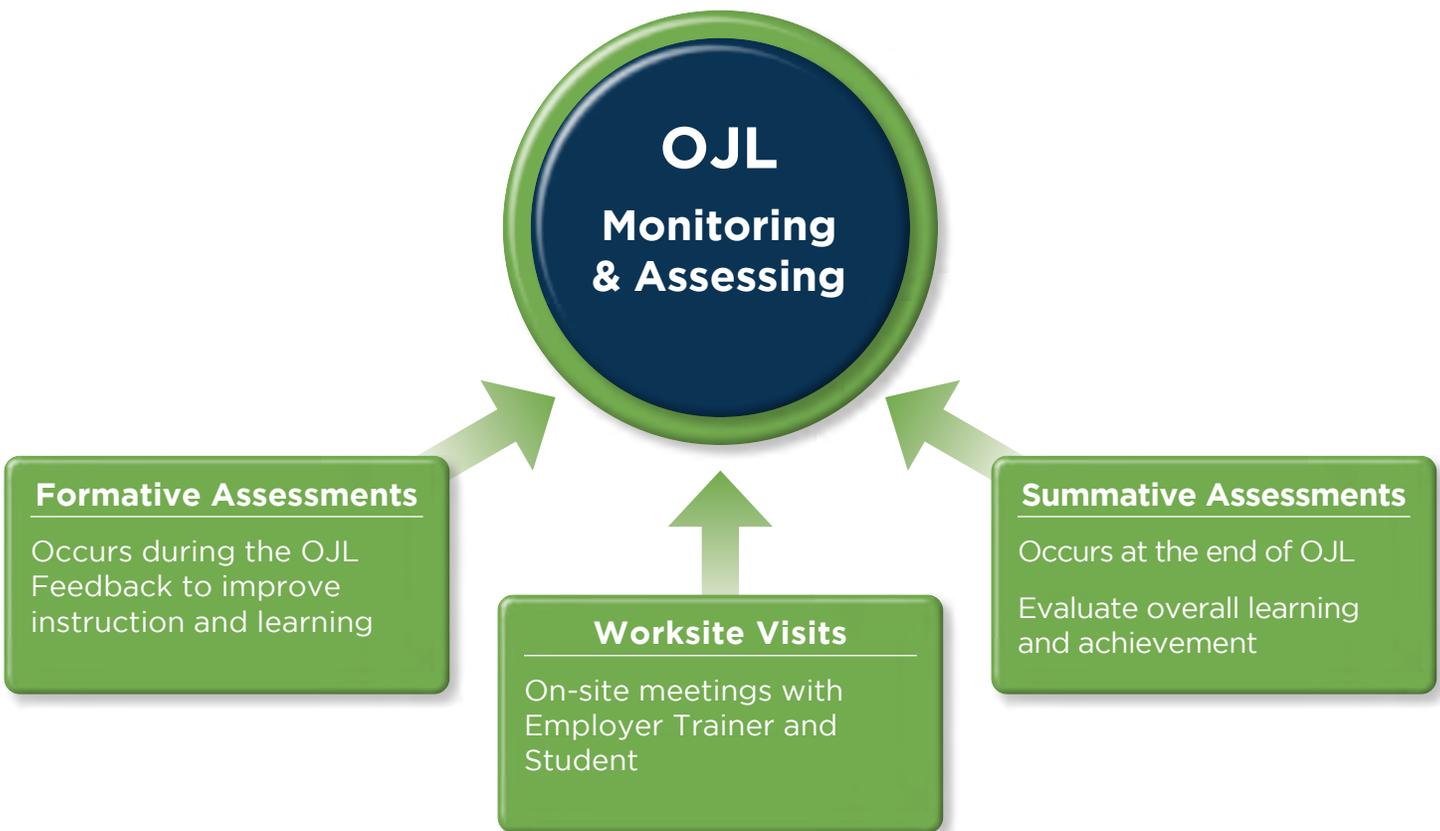


5.1 Managing the On-the-Job Learning Experience



5.1b Monitoring and Assessing OJL Students

Monitoring and assessing students participating in PRAP OJL experiences is essential for confirming that the program is developing the required technical and employability skills in a constructive and challenging environment. Implementing a combination of formative assessments, summative assessments, and worksite visits will provide structured feedback that both the school and employer partner can use to track student progress and measure the effectiveness of the training plan. Developing a continuous feedback loop will allow the school and employer to identify areas where students may need additional support and training further ensuring students are ready for the next steps, whether transitioning into the Registered Apprenticeship Program, enrolling in a post-secondary program, or beginning immediate employment.





5.1 Managing the On-the-Job Learning Experience



5.1b Monitoring and Assessing OJL Students

FORMATIVE ASSESSMENTS

Formative assessments in pre-apprenticeship programs provide continuous, low-pressure feedback to guide student's employer mentor/trainer, and WBL Coordinators throughout the OJL experience. Formative assessments occur regularly during the learning process and are designed to provide information that allows teachers and mentors to adjust instruction and students to improve employability skills. Common OJL formative assessments include weekly performance reviews and work logs, self-reflection and journal entries, and check-in meetings with student's employer mentor/trainer, and/or WBL Coordinator.

Benefits of Formative Assessments:

- Ensures students receive consistent feedback on performance and employability skill development.
- Identifies skill gaps and allows for timely corrective actions.
- Encourages student self-reflection and personal growth.
- Encourages reflection on progress toward RAP-aligned competencies.



5.1 Managing the On-the-Job Learning Experience



5.1b Monitoring and Assessing OJL Students

PERFORMANCE REVIEWS AND WORK LOGS

Rubrics to provide technical and employability skills feedback need to be developed and implemented no less than weekly. After completing the weekly performance rubric, the employer trainer/mentor or mentor should meet with the student to discuss the feedback. The employer trainer/mentor, student, and WBL Coordinator should all sign the weekly performance review to ensure good communication.

Weekly performance review and work log rubrics typically include documentation and feedback including:

- Attendance and punctuality
- Days and hours worked
- Identification of skills practiced
- Achievement of assigned tasks
- Safety compliance
- Demonstration of employability skills: remain on task, follow directions, positive attitude, appropriate dress, cooperation and interaction with co-workers

In addition, it is common to provide space for the employer trainer/mentor to include a short narrative summarizing:

- Commendations and achievements
- Areas for improvement and growth



5.1 Managing the On-the-Job Learning Experience



5.1b Monitoring and Assessing OJL Students

SUMMATIVE ASSESSMENTS

Summative assessments provide formal evaluations at the end of a specific training period. Most commonly, the Employer Trainer/Mentor will be required to complete a summative assessment each school grading period that the student is participating in an OJL experience.

Like the formative assessment rubrics, the school should provide the Employer Trainer/Mentor with the summative assessment rubrics. Because most Employer Trainers/Mentors are typically not experienced in converting skill mastery into course grades, the summative assessment rubric should be simple and provide clear guidance on how to assign scores based on student performance.

The Employer Trainer/Mentor will complete student evaluations that focus on the achievement of the technical and employability skills as outlined in the PRAP-RAP articulation agreement and Indiana Employability Skills Framework. The summative assessments can utilize skills demonstration, knowledge tests, workplace observations, performance reviews as well as any other relevant data that can accurately evaluate technical and employability skills development.

