

Introduction to Apprenticeship for Individuals with Disabilities

Exploring the Possibilities

Taking the First Steps in Program Development

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ACCSES is proud to serve as one of the five National Provider Organizations (NPO) for the U.S. Department of Labor and the Office of Disability Employment Policy's National Expansion of Employment Opportunities Network (NEON). As a NEON NPO over the past three years, ACCSES has enjoyed the benefit of working with Rachel Pollock, J.D., an esteemed subject matter expert in the field of disability employment, and with J.W. Gibbs, whose experience in apprenticeship and disability has served as a cornerstone for ACCSES's efforts to encourage disability service providers to look into including apprenticeship among the wide array of employment opportunities they support. This introductory guide to apprenticeships is the product of these powerful relationships. It is intended as a guide to assist providers in starting (or continuing) on the road to developing successful apprenticeship programs that will expand opportunities for individuals with disabilities. We hope you find it useful.

ACCSES wants to thank Rachel, J.W., the Department of Labor, the ODEP NEON team led by Deputy Assistant Secretary Jennifer Sheehy and Senior Policy Advisor, Richard Davis, and the team at Econsys for their efforts in building NEON into a truly effective, insightful program that has engaged disability service providers across the country in tackling many of the specific barriers to employment that individuals with disabilities face. NEON was an idea that has grown into a powerful brand, and we are honored to be a part of it.

ACCSES stands with providers in their efforts. We are here to field any questions regarding this guide or employment concerns generally and to cheer on providers and the individuals they serve in their endeavors. For more information about ACCSES, visit accses.org.

With best wishes,

Kate McSweeney
President & Chief Executive Officer
ACCSES – The Voice of Disability Service Providers

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Definitions

Apprentice – A person who is learning a trade, art, or other calling through practical experience with mentorship and training by skilled workers.

Apprenticeship – A career pathway which is focused around a structured training plan that allows for mastering skills while on the job and which includes: (1) an individualized training with a skilled mentor; (2) the opportunity to earn while learning; and (3) receipt of an industry recognized credential upon completion.

Department of Labor Apprenticeship and Training Representative (ATR) – The representative of your state’s Department of Labor apprenticeship division. The representative has the knowledge and expertise to support you as you explore and implement an apprenticeship program.

Department of Labor (DOL) Apprenticeship Standards – An apprenticeship standard is a required document based on a DOL template that outlines the way a specific apprenticeship is delivered. In the simplest terms, it outlines: (1) what an apprentice will do during their apprenticeship, and (2) the skills the apprentice will need to perform the job for which they are training. Attached to this document are four appendices that describe certain aspects of the apprenticeship in more detail as defined below.

Department of Labor (DOL) Appendix “A” – Appendix A is the work process and related instruction hours laid out by each skill to be learned and the classroom topic that will be taught. The appendix also includes specific job duties to be performed by the apprentice.

Department of Labor (DOL) Appendix “B” – Appendix B is the apprenticeship agreement and program registration form that is completed and signed by the individual and the sponsor.

Department of Labor (DOL) Appendix “C” – Appendix C is the affirmative action plan or (AAP) the sponsor enters into in good faith to promote equality of opportunity in its registered apprenticeship program. This is signed by the provider/sponsor when they begin their apprenticeship program and is renewed every two years. This document needs to be completed for any apprenticeship program that includes at least five individuals.

Department of Labor (DOL) Appendix “D” – Appendix D is the agreement by the employer to (1) fulfill the provisions of the apprenticeship standards formulated and registered for the specific position(s) and carry out the intent and purpose of the Appendices and (2) abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards.

On the Job Learning (OJL) – A portion of the initial instructional component equaling 144 hours can include observing, job shadowing, and instruction in the employer’s worksite. This is differentiated from the formal On-the-Job Training component which begins after the instructional period is completed and during which the individuals engaged in the apprenticeship program must be earning entry level wages and be responsible for completing specific work tasks. Please note that Department of Labor documents sometimes refer to the formal On-the-Job-Training Component as OJT and sometimes as OJL. For the purpose of this manual, we describe the informal on-the-job learning and shadowing that can be included in RTI as OJL and the formal On-the-Job Training as OJT. See below for the definition of OJT.

On-the-Job Training (OJT) – After the RTI is completed, any on-the-job learning transitions into structured on-the-job training during which the apprentice receives a paycheck and is working for the employer, completing specified tasks. Under federal apprenticeship rules, this training must include at least 2080 hours of paid training.

Related Technical Instruction (RTI) – A formal instructional component of each apprenticeship that precedes the on-the-job training component. It is comprised of 144 hours and includes classroom training and soft skills development. The 144-hour instructional period may also include on-the-job learning (**OJL**) at the employer worksite. (See the above definition.) On the job learning is an opportunity to observe skills in practice before the actual on-the-job training begins.

Introduction to Apprenticeships for Individuals with Disabilities

This guide will help you learn more about apprenticeship as an effective and promising strategy for supporting people with disabilities to find new opportunities as part of America's workforce. The guide will be a starting point to help you understand the basic components of apprenticeship and evaluate the possibilities of apprenticeship for your agency, the individuals you serve, and your business community.

The first Registered Apprenticeship was created in Wisconsin in **1911**. The U.S. Congress passed the National Apprenticeship Act (known as the "Fitzgerald Act") in **1937**, establishing federal Registered Apprenticeship. Since then, apprenticeship has grown as a viable alternative to formal education. Further, apprenticeship has expanded outside of the traditional trades and includes many service-related positions, healthcare positions, and administrative positions, to name a few. Currently there are more than 1,300 apprentices registered with the U.S. Department of Labor.

A new movement has been building, using this tried-and-true method of "on the job training" and "earn while you learn" strategy, to increase opportunities for individuals with disabilities and to provide a career pathway. This is an employment solution that is mature and well defined, which reduces the time and resources an organization would need to commit to create a new employment solution. Apprenticeship is an excellent solution because it balances the needs of the employer and the individual and provides for direct input from the employer to the individual regarding the position. Apprenticeship provides a platform for learning while earning that is customizable based on the employer's specific skill needs, the individual's willingness to learn, and past experience.

Apprenticeship is a career-pathing tool that lays out, over time, the skills the individual will learn alongside a mentor who is a journey worker/expert in the field and who works directly

with the individual. This is a mutual commitment by the employer to train and the individual to learn the position resulting in long-term relationships.

What will you find in this Guide?

This apprenticeship guide is divided into four sections.