Benefits of Summative Assessments:

- Provides a comprehensive overview of student progress and skill acquisition.
- Ensures alignment with industry-specific competencies and employer expectations.
- Facilitates decisions on whether students are prepared to advance to a full apprenticeship or further training.
- Provides data to include OJL experiences in the quarterly school grade.

Best Practices for Employer Trainer/Mentor Evaluations:

- Implement evaluations at consistent intervals.
- Utilize clear, quantifiable criteria.
- Deliver prompt feedback, incorporating both positive and constructive elements.
- Engage in discussions about evaluations with students.



5.1 Managing the On-the-Job Learning Experience



5.1b Monitoring and Assessing OJL Students

WORKSITE VISITS

Regular worksite visits are essential for ensuring student safety, program compliance, and a high-quality OJL learning experience. Schools should create a structured site visit schedule, ensuring all employer locations are visited at least once per semester or more frequently if needed. During visits, the focus should be on observing safety protocols, verifying compliance with Indiana DOL labor laws, and ensuring students are engaged in meaningful work-based learning tasks. Employers should be providing mentorship and structured training, while students should feel supported and safe in their work environment.

Worksite visits should include a safety and compliance check, ensuring that students are not performing hazardous tasks and that they have received proper workplace safety training and personal protective equipment (PPE) if required. Observing student engagement is also critical—students should be performing tasks aligned with pre-apprenticeship learning goals, receiving mentorship from a qualified supervisor, and developing industry-relevant skills. Employers must also be evaluated on their adherence to the training plan and whether they provide a professional, inclusive, and safe work environment.

After the visit, the findings should be documented using a site visit checklist or evaluation form. Any concerns related to safety, discrimination, or lack of supervision should be addressed with both the employer and the student. Schools should maintain open communication with students, employers, and parents, offering additional resources or support if needed. If issues arise, follow-up visits or phone check-ins should be conducted to ensure corrective actions are taken and that students continue to have a valuable and secure work-based learning experience.

Site Visit Area	What to Check	Actions to Take
Safety & Compliance	Verify OSHA compliance, ensure PPE use, confirm student not completing hazardous tasks	Address safety concerns, educate employer on youth labor laws
Student Engagement	Observe work tasks, assess mentorship, confirm skill development	Check if work aligns with learning goals, discuss student experience
Employer-Student Interactions	Ensure positive work environment, assess supervisor support	Provide feedback to employer, address any concerns
Workplace Culture	Evaluate inclusivity, harassment-free environment	Report and follow up on any issues with school administrators
Documentation & Follow-Up	Use site visit checklist, keep records, schedule future visits	Share feedback, resolve concerns, support student success

5.2 Program Improvement and Sustainability



5.2a Employer Retention

Employer partners who have a positive initial experience with the PRAP program and students are more likely to continue supporting the program. Maintaining positive relationships with the employer partner is fundamental to ensuring the PRAP program is sustainable. Without a RAP employer partner, the PRAP will be dissolved. It is essential to actively and consistently strive to enhance the partnership between the school and employer.

Employer partner retention can be improved if school personnel supporting will seek to establish a balance between keeping the employer partner informed and engaged, while avoiding overwhelming them with too much non-essential communication. Like everyone else, employers have hectic schedules and appreciate it when others value their time. Other key elements for retaining the employer partner include: Maintaining clear and concise communication before, during, and after the activity; ensuring that the employers' expectations for how the OJL experience will progress will be scheduled; adequately preparing students to foster a positive experience for the employer; collecting feedback to improve future PRAP activities; and providing appropriate feedback, appreciation, and recognition. In larger communities, it may be feasible to host an annual recognition event for all WBL employers, including the PRAP employer; in rural areas, alternative forms of recognition might be more fitting. (FHI 360)





5.2 Program Improvement and Sustainability



5.2a Employer Retention

By implementing these strategies, high schools will build and sustain strong employer relationships, ensuring that students receive meaningful hands-on learning experiences while employers gain access to a pipeline of skilled future workers.

Provide Employer Support and Training	<input checked="" type="checkbox"/> Offer regular mentor/supervisor training to help employers mentor high school students.
	<input checked="" type="checkbox"/> Develop structured work plans with defined tasks and learning objectives.
	<input checked="" type="checkbox"/> Ensure legal and administrative support (labor laws, insurance, paperwork).
	<input checked="" type="checkbox"/> Provide immediate support for any challenges.
Show Appreciation and Recognize Contributions	<input checked="" type="checkbox"/> Publicly acknowledge employer involvement in newsletters, social media, and events.
	<input checked="" type="checkbox"/> Host recognition events or awards (e.g., “Employer of the Month” or industry spotlights).
	<input checked="" type="checkbox"/> Involve employers in career fairs, panels, and graduation ceremonies.
Monitor and Evaluate Program Success	<input checked="" type="checkbox"/> Feature employer success stories in promotional materials.
	<input checked="" type="checkbox"/> Track student progress, completion rates, and post-program employment.
	<input checked="" type="checkbox"/> Conduct employer feedback surveys to identify areas for improvement.
	<input checked="" type="checkbox"/> Adjust the program based on feedback, ensuring continuous improvement.
Foster Long-Term Partnerships	<input checked="" type="checkbox"/> Encourage multi-year employer commitments for stability and continuity.
	<input checked="" type="checkbox"/> Keep alumni involved as mentors or success stories to strengthen relationships.
	<input checked="" type="checkbox"/> Expand partnerships to include internships, scholarships, and certifications.
	<input checked="" type="checkbox"/> Maintain an ongoing employer network to grow opportunities for students.

5.2 Program Improvement and Sustainability



5.2b Maximize Funding Sources

Certified PRAP programs are not only eligible for traditional state CTE funding; they are also eligible for additional US Department of Labor and Workforce Development funding. Maximizing funding sources will play a crucial role in operating a quality pre-apprenticeship program. Understanding and utilizing all funding opportunities will provide the financial resources necessary to support the program's basic expenses, such as instructional supplies, equipment, and certification costs. Securing adequate funding can also expand student support services like transportation, mentorship, and career guidance, which are essential for overcoming barriers to participation, particularly for underrepresented or disadvantaged groups. Without sufficient funding, pre-apprenticeship programs may struggle to offer comprehensive training, limit student enrollment, and face challenges in establishing clear pathways to registered apprenticeships and future career advancement.

SECONDARY CTE FUNDING

Indiana recognizes and serves Career and Technical Education through CTE Districts. Each CTE District maintains an Area Career and Technical Education Director who oversees and manages the CTE operations within the CTE District. The Area CTE Director has knowledge and access to CTE funding opportunities. Contact your Area CTE Director, [Area CTE Director List](#) for more information about the following funding.

Career and Technical Education Course Funding Schedule:

Students enrolled in a high school certified Pre-Apprenticeship program are considered CTE students and thus schools are eligible to receive the CTE additional pupil count (APC) funding provided by Indiana Code [\(IC\) 20-43-8-7.5](#). Notably, PRAP programs built into NLPS Pathway courses will receive significantly more funding than PRAP programs built into Work-Based Learning courses.

Indiana Promoted Certification Reimbursement:

As outlined in the BASICS section of this toolkit, a certified PRAP student must have an opportunity to earn an Industry-Recognized Certification, Post-Secondary Certificate and/or a CTE Concentrator Status. If an Indiana Promoted Certification is embedded in the PRAP program, there are state funds available to reimburse for the cost of the exams. [Industry Certification - State Reimbursement](#).

Federal Carl D. Perkins Grant:

The Carl D. Perkins federal grant funding has been supporting and strengthening CTE programs since 1968. The federal Perkins funding awarded to Indiana is distributed to each CTE Regional District. The Area Career and Technical Education Director typically leads in the development and management of the regional Perkins grant projects.

CTE Project and Incentive Grants:

There are generally many career-cluster specific grants that your PRAP program may be eligible for. Do your research early (the Association for Career and Technical Education and Advance CTE both have great resource pages), and don't be shy about submitting applications.



5.2 Program Improvement and Sustainability



5.2b Maximize Funding Sources

ADDITIONAL PRAP ELIGIBLE FUNDING

A certified PRAP will be eligible for additional funding opportunities above and beyond the traditional funding streams provided to secondary education CTE programs. Contact the Office of Work-Based Learning and Apprenticeship and/or the local WorkOne offices to request information about the funding opportunities that are available to support certified PRAP programs.



Employer Training Grant:

An employer applying for the Employer Training Grant (ETG) should start by visiting www.nextleveljobs.org. Employers must create an account, complete the online application, and outline their training plans (Articulation Agreement), including the skills to be developed and the eligible occupation (provided from RAP partner). After submission, the application is reviewed by the Indiana Department of Workforce Development, and upon approval, the employer can receive \$1,000 funding to cover training costs for pre-apprentices.

ABA Grant:

WorkOnes, located all over Indiana, have 500 dollars in funds for pre-apprentices to cover training costs. Contact your local WorkOne office to enquire if and how many of the funds are available.

WIOA:

WIOA is a less flexible funding source that can significantly enhance high school pre-apprenticeship programs by supporting curriculum development, work-based learning, student support services, and strong industry partnerships. The local WorkOne Office can also assist with WIOA dollars, but they are only for students who qualify.



5.2 Program Improvement and Sustainability

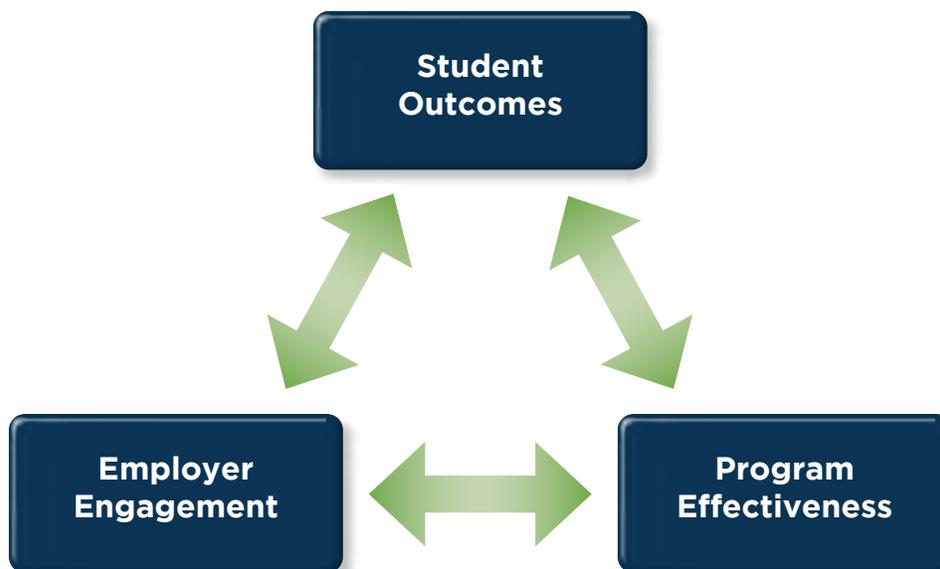


5.2c Program Review and Evaluation

Certified Pre-Apprenticeship Programs provide students with a uniquely structured training program that can lead to unparalleled career opportunities. To ensure the PRAP is high quality and effective for both the student and employer partner, frequent program evaluations are essential. It will take careful planning and strategy to continuously monitor and reassess the PRAP. Launching a certified PRAP program is not a one-time effort; it represents a long-term investment in a work-based learning model that requires an employer partner who is committed.

The sustainability of the PRAP hinges on continuous program improvement. Immediately after launching the program, consider how you will solicit feedback from all stakeholders—staff, students, parents, and industry partners. Surveys as well as personal conversations can be effective methods to ensure that the needs of each group are addressed. Reflect on the data available from student assessment scores, online initiatives, and formative and summative classroom and OJL evaluations, and contemplate how to utilize it to assess whether your PRAP program is fulfilling its goals. Think about how to consolidate all this information for an insightful evaluation of your implementation, making annual adjustments to the RTI, OJL, mentorship and other program elements.

To effectively evaluate the certified Pre-Apprenticeship Program, categorize feedback into three key performance areas:





5.2 Program Improvement and Sustainability



5.2c Program Review and Evaluation

Certified Pre-Apprenticeship Program Review and Evaluation	
Students Outcomes	
Students completed the PRAP training	
PRAP training was valued by students	
Students earned industry-recognized certifications, post-secondary certificates, and/or CTE concentrator status	
Employer partner accepted students into RAP	
Students not accepted into employer partner RAP entered a related post-secondary program or were employed in a related field	
Program Effectiveness	
Employer partner was satisfied with the student and school support	
Students were appropriately prepared for the OJL	
OJL experiences were safe and accurately reflected the PRAP articulation agreement	
RTI was effective and reflected the PRAP articulation agreement	
School appropriately trained for the employer mentor and/or trainer	
Employer mentor and/or trainer effectively supported the students	
All legal regulations, rules, and guidelines were maintained	
Student and/or program issues were quickly resolved	
Student evaluations were appropriately conducted	
PRAP generated funding for the school and/or employer	
Program marketing and advertising were effective	
Employer Engagement	
School and employer partner effectively communicated	
Employer partner engaged with CTE program and students prior to the OJL experience	
RTI and OJL were reviewed for alignment with the RAP work process schedule, seeking to modify and/or expand as appropriate	
School implemented strategies to expand the PRAP to include additional employer partners	
CTE program advisory committee reviewed and discussed the PRAP program	



5.2 Program Improvement and Sustainability



5.2d Marketing

To effectively promote and market a certified PRAP, a strategic plan is essential. Developing a strong marketing campaign that includes engaging in community initiatives can help to strengthen the RAP employer partnership, grow additional employer partnerships, increase student enrollment and create excitement within the business community.

Effectively marketing a certified PRAP requires tailored messaging and outreach strategies for different audiences, including students, parents, employers, RAPs, and the community. Each group has unique priorities and concerns, so schools should customize their approach to highlight the program's benefits for each stakeholder.

Schools should consider the multiple PRAP stakeholders when developing the marketing plan. Marketing to each stakeholder group presents a different set of opportunities and challenges.