- Section I, **Overview of Apprenticeship**, defines apprenticeship, summarizes the basic required components of a federal apprenticeship program, and describes the pillars of apprenticeship that make it a powerful tool. These pillars also are the lens through which you will want to evaluate the potential for apprenticeship for your organization and your community.
- Section II, **Evaluating the Potential for Apprenticeship in Your Community**, will help guide you to look at the possibilities for developing a successful apprenticeship program for the community you serve. Apprenticeship is a promising practice that depends on key employer(s) and government partners, sustainable funding, and a program and administrative structure that can support the work. You do not need to be a large organization to develop an apprenticeship program, but you do need the capacity to collaborate with key partners for a successful program. This section will help you evaluate (1) potential employer partners, (2) access to candidates that can match employer workforce needs with the appropriate training and apprenticeship, (3) the capacity for designing training/skills development curricula through your agency or community/employer partners, (4) possible partnership models for the program, (5) funding potential for the various components, and (6) agency readiness to engage in the project. This section also refers to an assessment tool that can start you off in your assessment of the process and how it will fit within

your organization. That tool, created by J.W. Gibbs, can be found in Part 1 the Appendix.

Please note that successful apprenticeship programs can be designed within your organization and without partnering with an external employer. The rules are the same whether it is an internal or external program. For brevity, we have drafted this guide broadly to include external employer partners. If your organization plans to begin with an internal apprenticeship program, your internal unit responsible for overseeing the apprenticeship will be in the shoes of the “employer,” as described in this document.

- Section III, **Making it Happen/Implementation**, guides you through some basic steps in implementation. It will help you develop an action plan for development of an effective and sustainable apprenticeship program. Please note that these steps provide a general outline. You will still want to make sure you understand all state and federal requirements for apprenticeship and other programs. Steps included are:
 - Developing a relationship with your local Department of Labor Apprenticeship and Training Representative.
 - Finding the seed funding for program development.
 - Determining whether to begin with an internal program or a program with an unrelated employer partner.
 - If applicable, developing and solidifying the relationship with one or more employer partners.
 - Drafting a job description.
 - Planning Related Technical Instruction and the on-the-job training components with your partners.
 - Recruiting individuals for enrollment as apprentices.
 - Piloting the program with initial candidates.

- Section IV, **Appendix**, contains a **self-assessment tool** for providers considering the launch of an apprenticeship program as well as a **reference guide** to help you find or create tools and documents to support your program. These two attachments will be referenced throughout this guide. We distinguish the Department of Labor appendices to the Standards of Apprenticeship from this guide’s appendices, by referring to the Department of Labor Appendix as “DOL Appendix,” with the specific appendix letter, A, B, C, D. The guide appendices are referred to as Appendix 1 and Appendix 2.

I. Overview of Apprenticeship

Apprenticeship Defined

The best place to begin is with a clear understanding of what is meant by apprenticeship. Merriam-Webster defines “apprentice” as “one who is learning by practical experience under skilled workers a trade, art, or calling” and “apprenticeship” as “a position as an apprentice; an arrangement in which someone learns an art, trade, or job under another.” This guide applies those terms specifically to federally Registered Apprenticeships. As discussed below, federally Registered Apprenticeships are implemented in coordination with State Apprenticeship Offices and the U.S. Department of Labor and are designed to place people on a job path that can benefit them throughout their lives.

What a Federally Registered Apprenticeship is and is not:

What is Apprenticeship?

- An employer-driven employment model and a structured training plan that allows for mastering skills while on the job and which includes:
 - individualized training with a skilled mentor,
 - the opportunity to earn while learning, and
 - receipt of an industry-recognized credential upon completion.
- What Apprenticeship is not:
 - It is not an internship (paid or unpaid) or a work experience.
 - It is not a “pre-employment” skills training platform.
 - It is not for everyone.

TIP

You may find as you explore apprenticeship that there are additional useful practices given your employer partnerships, funding, and agency resources that could serve as an alternative to apprenticeship or a precursor to apprenticeship, depending upon the individual. Possibilities include internships, pre-employment transition services, Project Search, Ticket to Work, etc.

Apprenticeship Components

Here is list of the main components of apprenticeship:

- **Defined Position** – Request a job description from the employer. Working with the Department of Labor, this will then be converted to an “Appendix A” which will be filed with the Department of Labor, with a copy retained by the provider agency and the employer.
- **Business Partner** – If your organization chooses to implement the apprenticeship program internally, the departments within your organization will be the Business Partner. If your organization plans to work with an external employer(s), choose an employer that is motivated to participate in this opportunity long term and is a fit with your organization’s culture. In that instance, the external employer will be the Business Partner.
- **Related Technical Instruction (RTI)** – RTI is the formal training component of the initial Apprenticeship training process. It is comprised of a minimum of 144 hours and includes classroom training and soft skills development. It also can include on-the-job learning (OJL) at the employer worksite.
- **Structured On-the-Job Training (OJT)** – After the RTI is completed, any on-the-job learning, transitions into structured on-the-job training during which the apprentice receives a paycheck. Working with the employer, the initial two-to-four weeks of work, training, and mentoring will be established and tracked by the employer and provider

organization. This ensures the individual is learning and any identified accommodations can be made during this period. This is a requirement for any organization implementing apprenticeship.

- **Pay Increase(s)** – As part of the apprenticeship process, the apprentice will receive a wage increase(s) during their structured on-the-job training period and ultimately earn the journey worker wage, which is the standard wage the employer pays when hiring new skilled employees. Employers often will pay the entry level wage they pay to everyone else and the increase(s) the apprentice receives will be based on performance.
- **National Credential** – Upon completion of the apprenticeship, whether it be time-based, competency-based, or hybrid-based, the apprentice will receive a certificate from the U.S. Department of Labor stating their completion and the date of completion. Time-based, competency-based, and hybrid-based have specific applications to individual apprenticeships and will be elements of the planned apprenticeship in coordination with the Department of Labor Apprenticeship and Training Representative for your state.

The Four Pillars of Apprenticeship

These pillars are the key building blocks for developing a successful apprenticeship program. As you evaluate the possibilities of apprenticeship, these pillars will serve as a solid framework for thinking about the value of an apprenticeship program for the people you support, and the resources available to make that happen.

1. Apprenticeship is Employer Driven

- It is what we call a “demand-driven employment solution.” Employers are offered apprenticeship as an employment solution in conjunction/partnership with your provider organization.
- The goal is to attract employers because you have a solution that provides qualified candidates and a solution to train these employees. This is a solution that offers an additional approach to attracting candidates along with the other tools a Human Resources Department uses.
- Working with committed and invested employer partner or partners is critical. If you prefer to try this without an employer partner, implementing the apprenticeship program internally first is a great opportunity to learn how it works and also indicates the provider’s commitment to this solution when approaching potential employer partners in the future.

2. Training is a Key Aspect and is Flexible and Customizable

Every apprenticeship has a Related Technical Instruction component or RTI. This combination of “classroom training” and “on-the-job learning” (OJL) will build the skills of the apprentice. “Related Technical Instruction” (RTI) can be broken into two components, the classroom component and OJL. The **minimum requirement** is 144 hours. These hours can be divided between classroom and on-the-job learning. Working in partnership with the employer a plan is developed as to whom, when, and how the training will be delivered.

TIP

Ask employers how they train employees today and what their continuing education program looks like. With this information you will have some great insights as you develop the training plan for that apprenticeship.

3. Partnerships are critical to making apprenticeship a long-term employment solution.

You may benefit from some or all of the following partnerships. In addition to employer partners, important partnerships to explore include:

- **State Workforce Agencies** – Why? Often, they have WIOA funding available as well as other programs that could increase your applicant pool and employer outreach.
- **State Apprenticeship Agencies** – Why? These are the professionals who know how apprenticeship works, the rules, the process, the paperwork, and can help you figure out alternative approaches when barriers present themselves.
- **Local Technical Colleges** – Why? These schools can provide a number of supports for your program such as assisting in delivering additional national certifications that may further enhance the credentials of apprentice graduates. They also can be a partner when seeking funding for new employment program development.
- **Local High Schools** – Why? Local high schools are a resource for current and future candidates for the apprenticeship program. Also, high schools present a great opportunity to develop a pre-apprenticeship program that can directly feed into your apprenticeship program. There is also a Youth Apprenticeship Program that can provide additional opportunities to expand opportunities for school districts and individuals served.
- **Local Skills Centers** – Why? A skills center can provide opportunities to leverage the Related Technical Instruction (RTI) as well as soft skills training for pre-candidates and candidates.

- **Local Community Organizations – Why?** Depending on the types of local organizations available in your area, these organizations can provide potential resources such as funding, referrals, training supports, and employer training on Diversity, Equity, and Inclusion.

4. Apprenticeships create career pathways.

- Building a portfolio of apprenticeships to offer employers and candidates/clients is important.
- Choosing the apprenticeship positions should be focused on employer need/demand, including:
 - difficult-to-fill positions,
 - high-turnover positions,
 - employer desire to increase inclusion and diversity, and
 - positions where retiring employees outnumber new applicants.

TIP

It is recommended when first developing your program, to take your time and develop just one or two apprenticeships first. This will allow your project team to learn as much as they can and prove out the process before engaging in a broad offering of this solution.

II. Evaluating the Potential for Apprenticeship

In this section, we offer a series of inquiries for you to explore to help you assess whether an apprenticeship program can effectively support individuals with disabilities in your community to advance and enhance their employment options and whether your agency has or can gather the resources to make this happen.

There are two important components of this inquiry:

- A. You will want to gather information from your team and think through the possibilities together. A self-assessment can be helpful to see what is already in place that will support apprenticeship, as well as what you already know and what you still need to explore. We have attached a self-assessment questionnaire that may be a good starting point for your exploration and inquiry. [See Appendix, Part 1.](#)
- B. You will want to meet with the representative of your state apprenticeship agency. That person is known as the Department of Labor Apprenticeship and Training Representative (ATR). During the initial meeting ask to be educated on the apprenticeship process and share your ideas about how your agency might use apprenticeship as an additional employment option. Areas to focus on in your meeting include:
 - Discuss what you have researched thus far and ask if there are things you missed and if they could fill in these knowledge gaps.
 - Ask if any other organization in the state is currently offering apprenticeship for individuals with intellectual and developmental disabilities. If the answer is yes, ask for an introduction.
 - Ask about any initial tools that you could gain access to that could help your organization move forward with this opportunity.

- Ask if the ATR has any knowledge of state grants currently or in the future that could support this innovative solution.

As you evaluate and plan, please remember the ATR is a critical contact. If apprenticeship appears to be a viable opportunity for your agency, we suggest setting up a series of follow-up meetings to ensure that everything remains on track.

Areas of Evaluation Focus:

1. Are there potential employer partners in your community or a nearby community who will see value in an apprenticeship program?

Finding the right employer partner(s) is key to success. As you evaluate apprenticeship, obvious partner candidates may come to mind based on past relationships and knowledge. One or two conversations with an already engaged and interested partnership may be enough for you to know that this is a feasible enterprise. Some provider organizations may need or want to conduct further exploration and engage in discussions over a period of time with potential employers in order to determine if apprenticeship is feasible.

As you talk with potential employer partners, these are guidelines that can be helpful. Some or all of the meetings described here may be part of your assessment phase. Preliminary meetings may be sufficient to evaluate the potential of an apprenticeship program and follow-up meetings may be part of your program implementation as you finalize the best employer partner(s) for a pilot endeavor. [See Section IV, Implementation.](#)

Should you use a **shotgun or laser-focused** approach? This is dependent upon your specific market.

- If the business population you serve is made up of small to medium-sized employers with 200 or fewer employees, the shotgun approach of calling on as many employers as possible will yield the best results
- If the business population includes a number of major employers with 500 or more employees, the laser approach of focusing on fewer, larger employers can yield excellent results.
- **Look for Anchor Employers** – These are the employers identified as having high demand for employees on a regular basis and have a culture that is open to inclusion. Introduce each employer to the apprenticeship concept early and invite them to be a partner in the planning process. This increases both buy-in and the employer’s ability to customize this employment solution to their specific needs. This also creates great public relations opportunities to drive community interest.
 - Approach businesses with a business/sales lens and expertise. A critical question to consider as you are working through the planning process, is who will be selling this solution for your organization?
 - Does your organization have the right staff to promote and sell this solution to your business community? See Section II (6) below on program capacity for more in depth discussion of staff business development capacity.
 - Messaging needs to be professional, concise, and to the point. Having a consistent message, documentation, language, and knowing where there is flexibility and where an apprenticeship solution cannot flex is critical. A single, well-crafted message will travel in the business community and generate further opportunities for success.
- **Pre-Call Planning** – Know your employer, research the company, read profiles on company websites or LinkedIn for those with whom you will meet. Review the types of

jobs they have posted. Prepare a brief agenda to hand to the employer contact person listing specific topics to cover.

- **Be prepared** – Know your role as the as the provider organization responsible for coordinating the apprenticeship program and the role of the employer partner.
- **Have Examples** – Have template documentation on hand to validate for the employer what would be their roles and obligation(s) and what would be the roles and obligations of the provider organization.
- **The Ask** – Present the agenda and or email to the employer in advance. Remember, making it easy for the employer to get to “yes” is key. Describe the solution and be specific, for example, “We know you are very busy, and we thank you for your time. This is an employment solution that is designed so we, as your partner, take on the majority of the heavy lifting. Is this something you would like to research with us?”
- **Getting to Yes** – If the answer is yes, get the next meeting booked and clarify what type of approval process will be required. Here may be multiple meetings including site visits and reviewing the actual position that will be apprenticed. It is better to invest the time on the front end rather than having unexpected challenges later.
- **Identify Provider Champion/Employer Champion** – Remember the goal is to create a sustainable long term employment solution that employers will engage in year over year rather than just once. Discuss this as a solution and ask who their champion will be – the person on the inside of their organization who will make the apprenticeship program a success. The employer’s reaction at this moment matters. If the response is negative, or if the employer wants to make this an H.R. function only, it is likely the commitment is low, and the provider will need to have patience and put in some extra effort.
- **Post-Call Review** – If this was a solo call, type up your notes as soon as possible to not lose any key points. If this was a team call, do the same and compare notes and assign who will do the follow up.