Audience	Key Message	Best Marketing Channels
Students	Hands-on learning, career pathways, real-world experience	Social media, career fairs, classroom visits, student ambassadors
Parents	Safety, job opportunities, reduced college costs	Info nights, brochures, email newsletters, success stories
Employers	Skilled talent pipeline, hiring cost savings	Business roundtables, testimonials, networking events, industry reports
RAPs	Seamless transition to apprenticeships, trained candidates	Direct outreach, site visits, curriculum alignment, formal agreements
Community	Workforce development, student success, local engagement	News outlets, public events, partnerships with nonprofits





5.2 Program Improvement and Sustainability



5.2d Marketing

MARKETING STRATEGIES

To effectively market and promote a certified PRAP, utilize strategies that include print, broadcast media, social media, and involvement in community activities. Always be sure to emphasize the distinct advantages and opportunities of the PRAP when marketing the program. Regular assessment and adjustment of your strategies will ensure that your PRAP initiative stays relevant and impactful.



KEY MARKETING STRATEGIES

Press Releases: Announce new or expanding pre-apprenticeship programs in local newspapers, online media, and industry publications to create awareness and credibility.

Flyers & Print Materials: Distribute informational flyers at schools, community centers, workforce boards, and job fairs to engage students, parents, and employers.

Community and Civic Groups: Present to professional organizations, service clubs, societies and other groups that meet on a regular basis.

Community Events: School and RAP employer partner participate in community career fairs, festivals, and other appropriate events.

Advisory Committee: Leverage WBL coordinators, educators, workforce leaders, and industry professionals to guide marketing strategies and connect with RAPs.

Peer Group: Utilize CTE directors, school networks, professional associations such as SHRM (Society for Human Resource Management and IACTED (Indiana Career & Technical Education Districts), and industry organizations to share best practices and expand outreach efforts.

Counselors: Equip school guidance counselors with clear program details to help students explore career pathways, apprenticeship opportunities, and post-secondary options.

School Board and Administrators: Engage school and district leaders to secure support, integrate the program into existing career pathways, and promote employer partnerships.



Glossary and Resources





Definitions and Acronyms for Pre-Apprenticeship

Glossary of Essential Terms for Work-Based Learning and Certified Pre-Apprenticeship Programs

Purpose: This glossary is designed for high school counselors, Career and Technical Education (CTE) teachers, and school administrators who are new to apprenticeship and work-based learning (WBL). It provides clear, foundational definitions that support the successful planning, launch, and management of high-quality Pre-Apprenticeship (PRAP) programs and alignment with Registered Apprenticeships (RAPs).

Registered Apprenticeship Program (RAP)

A formal apprenticeship program that is registered with the U.S. Department of Labor (DOL) or a State Apprenticeship Agency (SAA). RAPs must meet specific national standards related to program structure, training quality, supervision, wages, and equity. Each RAP includes a Work Process Schedule, RTI, and progressive wage increases.

Pre-Apprenticeship (PRAP)

A pre-apprenticeship is a structured program that prepares individuals to enter a RAP. It includes foundational training and experience in a chosen occupation, often combining hands-on learning, academic instruction, and employability skills. Pre-apprenticeships must include a formal articulation agreement with at least one RAP.

Certified Pre-Apprenticeship (Indiana)

In Indiana, a Certified Pre-Apprenticeship is recognized by the Indiana Office of Work-Based Learning and Apprenticeship (OWBLA) as meeting key quality standards. These programs ensure student readiness for a RAP through strong partnerships between education and industry, alignment of training, and articulation into a RAP.

Articulation Agreement

A formal agreement between a Pre-Apprenticeship Program and a RAP sponsor that defines how specific elements of the pre-apprenticeship (e.g., coursework, OJL hours, certifications) will be credited toward the RAP. Articulations help ensure students enter the RAP with advanced standing, reduced training time, and clear expectations.

Facilitated Entry

A strategy to help students transition smoothly into a RAP after completing a PRAP. This can include guaranteed interviews, streamlined applications, higher starting wages, tools or uniforms provided, or entry at a later point in the RAP. Facilitated entry is often written into articulation agreements but does not replace the need for formal articulation of RTI and OJL.

Funding is provided by the United State Department of Labor. This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does the mention for trade names, commercial products, or organizations imply endorsement by the United States Government. Equal Opportunity Employer/Program Auxiliary aids and services are available upon request to people with disabilities.



Definitions and Acronyms for Pre-Apprenticeship

Related Technical Instruction (RTI)

The classroom-based or virtual learning component of an apprenticeship. RTI reinforces the skills being developed on the job. In a PRAP, RTI should be aligned to the RTI standards of the RAP. RTI can be delivered by high schools, career centers, community colleges, or other RTI providers.

On-the-Job Learning (OJL)

Structured, supervised workplace training in which students apply technical skills in a real or simulated job environment. OJL is a key component of both PRAPs and RAPs and must align with a Work Process Schedule in order to be credited toward a RAP.

Work Process Schedule

A document included in every RAP that outlines the specific skills and tasks an apprentice must learn on the job. It categorizes these tasks into work areas with designated hour requirements. This schedule is the primary guide for structuring OJL and aligning Pre-Apprenticeship experiences.

Wage Scale

A required component of a RAP that outlines the apprentice's progressive wage increases over the course of the program. It must begin above minimum wage and include at least one scheduled raise. Pre-apprenticeship articulation may result in a student starting at a higher wage in the RAP.

Sponsor

The organization that registers and oversees a RAP. The sponsor ensures compliance with federal regulations and standards. Sponsors can be employers, labor unions, training providers, or educational institutions.

RTI Provider

Any organization responsible for delivering the Related Technical Instruction component of an apprenticeship. High schools, career centers, community colleges, and training providers may serve as RTI providers.

Group Sponsor

An intermediary organization that manages a RAP on behalf of multiple employers. Group sponsors simplify program setup and management and are particularly useful when scaling apprenticeship models across schools, districts, or regions.



Definitions and Acronyms for Pre-Apprenticeship

State Earn and Learn (SEAL)

An Indiana-recognized, high-quality career pathway that includes paid work experience, classroom instruction, and progressive wages. SEALs may or may not be formally registered apprenticeships, but they often act as a bridge to RAPs. Many Certified PRAPs are designed using SEAL best practices.

Career Awareness, Exploration, and Preparation

The progression of WBL activities in K-12 education:

- **Awareness:** Introduces students to a wide range of careers (e.g., guest speakers, virtual job tours).
- **Exploration:** Allows students to observe real workplaces (e.g., job shadowing, site visits).
- **Preparation:** Offers more intensive, hands-on learning (e.g., internships, certified PRAPs). Certified PRAPs fall within the Career Preparation stage of this continuum.

Indiana Apprenticeship Continuum

A state-developed framework for progressing students through early WBL into full apprenticeships. The Continuum aligns K-12 education, post-secondary training, and workforce systems to provide a seamless experience for students transitioning from school to high-skill careers.

How to Use This Glossary:

- Use it as a reference when planning or launching a PRAP.
- Provide it to counselors and CTE teachers as part of professional development.
- Include it in program binders, outreach materials, and stakeholder presentations.