2. What model makes the most sense for your organization and/or your employer partners?

(See Table-1.)

- If you are looking at using apprenticeship with an Ability One or state-use contract, the **“Single Employer Model,”** in which no employment partner is involved, is recommended.
 - The federal or state contractor provides all aspects of the apprenticeship including Related Training Instruction, on-the-job learning, on-the-job training, support services, and acts as “Sponsor,” handling the required initial and ongoing paperwork.
 - Partners will include the state Department of Labor Apprenticeship and Training Representative (ATR) and funding partner(s).
 - Starting with this model allows your organization to learn the process quickly should you elect to use this employment solution for external employers.
 - Under this model, at the end of the apprenticeship, credentialed individuals can remain employed on the Ability One or state-use contract or could choose to transition to another competitive job.

Hypothetical Example: Jobs for Everyone has a commercial cleaning contract and has 80 employees who work under this contract. These employees are defined as “Incumbent Apprenticeship Candidates.” The benefit of this is they may qualify, within limits, for previous work experience, which will reduce their time as an apprentice. The benefits of this approach to the apprentice are many, including (a) a nationally recognized certification that they carry with them, (b) expansion of their individual resumes, and (c) an increased sense of accomplishment.

- If you are looking to work with outside employers, the “Intermediary + Employer” model has shown to be the most appealing to employers and therefore the most effective. The reason for the success of this model is that your agency is taking on the related technical instruction and the sponsorship role in working with your local Department of Labor office, as well as providing support services. Using this model reduces the potential concerns employers may bring to your negotiations.
 - As the Intermediary, your organization will be responsible for the related instruction, support services, and serve as the sponsor handling the initial and ongoing paperwork.
 - Partners: state Department of Labor Apprenticeship and Training Representative (ATR), employer partner(s), funding partner(s).
 - Your agency may determine that it is sensible also to engage an educational partner to support development or provision of the RTI component. See Section 3.

Hypothetical Example of the Multiple Employers + Intermediary Model: ABC Jobs developed four apprenticeship pathways within its organization in order to learn the apprenticeship process. With the Single Employer Model in place, ABC Jobs took its experience to external employers and successfully developed another nine career pathways and successfully placed apprentices in Food Service / Janitorial / Grounds Keeping / Retail / Office Administration Assistant / Information Technology. ABC Jobs started with the “Single Employer Model” in order to prove the system out before they began working with external employers. It then then moved to the “Intermediary/Sponsor + Multiple Employer Model.” This allowed ABC Jobs to replicate the apprenticeship model with multiple employers as well as maintain quality control.

Table -1
 Apprenticeship Provider Roles and Supporting Partner Roles - Business Model
created by JW Gibbs 9/22



Single Employer Model

- 1) Employer will provide the RTI OR would work with an Educational Partner
- 2) Employer Provides OJL & OJT
- 3) Employer serves as Intermediary
- 4) Employer serves as Sponsor

Four Key Elements of Apprenticeship

- 1) **Who provides the Related Technical Instruction or RTI?**
- 2) **Who provides the On-the-Job Learning or OJL and On the Job Training or OJT?** (This will always be the Employer)
- 3) **Who serves as the Intermediary?** (The intermediary is an expert in arranging and operating an apprenticeship program in partnership with a business)
- 4) **Who serves as the Sponsor?** (The Sponsor assumes the full responsibility for administration and operation of the apprenticeship program)



Intermediary + Employer Model

- 1) Provider/Intermediary will provide the RTI OR would work with an Educational Partner
- 2) Employer Provides OJL & OJT
- 3) Provider serves as Intermediary
- 4) Provider serves as Sponsor

3. Can we as a provider offer the Required Technical Instruction (RTI) classroom curriculum ourselves or do we want to partner with an educational provider or employer partner?

- As a provider, you can offer the RTI classroom curriculum. You will want to purchase the curriculum from a nationally recognized group like Project Discovery as well as have a Masters-level degreed individual who will manage the delivery of the training. This will be a state requirement to allow your organization to be considered an Eligible Training Provider. Depending on your state’s rules, your organization could have multiple people delivering the training who report up to a Masters-level degreed person.
- As a provider, you will also have to register with your state as an educational provider. This is not a complicated process and is known as registering to be an Eligible Training Provider. Once this is complete, the provider will register all of the classes offered by your organization. This is often a requirement in order to participate in grants that would be funding the education your organization is delivering to the Apprentice Candidates.

- You can also partner with a technical college to complete the required technical requirements depending upon your funding streams.

NOTE: ABC Jobs chose to provide the RTI Education within its own organization for several key reasons. Number one was quality control as well as accountability for the required documentation. Number two, having this educational capability in house greatly benefitted others who were in the pre-employment phase and provided a very solid opportunity for them to participate and learn.

4. What funding is or may be available to fund the key components of an apprenticeship program?

Funding is critical to creating a sustainable solution. You will want to think about potential funding partners and which aspect of the work they might fund. Funding will be needed for the development stage of your work as well as ongoing funding throughout the apprenticeship program. Braiding funding sources will be key to developing a sustainable program. The goal is to ensure that your staff time and administrative costs are covered by the funding available, even if one stage of the apprenticeship work is not itself funded. Explore funding opportunities from all possible partners to ensure the most robust funding possible.

Potential funding partners include:

- **Workforce Development Boards/Agencies** – Explore with your Workforce Board or Agency the availability of both initial funding and annual grants to fund apprenticeship, skills training, or other innovative work that match your apprenticeship program.
- **Grants from organizations that specifically invest in apprenticeship programs** – For example, explore grants offered by national partners like JFF.org who will fund on a per-apprenticeship basis.
- **Foundation grants may be available to help cover start-up costs and the pilot implementation phase** – In particular, think about foundations interested in supporting innovation in your state or locale. Look also for family foundations and other types of foundations that have a specific goal of employment for underserved populations.

TIP

Apprenticeship has a similar milestone structure as supported employment or other core VR employment programs. Why is this important? When negotiating with VR for funding, linking apprenticeship milestones to supported employment milestones or other VR milestones may make it easier for VR to visualize how they can make this work and often shortens the discussion.

- **Vocational Rehabilitation (VR)** – In each state, the Vocational Rehabilitation agency provides funding to approved providers for employment programs and may have very specific deliverables prior to payment or funding based on hours of service. Look carefully and creatively at the specific funding categories in your contract or provider guide to see whether specific service definitions can cover the various phases of apprenticeship, including the RTI, on the job training, placement, and retention. In most cases, vocational funding will cover placements and retention milestones once the apprentice is actually on your employer partner’s payroll.
- **Departments of Mental Health/Developmental Disabilities/Behavioral Health** – Each state varies in how they operate and to the extent they fund employment. The recommended approach would be similar to the Vocational Rehabilitation strategy laid out in the previous point. Think creatively about what service definitions can fund the various stages of your work with apprentices. Most often, these funding sources will fund longer term supports once the person has been paid on the job for at least 90 days. Remember also to look at community-based pre-vocational funding streams and innovative pathways to employment services that may help support the initial work with individuals and might support the RTI portion of your work with individuals. Again, the key here is to look carefully and creatively at service definitions and then have discussions with your funders.

- **Ticket to Work Funding** – If you are a Ticket to Work provider, milestone payments based on months of earnings above substantial gainful employment can supplement funding. These payments can be used in tandem with long-term waiver-supported employment funding or can provide funding for ongoing check-ins with individuals who do not qualify for supported employment. Please note, if you are not a Ticket-to-Work provider because it did not seem like a good fit, this would be a good time to look again at the program. Higher minimum wages in many states and localities have enhanced the value of the program.

Core components of the work that you will try to match with funding include:

- **Initial development of pilot phase** – Securing an initial grant to fund development of your apprenticeship program and establishment of the required infrastructure presents a clear path for the executive and the leadership team responsible for the development of the program.
- **Related Technical Instruction (RTI)** – This is the classroom portion of the apprenticeship. In some states Vocational Rehabilitation will not fund this as they consider it pre-vocational training. If the Related Technical Instruction (RTI) being provided is directly aligned with a career/job position and technical in nature versus soft skills training, the potential for funding increases. Seeking special grants to fund the RTI will ease constraints on cash flow.
- **Job Discovery and Exploration/Development** – This is a critical step in understanding the individual, their needs, desires, goals, and outcomes in order to properly match them to an employer and career pathway. There is an investment of time in preparing an individual for apprenticeship. For example, each apprentice may take a competency test or the Work Keys exam, which is recommended but not required. Other areas for consideration include resume building, interviewing, etc. Explore funding from Workforce Development grants, Vocational Rehabilitation, or waiver funding from or state Mental Health or Developmental Disabilities agencies.

- **Placement and Initial Support** – Vocational Rehab and/or Workforce are likely to support placement and initial supports either through milestone payments or hourly fees.
- **Job Supports (Job Coaching)** – Seeking funding either from Workforce grants or Voc Rehab or other state agency in the form of milestone payments or hourly fees will help support these activities.
- **Ongoing Support** – Longer term supports, past 90 days, can be funded by state Mental Health and Developmental Disabilities agencies. In some states, this may be offered by county entities. Ticket-to-Work funding may also support ongoing work with individuals.

NOTE: Most grants will pay once the apprentice candidate has either finished Related Technical Instruction or is On the Job. Please note that if you are working with a Vocational Rehabilitation, Mental Health, or Developmental Disabilities agency that is funding a portion of this program, having a clear separation of what grant dollars are funding and what each agency is funding is important to ensure that there is no “double dipping.”

TIP

Having one or two employers ready to go and the number of initial apprentice candidates the employers want to hire will help sell this solution to the state agency.

TIP

As a regular part of the annual planning process, seeking annual grants to fund continued growth on a year-over-year basis should be considered as part of the plan. A typical grant will be for a specific number of apprentices that will be placed during a specific time-period. We have experienced timeframes that range from twelve to twenty-four months.

5. Can we find candidates that could be the right match for the kinds of jobs or customized apprenticeship positions?

Specifically, you will want to explore whether you will have candidates who want to participate in a career-based program. Below are potential sources for candidates to consider.

- Referral Sources like Vocational Rehabilitation, Mental Health, Developmental Disabilities state agencies
- High Schools – IEP/504 individuals
- Home School Organizations
- Technical Colleges
- Workforce Development Boards

6. Does our agency have the program capacity and administrative support to invest in this program enhancement?

Some factors to consider include:

- A critical question for your agency is do you have the right staff, to promote and sell this solution to your business community? Do you have access to an individual on your team who has experience in business relationship building and sales? Business language and provider language may differ. As a result of this, strategic discussions regarding adding a new employment solution can be awkward if your team is not using business language and concepts.
- If you are currently providing employment services, apprenticeship will fit within this group well as there are similarities regarding documentation and required follow up.
- If you provide skill building services, this can support the Related Technical Instruction portion of the apprenticeship.
- Scalability and Redundancy – Once you have walked through setting up your first apprenticeship, the process remains the same with each additional career pathway you set up. The filing process, pre-candidate process, candidate process, placement process, and on-going documentation will be the same regardless of the career pathway. Adding to staff

will need to be a part of the business planning stage of your apprenticeship program. During the initial phase of establishing your first apprenticeship and placing several individuals for example, using existing FTE to cover the workload under a Project Team scenario will work to establish the foundation. As your apprenticeship program grows, please be prepared for adding new staff members to support this growth.

- Documentation is a natural part of everything we do. The basic documentation groups would be DOL specific, intermediary/sponsor specific (e.g., provider organization), employer specific, and other funder/partner specific like Vocational Rehabilitation.

IV. Making it Happen/Implementation

You have decided to move ahead on development of an apprenticeship program. As you create your program you can refer to these basic steps to guide you through the implementation of your program. Again, please remember that these basic steps provide a general outline. You will still want to make sure you understand and follow all state and federal requirements for apprenticeship and other funding programs you are utilizing.

1. Establish a relationship with the U.S. Department of Labor Apprenticeship and Training Representative (ATR) in your state.

2. The anchor employer or employers are established, and the employers understand their role and responsibilities. The communication and reporting process is established. Steps you will take as you solidify the employer partnership include:

- Sales call by provider's job developer with negotiations regarding participation, positions, locations, wages, tax incentives, etc.
- If an employer agrees to participate in your apprenticeship program, they will sign the Employer Acceptance Agreement (provided through DOL) and a Business Associate Agreement (BAA) to protect the candidate's private information within the employer's organization. See Appendix, Part Two, Reference No. 1 for information about the Employer Acceptance Agreement.
- The employer will be entered into RAPIDS (DOL's database) to reflect a signed employer.

3. Secure grants for program development, if available and needed, from national apprenticeship funders, foundations, or workforce.

4. Complete discussions with Vocational Rehabilitation, Mental Health, and/or Developmental Disabilities state agencies to fund individuals as they move through the various stages of apprenticeship and ensure that program management understand how to bill for each stage.

5. Related Technical Instruction is set up whether using a collaboration with a local technical school or your organization is providing the training internally. See Appendix, Part Two, Reference 2, for information about curriculum topics. If you are providing the training internally:

- Assign or hire master’s level staff to oversee the RTI component; and
- Purchase and adapt curriculum.

6. Plan out with employer partner what the schedule of RTI classroom training and on-the-job learning/job shadowing will look like. Remember: the combined RTI classroom training and on-the-job learning together must equal a minimum of 144 hours.

7. Establish a documentation system for the apprenticeship program. This also includes making sure that the apprenticeship handbook and forms are ready for use with each apprentice candidate.

8. Identify the apprenticeship position or positions and prepare the Standards of Apprenticeship and a Schedule “A.”

- As described in the Definition section, the Standards of Practice is a document that follows a DOL template and outlines the basic components of the apprenticeship developed. See Definitions above.