For additional support, contact:

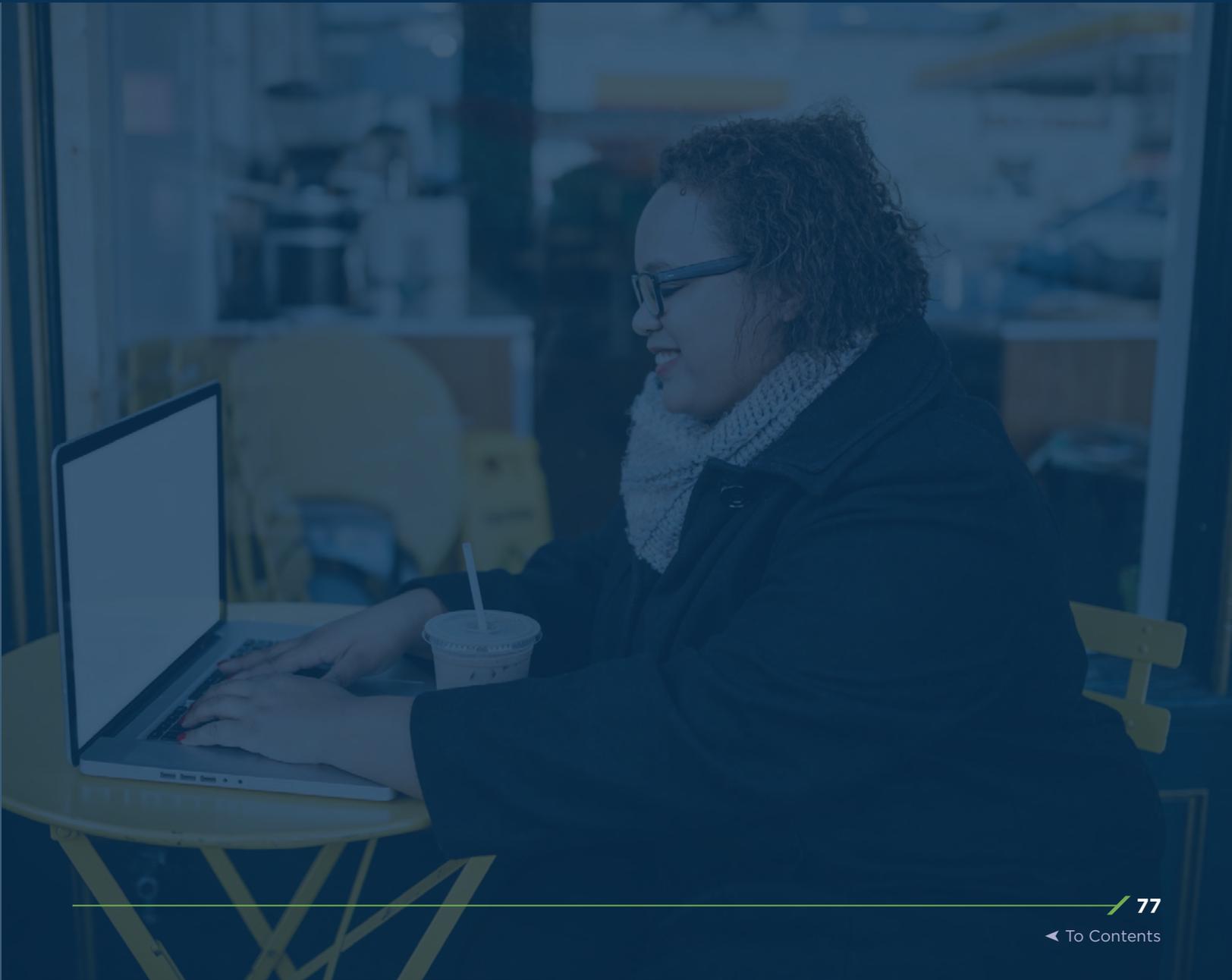
Indiana Office of Work-Based Learning and Apprenticeship (OWBLA)

<https://www.in.gov/dwd/apprenticeship-indiana/seal/>

Funding is provided by the United State Department of Labor. This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does the mention for trade names, commercial products, or organizations imply endorsement by the United States Government. Equal Opportunity Employer/Program Auxiliary aids and services are available upon request to people with disabilities.



Appendix





Appendix A | Other Models

Different models of Pre-Apprenticeship and Youth Apprenticeship Program

	Certified Pre-Apprenticeship	Registered Youth Apprenticeship	Modern Youth Apprenticeship
Aligned with Registered Apprenticeship	Yes	Yes	No
Program Certified or Registered	Yes, certified by the Indiana Office of Work-Based Learning and Apprenticeship	Yes, Youth Apprenticeships are registered with the US Dept. of Labor (DOL)	No
Duration of Program	Minimum 160 hours (40 hours classroom instruction, 150 hours on-the-job learning)	Depends on the length outlined by the occupation through DOL	3 years (Grades 11, 12, 1-year post high school)
Eligible for Department of Labor funding	Yes	Yes	No
Eligible Age of Participant	Minimum age 16; no maximum age	Minimum age 16; maximum age is 24	Must be enrolled in an Indiana high school and pursuing a high school diploma
Related Classroom Instruction	Yes, minimum of 40 hours. There is not a maximum number of hours that can be built into a PRAP	Yes, 144 hours for every year of the RAP	Yes, aligned with CTE courses completed. No minimum or maximum hours established
On-the-Job Learning	Yes, minimum of 150 OJL hours	Yes minimum of 2,000 hours per year	Yes, minimum of 650 OJL hours
Industry Certification Opportunity	Yes, required	Yes, required	Yes, required
Dual Credit Opportunity	Recommended, not required	Recommended, not required	Yes, required
Mentor/Coaching	Yes, required	Yes, required	Recommended, not required
School/Employer Cost	No, \$0	No, \$0	Yes, \$2,000 fee per student to employer partner for wraparound support and case management



Appendix B | Program Quality

Build Step 1: Identify Potential PRAP Program or Pathway

ACTE QUALITY CTE PROGRAM OF STUDY FRAMEWORK High Quality CTE Framework w/Rubric	
Quality Element	Key Considerations
Standards-Aligned and Integrated Curriculum	Does the curriculum prepare students for in-demand careers, integrate industry standards, and include opportunities for real-world application?
Sequencing and Articulation	Does the program provide a seamless, non-duplicative course sequence leading to recognized credentials and post-secondary opportunities?
Student Assessment	Are assessments valid, reliable, aligned with standards, and designed to measure technical, academic, and employability skills?
Prepared and Effective Program Staff	Do educators meet qualifications, engage in professional development, and collaborate effectively?
Engaging Instruction	Is instruction standards-driven, engaging, personalized, and supported by relevant technology and materials?
Access and Equity	Is the program inclusive, equitable, and supportive of underrepresented groups with accommodations and services as needed?
Facilities and Equipment	Do facilities and equipment meet industry standards, safety requirements, and accessibility needs?
Business and Community Partnerships	Are diverse stakeholders involved in aligning curriculum, providing input, and supporting work-based learning opportunities?
Career Development	Does the program offer comprehensive career planning, guidance, and support for labor market transitions?
Career Technical Student Organizations (CTSOs)	Are CTSOs integrated into the program to support leadership, industry engagement, and student development?
Work-Based Learning	Is there a structured, accessible continuum of work-based learning experiences aligned with curriculum standards?
Data and Program Improvement	Is data systematically used for program evaluation, improvement, and addressing equity gaps?