- A Job Description (DOL Appendix A) for agreed upon position will be developed for the specific position and once approved by employer will be submitted to the U.S. Department of Labor (DOL) for approval. (In some cases, the DOL representative will assist in completing this document.) See Appendix, Part 2 Reference 3 for information about development of the job description.
- The Job Description will include (a) type of occupation, (b) term of apprenticeship in hours, (c) wage schedule, (d) work schedule/hours, (5) related technical instruction (RTI), and (6) on-the-job (OTJ) training schedule.
- The approved occupation will be entered into the state eligible training provider database by the provider.

9. Recruit and enroll candidates. Posting of the position may not be necessary if you already have interested candidates who have completed a pre-apprenticeship training or program. If not, you can use the following suggestions as a guide. (Candidates can go directly into an apprenticeship without going through any previous program or pre-apprenticeship. If a provider chooses to do pre-apprenticeship, funders and the Department of Labor will want to see outcomes showing that Candidates in Pre-Apprenticeship secured Apprenticeship positions in the same field.)

- Provider will notify referral sources of apprenticeship openings as they occur and provide a copy of the Job Description/DOL Appendix A.
- A window of time should be provided to referral sources for each notification posted with reminders to the referral source.
- If Vocational Rehabilitation or the state Mental Health or Developmental Disabilities agencies will be funding portions of your apprenticeship program, ensure that the individual has an open case or that you can expedite opening a case. You must validate at this point whether the individual needs to have an open case or not. This is important as it can cause major time delays if having an open case is required (we

believe you will most likely have this requirement in every state if they are funding the program.)

10. Completion of Registered Apprenticeship Packet, Employment Planning and

Apprenticeship Documentation, if not done during pre-apprenticeship phase. The

Employment Development Specialist will schedule a time to meet with the candidate and guardian (if applicable) to complete the Registered Apprenticeship Packet to include, but is not limited to, an Employment Application, the Employment Questionnaire/Planning Report, and the Release of Information form(s) so the above information can be shared with a prospective employer in preparation for interviews, as well as any family, friends, or others the candidate/guardian wishes to be involved in this process. See Appendix, Part Two, Reference 4 and 5 for information to help in the development of an Employment Application and Employment Questionnaire/Planning Report, Sample Document. The referral source (Vocational Rehabilitation/Mental Health agency/Developmental Disability agency) may also attend this meeting to complete an addendum or meeting note to update the service plan with current employment information.

- If the employment development specialist feels additional information is needed from previous employers, previous providers, etc., the candidate will be asked to sign additional Release of Information forms.
- The employment development specialist will provide the candidate with the “Apprentice Candidate Handbook” and the provider’s Privacy Practices explaining the process and have them sign receipts acknowledging such. This is typically a replication of the standard information within a Personnel Policy Handbook for example, their rights, as well as information on how the apprenticeship program works, and the apprenticeship documentation such as DOL Appendix A, or an apprenticeship fact sheet, etc. See Appendix, Attachment 2, Reference Guide, Reference 6, for information about Handbook and other required notices.

- Each candidate must provide proof of disability to meet the criteria of the apprenticeship program. This may be provided via a physician’s letter (on letterhead with the physician’s contact information), VR’s Eligibility Determination, etc. This must be provided before a candidate will be considered for interview.
- If you choose to utilize testing within your apprenticeship program, the employment development specialist will then complete a competency test (such as EDITS/COPS) to look at each candidate’s interests, skills, and aptitudes. You can learn more about EDITS at EDITS.net. The COPS Interest System will provide insights into an individual’s career interests based on likes and dislikes. You can learn more at EDITS.net.
- If the competency test score shows the person needs additional support/education/training prior to being considered for an apprenticeship position, the applicant will be referred for more pre-vocational classes or to another external employment or education service and be given a copy of a resource guide.

11. Apprenticeship Candidates Prepare for and Complete Interview with Employer:

- Provider will schedule interview dates, times, and location with the employer and then confirm interview dates with all parties (including candidates, guardians, referral source, and team) and make recommendations for any needed accommodations.
- If invited by the employer, provider team member(s) will participate in the interview. If there is no invitation, someone from the employment team will meet the applicant at the interview site for support. Provider will notify the referral source that the applicant has completed the interview.
- If the employer does not have their own interview documentation, an “Interview Record” form should be provided to the employer. All interview records will be filed in the candidate’s file in the provider’s office (per DOL standards). See Appendix, Part Two, Reference 7, for helpful information about creating an interview record.

- Once the employer notifies the provider of the results of the interview (position offered or not), the provider will notify both the candidate (if the employer has not already done so) and the referral source of the decision in writing.
- Those candidates not selected by the employer should be notified in writing by the provider that they were not selected. This is a CARF requirement.

12. Apprenticeship Agreement and Grant Forms are Completed by Apprentice Candidates.

- Once a candidate is selected by an employer and referred to the apprenticeship program, a meeting will be scheduled with the employer for completion of the Apprenticeship Agreement (DOL Appendix B) and required registration forms. This meeting should include the apprentice candidate, guardian (if applicable), and referral source, if additional information is necessary. Someone knowledgeable about the candidate's personal information (address, phone, SS#, DOB, ethnicity/race, level of education, benefits) should be present to assist the candidate in completing these forms if needed. See Appendix, Part Two, Reference 8, for information about the Apprenticeship Agreement.
- If not received in the pre-apprenticeship stage, all apprentices will be given the *"Equal Opportunity Is the Law Notice/WIOA Grievance Procedure Notice"* for review and then will sign a receipt acknowledging they have received this and other required documents.
- The apprentice and/or guardian will be provided with a copy of the DOL Apprenticeship Standards and the Apprenticeship Participant Handbook to review. The apprentice and/or guardian will then sign a receipt acknowledging they have received this information.
- Part B of the DOL Appendix B will be completed and signed by provider to include the number of hours determined for the apprenticeship, credit for previous experience, term remaining in hours, date apprenticeship to begin, and wages.

- DOL Appendix B is then entered into the DOL-RAPIDS system by the provider within 45 days of execution of apprenticeship agreement. Once approved by DOL (via electronic signature), a printed copy will be filed in the provider’s records and copy sent to the apprentice and/or guardian.
- DOL will be notified via RAPIDS within 45 days of any suspensions for any reason, reinstatements, extensions, cancellations, or completions with explanation of cause.
- If applicable, grant registration forms and other paperwork will be sent to the appropriate parties, if not already done in the pre-apprenticeship stage.
- Provider will complete and date a tracking spreadsheet that all the above has been completed and it will be filed in the apprentice’s electronic folder, along with the DOL Appendix B, copy of ISP, and all assessment paperwork for DOL audit.

13. RTI Implementation–Classroom component. See Appendix, Part Two, Reference 2, for information about classroom curriculum. Related Technical Instruction can take place before the candidate’s interview with the employer or after. It may save on resources and more appropriately link classes to individuals if they have already been hired as employees/apprentices by an employer.