5.1 Managing the On-the-Job Learning Experience



5.1a Monitoring and Assessing OJL Students

FORMATIVE ASSESSMENTS

Self-Reflection and Journal Entries

Weekly reflection allows students to summarize tasks performed, recognize personal growth, identify strengths, and articulate connections between academic learning and workplace application. Regular reflective journaling significantly deepens students' experiential learning and increases self-efficacy.

By using some or all of the Indiana Employability Skills, prompting students weekly on varied professional topics ensures comprehensive self-awareness and development in areas such as problem-solving, communication, professionalism, and emotional intelligence. Employers and educators should encourage students to discuss weekly reflections with mentors, strengthening the the mentor-student relationship and provides contextual guidance and feedback.

Requiring students to keep a journal of their work experience is considered a WBL best practice. A journal is an excellent tool for keeping lines of communication open between the student and teacher, and a way teachers can become aware of existing or potential problems at a training station, or areas where a student needs additional support.

Journals can take a variety of forms—a handwritten notebook, digital document, or online blog. Teachers should use the format that works best for them and their students.

Some teachers provide weekly training plans with activity descriptions and let the training plan and students' notes serve as their journals. Other teachers encourage their students to strengthen their professional writing skills and promote deeper reflection by requiring a separate journal.

What have you learned this week?

- What did you accomplish during the past week in relation to your personal goals and job tasks?
- What do you hope to accomplish next?
- What did you learn about yourself; your interests, strengths, and weaknesses?
- In reflection, what could you have done or taken advantage of that would have made your externship more valuable for you?

5.1 Managing the On-the-Job Learning Experience



5.1a Managing PRAP Perspective of Work

When entering a new job training or apprenticeship, individuals often progress through five stages of on-the-job learning (OJL) reflection. Anticipation, Confrontation, Disillusion, Culmination, and Preparation (sometimes labeled differently in various models). Each stage has distinct characteristics and plays a crucial role in workforce development, shaping how apprentices, interns, or other trainees build skills, adapt to the workplace, and grow personally and professionally. Below, we break down each stage, its significance for the individual, and why it matters for skill-building and workplace adaptation.

1. Anticipation - *“What will this be like?”*

What happens: Excitement and anxiety before starting. Trainees imagine success, set goals, and have expectations.

Why it matters: Sets the tone for learning. Clear, realistic expectations and early goal-setting build confidence and engagement.

2. Confrontation - *“This is harder than I thought.”*

What happens: Reality kicks in. Trainees face challenges, make mistakes, and must adapt.

Why it matters: This stage drives real growth. Learning accelerates through problem-solving and overcoming obstacles.

3. Disillusion - *“Is this really for me?”*

What happens: Frustration and doubt can set in. The initial excitement fades as challenges persist.

Why it matters: Builds resilience. Trainees learn to adjust expectations and push through discouragement, a key skill for long-term success.

4. Culmination - *“Look how far I’ve come.”*

What happens: Trainees feel proud of their progress. Competence and confidence are high. They wrap up projects and reflect on learning.

Why it matters: Reinforces skills, validates growth, and prepares individuals to operate independently in the workplace.

5. Preparation - *“What’s next?”*

What happens: Planning for the future – updating résumés, seeking jobs, or pursuing further training.

Why it matters: Ensures the experience leads to long-term career movement. Transforms learning into action and momentum.

Each stage supports professional and personal growth, making trainees more adaptable, confident, and career-ready. Reflecting at each step turns experience into meaningful learning – the core of workforce development success.



The parties further agree:

- That the _____ personnel and the Program will strive to maintain relationships that _____ (SCHOOL PROGRAM) will permit continued development, refinement, and implementation of all components of the program, including evaluation, marketing, counseling, recruitment, and retention plans.
- Neither _____ nor the Program shall discriminate against any applicant or student _____ (SCHOOL PROGRAM) on the basis of race, sexual orientation, creed, color, sex, age, marital status, disability, national origin or any other classification protected by Federal or applicable State constitutional/or Statutory Laws.
- That this agreement is exclusive to _____ and the Program and no assurance is _____ (SCHOOL PROGRAM) given that courses awarded credit through this agreement will transfer to any other post-secondary institution.

Program Responsibilities:

The Program shall be responsible for:

- Providing _____ with an “Area Coordinator” who will provide coordination of _____ (SCHOOL PROGRAM) the following:
 - a. Assist with the arrangement of guest speakers;
 - b. Facilitate tours of the Program’s facilities annually;
 - c. Provide instructors who can assist classroom instructor with hands on instruction/ demonstrations/skills; and
 - d. Assist with possible internship opportunities._____ shall be responsible for: _____ (SCHOOL PROGRAM)
- Promoting pre-apprenticeship opportunities among qualified high school students, parents, and high school faculty.
- Scheduling at least one classroom visit per year (at each grade level) with a representative of the pre-apprenticeship program.

Duration of Review:

This Pre-Apprenticeship Agreement shall be effective from the date of affixing signatures and is subject to annual review by all parties of signature. Any changes must be written and reflected in a new agreement. If no changes are indicated by the annual review, continuance of this Agreement will remain in effect until terminated. Either party may terminate this agreement immediately for cause or may terminate without cause on 90 days written notice. In the event this agreement is terminated, students who are impacted shall have the opportunity to obtain credit according to the terms herein.

In testimony thereof, witness the duly authorized signatures of the parties hereto:

(SCHOOL PROGRAM)

Instructor

Date

Director

Date

(COMPANY OR UNION SPONSOR)

Outreach Specialist

Date

Other Signature, as needed

Date



EXAMPLE ONLY Pre-Apprenticeship Agreement (Dual Credit)

_____ *And* _____
(SCHOOL PROGRAM) (COMPANY OR UNION SPONSOR)

_____ and _____ hereafter “Program”) enter into this
(SCHOOL PROGRAM) (COMPANY OR UNION SPONSOR)

Agreement _____ on this day of _____, in the year of 20____. _____ and the Program will
(SCHOOL PROGRAM)
work together to provide postsecondary opportunities for students with the Program.

General Agreement

Occupation Title: _____ Occupation Number: _____

Direct entry and up to _____ advanced credit into the Program

- The parties agree that direct entry and advanced credit may be awarded as follows with the Program, provided a participating student:
 5. Applies to the Program, meets apprenticeship eligibility criteria and is accepted into the Program;
 6. Has earned a high school diploma as prescribed by Indiana law;
 7. Provides a Letter of Recommendation from their Program Instructor;
 8. Enrolls and successfully completes a minimum of the following courses as prescribed by the [Indiana Commission for Higher Education](#):

High School Dual Credit RTI				Registered Apprenticeship RTI			
	CTE Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours	RTI Hours
Principles							
Principles							
Course A							
Course A							
Course B							
Course B							
Capstone							
Capstone							
Capstone							
Capstone							
Total							



The parties further agree:

- That the _____ personnel and the Program will strive to maintain relationships that _____ (SCHOOL PROGRAM) will permit continued development, refinement, and implementation of all components of the program, including evaluation, marketing, counseling, recruitment, and retention plans.
- Neither _____ nor the Program shall discriminate against any applicant or student _____ (SCHOOL PROGRAM) on the basis of race, sexual orientation, creed, color, sex, age, marital status, disability, national origin or any other classification protected by Federal or applicable State constitutional/or Statutory Laws.
- That this agreement is exclusive to _____ and the Program and no assurance is _____ (SCHOOL PROGRAM) given that courses awarded credit through this agreement will transfer to any other post-secondary institution.

Program Responsibilities:

The Program shall be responsible for:

- Providing _____ with an “Area Coordinator” who will provide coordination of _____ (SCHOOL PROGRAM) the following:
 - a. Assist with the arrangement of guest speakers;
 - b. Facilitate tours of the Program’s facilities annually;
 - c. Provide instructors who can assist classroom instructor with hands on instruction/ demonstrations/skills; and
 - d. Assist with possible internship opportunities.

_____ shall be responsible for:
(SCHOOL PROGRAM)

- Promoting pre-apprenticeship opportunities among qualified high school students, parents, and high school faculty.
- Scheduling at least one classroom visit per year (at each grade level) with a representative of the pre-apprenticeship program.

Duration of Review:

This Pre-Apprenticeship Agreement shall be effective from the date of affixing signatures and is subject to annual review by all parties of signature. Any changes must be written and reflected in a new agreement. If no changes are indicated by the annual review, continuance of this Agreement will remain in effect until terminated. Either party may terminate this agreement immediately for cause or may terminate without cause on 90 days written notice. In the event this agreement is terminated, students who are impacted shall have the opportunity to obtain credit according to the terms herein.

In testimony thereof, witness the duly authorized signatures of the parties hereto:

(SCHOOL PROGRAM)

Instructor

Date

Director

Date

(COMPANY OR UNION SPONSOR)

Outreach Specialist

Date

Other Signature, as needed

Date



The parties further agree:

- That the _____ personnel and the Program will strive to maintain relationships that _____ (SCHOOL PROGRAM) will permit continued development, refinement, and implementation of all components of the program, including evaluation, marketing, counseling, recruitment, and retention plans.
- Neither _____ nor the Program shall discriminate against any applicant or student _____ (SCHOOL PROGRAM) on the basis of race, sexual orientation, creed, color, sex, age, marital status, disability, national origin or any other classification protected by Federal or applicable State constitutional/or Statutory Laws.
- That this agreement is exclusive to _____ and the Program and no assurance is _____ (SCHOOL PROGRAM) given that courses awarded credit through this agreement will transfer to any other post-secondary institution.

Program Responsibilities:

The Program shall be responsible for:

- Providing _____ with an “Area Coordinator” who will provide coordination of _____ (SCHOOL PROGRAM) the following:
 - a. Assist with the arrangement of guest speakers;
 - b. Facilitate tours of the Program’s facilities annually;
 - c. Provide instructors who can assist classroom instructor with hands on instruction/ demonstrations/skills; and
 - d. Assist with possible internship opportunities._____ shall be responsible for: _____ (SCHOOL PROGRAM)
- Promoting pre-apprenticeship opportunities among qualified high school students, parents, and high school faculty.
- Scheduling at least one classroom visit per year (at each grade level) with a representative of the pre-apprenticeship program.

Duration of Review:

This Pre-Apprenticeship Agreement shall be effective from the date of affixing signatures and is subject to annual review by all parties of signature. Any changes must be written and reflected in a new agreement. If no changes are indicated by the annual review, continuance of this Agreement will remain in effect until terminated. Either party may terminate this agreement immediately for cause or may terminate without cause on 90 days written notice. In the event this agreement is terminated, students who are impacted shall have the opportunity to obtain credit according to the terms herein.

In testimony thereof, witness the duly authorized signatures of the parties hereto:

(SCHOOL PROGRAM)

Instructor

Date

Director

Date

(COMPANY OR UNION SPONSOR)

Outreach Specialist

Date

Other Signature, as needed

Date



Resources & References

- **Apprenticeship Indiana** – a general resource for individuals interested in learning about apprenticeship in Indiana (e.g. employers, potential apprentice candidates, educators, etc.)
- **Apprenticeship Indiana Partner Contacts** – lists apprenticeship-related partners at Indiana Work One Centers **Hoffman, N., & Schwartz, R. B. (2017).** *Learning for Careers: The Pathways to Prosperity Network.* Harvard Education Press.
- **Flynn, M. C., Pillay, H., & Watters, J. (2016).** *Industry-school partnerships: Boundary crossing to enable school-to-work transitions.* *Journal of Education and Work, 29(3), 309–331.*
- **Castellano, M., Stringfield, S., & Stone, J. R. (2003).** *Secondary career and technical education and comprehensive school reform: Implications for research and practice.* *Review of Educational Research, 73(2), 231–272.*
- **Stone, J. R., & Lewis, M. V. (2012).** *College and Career Ready in the 21st Century: Making High School Matter.* Teachers College Press.
- **Bell, S. (2010).** *Project-based learning for the 21st century: Skills for the future.* *The Clearing House, 83(2), 39–43.*
- **Gottfredson, R. K., & Aguinis, H. (2017).** *Leadership behaviors and follower performance.* *Journal of Organizational Behavior, 38(4), 558–591.*
- **Hughes, K. L., & Karp, M. M. (2004).** *School-based career development: A synthesis of the literature.* Teachers College, Columbia University.
- **Symonds, W. C., Schwartz, R. B., & Ferguson, R. (2011).** *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century.* Harvard Graduate School of Education.
- **Lapan, R. T., Tucker, B., Kim, S. K., & Kosciulek, J. F. (2003).** *Preparing rural adolescents for post high school transitions.* *Journal of Counseling & Development, 81(3), 329–342.*
- **Kenny, M. E., et al. (2006).** *Career development and the student engagement process.* *Journal of Counseling Psychology, 53(2), 272–279.*
- **Bailey, T., & Belfield, C. R. (2017).** *Stackable credentials: Awards for the future?* Community College Research Center, Columbia University.
- **Bolles, R. N. (2017).** *What Color is Your Parachute?* Ten Speed Press.
- **Chen, C. H., & Howard, B. (2010).** *Effect of live simulation on middle school students' learning.* *Educational Technology & Society, 13(1), 133–139.*
- **Lent, R. W., Brown, S. D., & Hackett, G. (2002).** *Social cognitive career theory.* In D. Brown (Ed.), *Career Choice and Development* (4th ed., pp. 255–311).
- **Kolb, A. Y., & Kolb, D. A. (2005).** Learning styles and learning spaces. *Academy of Management Learning & Education, 4(2), 193–212.*
- **Alfeld, C., et al. (2007).** *The value added by Career and Technical Student Organizations.* *Career and Technical Education Research, 32(3), 157–174.*
- **Stone, J. R., Alfeld, C., & Pearson, D. (2008).** *Enhancing math skills through Career and Technical Education.* *American Educational Research Journal, 45(3), 767–795.*
- **Harada, V. H., Kirio, C., & Yamamoto, S. (2008).** *Project-based learning: Rigor and relevance in high schools.* *Library Media Connection, 26(6), 14–19.*
- **Hmelo-Silver, C. E. (2004).** *Problem-based learning: What and how do students learn?* *Educational Psychology Review, 16(3), 235–266.*
- **Kennedy, T. J., & Odell, M. R. (2014).** *Engaging students in STEM education.* *Science Education International, 25(3), 246–258.*
- **Strobel, J., et al. (2013).** *Authenticity in design-based learning environments* *Computers & Education, 64, 143–154.*
- **Wang, F. (2012).** *Applying technology to inquiry-based learning in early education.* *Early Childhood Education Journal, 40(6), 381–389.*
- **Nunamaker, J. F., et al. (2022).** *Evaluating benefits of micro-internships for employability skills.* *Education + Training, 64(2), 228–240.*
- **Knouse, S. B., Tanner, J. R., & Harris, E. W. (2020).** *Internships and employability: A longitudinal study.* *Journal of Education for Business, 95(6), 333–339.*