- Registered Apprenticeship requires a minimum of 144 hours of an RTI. The 144 hours includes the RTI or Related Technical classroom instruction, and RTI on-the-job Learning (OJT). Below is an example of how that time might be allocated:
 - RTI Classroom – 40 to 50 hours. (Note: Typically, this happens 1-2 weeks prior to the individual attending their new employee orientation.)
 - On the Job Learning– 94 to 104 hours. (Note: Best practice may be to track the apprentice’s hours starting with the first day until their total hours are equal to the minimum standard of 144 hours. From a tracking perspective, your organization may wish to develop a monthly progress report that includes hour worked, which the employer can fill out and return to your organization. Once

the 144 hours have been completed, all additional hours will count towards the OJT hours required for this apprenticeship.)

14. **Begin On-the-Job Learning/Job Shadowing and Transition into On-the-Job Training.**

- Once job shadowing/on-the-job learning begins at the employer’s worksite, you, the provider, will typically begin to invoice your funder for “placement” milestones, which will include a completed and signed individual employment plan as backup documentation. This will depend on the particular funding source. A review and update of this plan is required at least every six (6) months per CARF recommendations, but you will want to look at your state requirements and grant requirements as well. See Appendix, Part Two, Reference 9 and 10 for information about the employment plan and plan review form.
- Once job shadowing/on-the job learning begins at the employer’s worksite, a “Daily Attendance and Training Log” will be completed on a monthly basis and submitted to the provider for tracking. This is important because job shadowing comprises part of the 144 minimum training hour requirement. RTI Job Shadowing at the employer’s worksite is paid at the discretion of the employer and will be stated as such in the DOL Appendix B.
- Once job shadowing/on-the job learning begins at the employer’s worksite with a job coach, the “Apprenticeship Daily Job Supports Log” will be completed on a monthly basis and submitted to the job developer for use in preparing the “Apprenticeship Monthly Job Supports Report.” Both the Daily and the Monthly can be submitted for use as backup documentation in billing for services to your funder.
- Once the apprentice has completed all required RTI training (minimum 144 hours), they will then transition to on-the-job training (OJT) at the participating employer’s location to receive an hourly wage (if not already being paid by the employer). On-the-job training will have a total number of hours set for the position and will be recommended

by your DOL ATR. This can range from a minimum of 2,000 hours to as many as 5,000 hours depending on the complexity of the position.

- The employer will continue to track hours and wages until graduation and/or termination via the “Quarterly Apprenticeship Performance Review,” which will be sent to the employer by the provider every 90 days through graduation, as well as 90 days beyond graduation for additional follow up.
- At the 90-day post-graduation mark, an Exit Summary will be completed by the provider and filed in the apprentice’s record per CARF or as a best practice if you are not CARF certified. See Appendix, Part Two, Reference 11, for information about the Exit Summary.

15. Graduation and Awarding of Apprenticeship Certificate:

- Upon satisfactory completion of the requirements of the DOL apprenticeship program, each apprentice’s file will undergo an internal audit to ensure proper documentation, which can be requested by DOL at any time and must be kept for five (5) years from the date of last action.
- Provider will certify that all requirements have been met via the RAPIDS system. RAPIDS will be updated to change status to “completion” and a request will be made for the “Certificate of Completion of Apprenticeship,” which is then awarded to the apprentice.
- A copy of this certificate will be provided to the employer, as well as filed in the apprentice’s electronic folder in the provider’s office.
- Graduation celebrations are at the discretion of the provider or the employer or both but receiving the Certificate of Completion and any relevant certifications certainly is worthy of special attention!

16. **Satisfaction Surveys:** These satisfaction surveys will be particularly important if you are CARF certified.

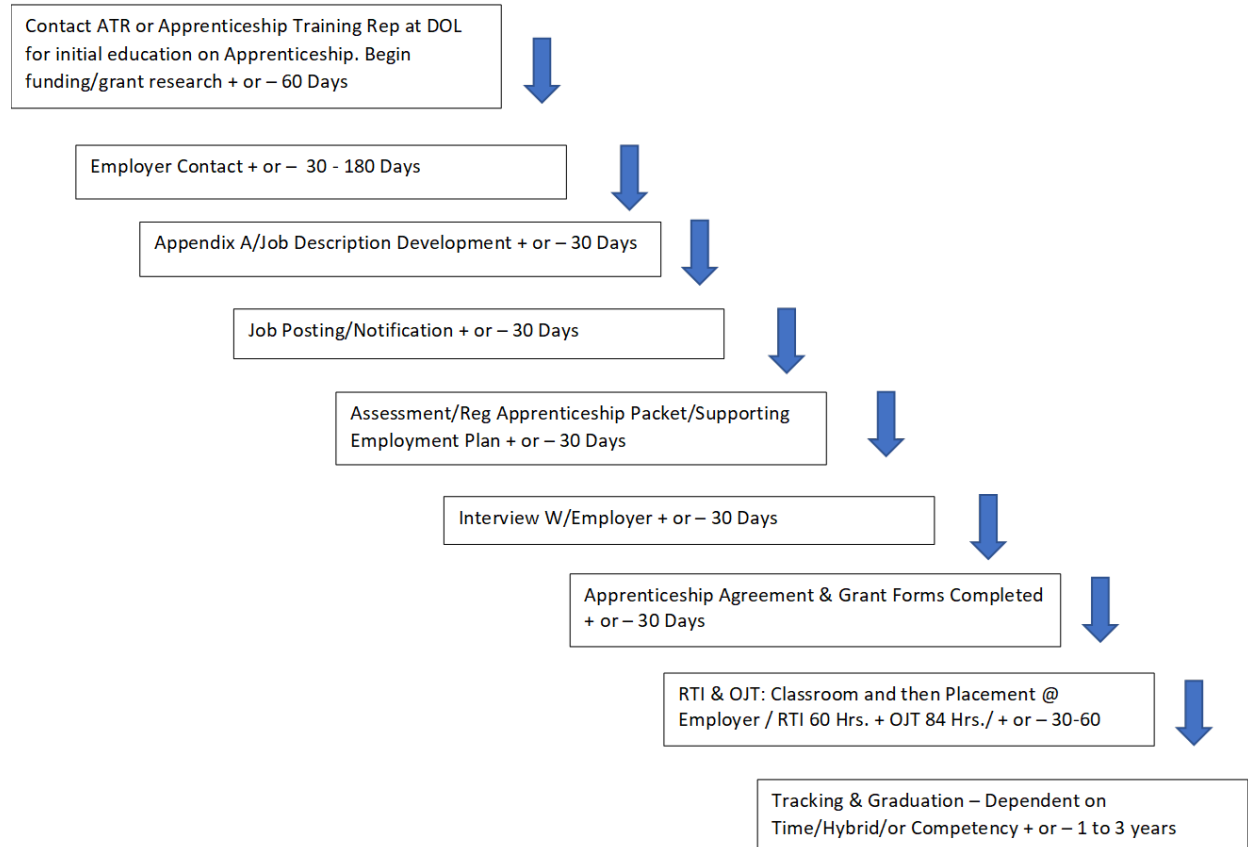
- Satisfaction surveys will be sent out when someone leaves the program or at least annually to apprentices (and guardians, if applicable), employers, internal staff, and partners such as VR and DOL for feedback on how the provider's processes are performing.
- Data from these surveys will be filed internally for tracking and auditing purposes and sent to the funder each year.

TIP

Throughout implementation, your agency will want to make sure that it is knowledgeable about all federal requirements governing equal employment opportunity and affirmative action. For example, sponsors should work with their ATR to determine when they must adopt a DOL Appendix C affirmative action plan.

Below is a flow chart showing the timeline for roll out of an apprenticeship program.

Initial Timeline of Events – Below is a timeline that represents from start to finish with estimated timeframes. Several of these steps can happen simultaneously. This is only an estimate.



Appendix to the Introduction to Apprenticeship for Individuals with Disabilities

Exploring the Possibilities
Taking the First Steps in Program Development

Appendix Part One

Apprenticeship Provider Self-Assessment Questionnaire

This document was created by J.W. Gibbs and edited by Rachel Pollock

1. **Do you have an Employment Division?** Y or N

- a. Having an employment division will support the expansion into apprenticeship as many if not all of the processes are in place. If you do not, and the author did not, apprenticeship is a great place to start.

2. **Do you have a Skills Center or Prevocational Program?** Y or N

- a. Because Apprenticeship requires an education/classroom training component, having access to an existing training program can help support this component of apprenticeship.

If yes, please describe what is currently trained, how it is trained, frequency of training, and the staffing levels of instructors. (This is a capacity question, does your current team have the capacity to pick up a new program and train it?)

3. **Do you have current administrative/program management capacity to support Apprenticeship?** Y or N

Describe your current supports in this area and the excess capacity you have to take on a project of this nature.

4. **Do you have funding established for apprenticeship?** Y or N

If yes, please list the sources and specific purpose for the funding. (See Introduction to Apprenticeship, for information about sources of funding and how they might be used to help in answering this question.)

5. **What funding do you think might be available to you to fund apprenticeship?** Please describe what funding you think might be available for the various stages described in the Introduction to Apprenticeship?
6. **Explain: What is your goal for apprenticeship?** (Go wild here and say what you are thinking, hoping, would love to have happen.)
7. **Where are you in the apprenticeship process?** Researching – Planning - Partnering with Business – Registering - Ready to Launch
 - If researching, explain your process and current knowledge.
 - If planning, describe in brief terms where you are in the planning process.
 - If you are partnering with business, describe where you are in the partnering and education process with the business partner.
 - If registering your apprenticeship(s), ascertain any questions you may have about the process and determine who to contact to resolve any questions.
 - If ready to launch, please explain the position, employer, number of apprentices you will be placing.
8. **How do you want to use apprenticeship, is this an additional employment service you want to add, is this a work-based learning tool for the organization, is this a strategy to assist in increasing employment for individuals with disabilities?**
9. **What apprenticeship career pathways are you thinking you might want to establish?**
10. **What is the preferred length of the apprenticeship(s) in years or months?**

- 11. What is the preferred probationary period for the apprentice and or will your agency adopt the employer's probationary period?**

- 12. Do you have business partners in mind and if so, have you discussed this concept with them? Did this business partner assign an Apprenticeship "Champion"?**

- 13. Who are the business partners/or types of employers you are thinking of approaching?**

- 14. Do you have an internal Champion for your organization? What is their experience managing a project and or launching a new initiative?**

- 15. Do you have support from your organization's executive leadership?**

Appendix Part Two **Reference Guide**

Reference 1: Employer Acceptance Agreement, Appendix D

The Appendix D or Employer Acceptance Agreement contains three key data points: (1) Name of the Program Sponsor, (2) Name of the Occupation, and (3) Name of Participating Employer. This agreement states that the employer will follow the Work Process and Related Instruction guideline to fulfill the requirements of the apprenticeship. Your State level Department of Labor Apprenticeship & Training Representative or DOL ATR will provide a template Appendix D. One will be completed for each employer.

Reference 2: Description of Classroom Curriculum Topics

You can find a Sample RTI Class Description at the Project Discovery website, see <https://educationassociates.com/what-we-offer/projectdiscovery/job-skills-training/>

Reference 3: Job Description (DOL Appendix A)

The Appendix A is basically a job description and also lays out the Work Process Schedule and Related Instruction or RTI outline. Your State level Department of Labor Apprenticeship & Training Representative or DOL ATR will provide a template Appendix A for occupation/career path development. One Appendix A must be completed for each occupation.

Reference 4: Sample Employment Application

Free templates can be obtained at www.templates.office.com, searching “Employment Application,” or you can adapt an internal document used by your agency. Please note that to meet DOL and CARF standards for the apprenticeship program, providers will need to add the additional data points requested by DOL and CARF.

Reference 5: Employment Questionnaire

The Employment Questionnaire presents a great opportunity to learn critical data about the candidate as well as provide a record of their interests, goals, and experiences. Free templates can be obtained at www.templates.office.com searching “Employment Questionnaire.” Please note that to meet DOL and CARF standards for the apprenticeship program, providers will need to add the additional data points requested by DOL and CARF.

Reference 6: Handbook and Other Required Notices

The DOL Apprenticeship program requires that each individual participating in the program receive a copy of the following: (1) a Handbook, (2) EEOC and ADA Employment Rights, (3) Department of Labor Standards of Apprenticeship (Reference Guide, Appendix A), (4) Equal Opportunity Act Poster, (5) Notice of Rights and Grievance Procedure, and (6) Resource Guide. The Department of Labor will provide a list of requirements.

Reference 7: Interview Record

Documenting the interview, questions asked, responses, participants, and other data discussed during the interview is critical data that will be used later in preparing the individual and the employer for the interview phase. You may create your own form or you can find a free template at www.templates.office.com by searching “Interview Record.” Please note that to meet DOL and CARF standards for the apprenticeship program, providers will need to add the additional data points requested by DOL and CARF to this form.

Reference 8: Apprenticeship Agreement (Appendix B)

Appendix B is the Program Registration and Apprenticeship Agreement form that each individual will complete prior to entering into the program. Your state Department of Labor Apprenticeship & Training Representative (DOL ATR) will provide a template Appendix B for each individual entering into an Apprenticeship career pathway.

Reference 9: Employment Plan

It is recommended that providers use an existing employment plan document provided in your state.

Reference 10: Apprentice Employment Plan Review

This document needs to be created and must contain the following information: (1) demographic data,(2) contact information, (3) guardian information, (4) employer name, (5) supervisor, (6) date of hire, (7) job title, (8) average weekly hours and wages, (9) hourly wage, (10) services provided to the individual, (11) identities of individuals participating in the review and their relationship to the individual, (12) vocational goals and objectives and recommendations, and (13) signatures.

Reference 11: Exit Summary Report

It is recommended that providers use an existing Exit Summary Report document used by your organization.