PROGRAMS TO REFERENCE WHEN BUILDING A NEW APPRENTICESHIP PROGRAM.

<https://www.workforcegps.org/>



Resources & References: State Pre-Apprenticeship Toolkits & Resources

California

Division of Apprenticeship Standards (DAS)
Pre-Apprenticeship Implementation Toolkit

<https://www.dir.ca.gov/das/PreApprenticeship.htm>

Ohio

Department of Education and Workforce
Transformation

Pre-Apprenticeship Program Guide

<https://education.ohio.gov>

Pennsylvania

Department of Labor & Industry

Pre-Apprenticeship Toolkit and Planning Resources

<https://www.dli.pa.gov/Individuals/Workforce-Development/apprenticeship>

Wisconsin

Department of Workforce Development (DWD)
Pre-Apprenticeship Blueprint for Success

<https://dwd.wisconsin.gov/apprenticeship/>

Illinois

Workforce Innovation Board / Apprenticeship
Illinois Youth & Pre-Apprenticeship Toolkit

<https://www.illinoisworknet.com/ApprenticeshipIL>

Oregon

Bureau of Labor and Industries (BOLI)

Pre-Apprenticeship Program Guide and Certification

<https://www.oregon.gov/boli/apprenticeship/Pages/pre-apprenticeship-programs.aspx>

Washington

Department of Labor & Industries

Youth and Pre-Apprenticeship Toolkit

<https://www.lni.wa.gov/licensing-permits/apprenticeship/become-an-apprentice/youth-apprenticeship>

New Jersey

Department of Labor and Workforce Development
Pre-Apprenticeship in Career Education (PACE) Guide

<https://www.nj.gov/labor/career-services/apprenticeship/pre-apprenticeship/>

Michigan

Northwest Michigan Works!

Apprenticeship Expansion Resources

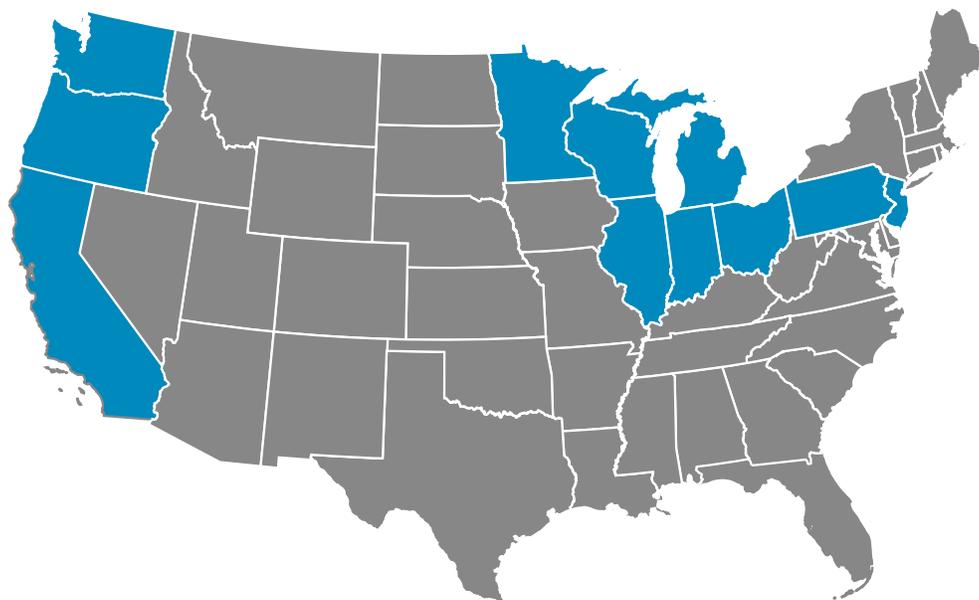
<https://www.networksnorthwest.org/business/apprenticeships.html>

Minnesota

Department of Labor and Industry

Youth Skills Training (YST) Program Toolkit

<https://www.dli.mn.gov/sites/default/files/pdf/yst-guide.pdf>





About the Authors



Alan Taylor - CTE Consultant

Alan Taylor brings over three decades of experience in Career and Technical Education (CTE) to his current role with the Indiana Office of Work-Based Learning and Apprenticeship (OWBLA). After retiring as Director of Career and Technical Education at New Albany-Floyd County Consolidated School Corporation, where he led the Prosser Career Education Center for more than 28 years, Alan continues to shape Indiana's workforce development strategy through his work at the state level.

Alan holds a Master's degree in Secondary Education from Indiana University Southeast and a Bachelor's degree in Industrial Technology from Indiana State University. He has also served as Dean of the Ivy Tech Perkins Center for Technology, is a former president of IACTED, and a former member of the Governor's Workforce Cabinet. Alan continues to influence policy and practice around education and workforce alignment.



Jason Graves - Senior Director

Jason Graves serves as the Senior Director of the Indiana Office of Work-Based Learning and Apprenticeship (OWBLA), where he leads statewide efforts to expand access to high-quality Registered Apprenticeship and work-based learning opportunities. In this role, Jason works to build bridges between education, workforce, and industry by aligning systems and supporting scalable pathways that connect students and adults to meaningful careers.

Prior to his current position, Jason spent 16 years in secondary education as a teacher, administrator, mentor, and Career and Technical Education (CTE) coordinator in the Louisville/Southern Indiana region. He served on the original Work-Based Learning steering committee and as the state's first NGL Academy Coach.

Jason holds a Bachelor's degree from Indiana University (2001), a Master's in Higher Education Administration from the University of Louisville, and a Master's in Secondary Administration from Spalding University.



Work-Based Learning and Apprenticeship

This workforce product was funded by a grant awarded by the U.S. Department of Labor (DOL)'s Employment and Training Administration (ETA). The product was created by the recipient and does not necessarily reflect the official position of DOL/ETA. DOL/ETA makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it. Equal Opportunity Employer/Program Auxiliary aids and services are available upon request to people with disabilities.