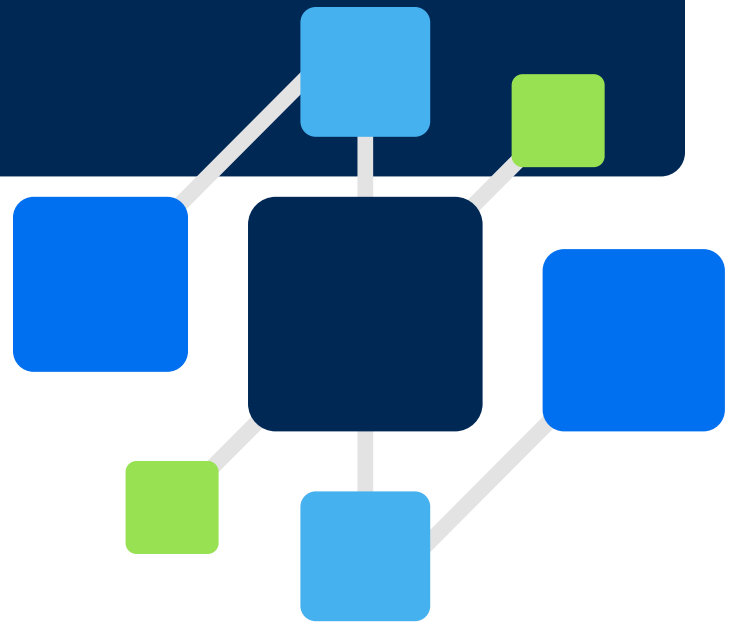




# The Apprenticeship Masterclass

A Guide to Building Apprenticeships  
from CTE Programs

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# Welcome & Introduction

## WELCOME TO THE

### Crafting Pre-Apprenticeships & Apprenticeships Masterclass Playbook!

This workbook is your practical guide to turning big ideas into bold action. Whether you're a teacher, career and technical education (CTE) leader, administrator, or work-based learning coordinator, this resource was designed with YOU in mind—real educators, real students, real opportunities. You don't need to reinvent the wheel or start from scratch. In fact, you're likely 80% of the way there already.

This isn't just a workbook. It's a launchpad for programs, partnerships, and pathways that work better for students and communities. So with that, let's build!

## Purpose of the Workbook

This workbook was originally designed to accompany an in-person seminar on Building Apprenticeship-Aligned CTE Pathways with Kim Eckert. While it does not replace that masterclass completely, it provides the tools and templates to help you apply its content in your own setting. It is intended to guide you through this process from the beginning.

### Use this workbook to:

- Understand how Registered Apprenticeships (RAPs) and Pre-Apprenticeships connect to what you're already doing in CTE so you can build without starting from scratch.
- Spot opportunities to align your existing courses and partnerships to apprenticeship systems introduced in the Masterclass.
- Build customized action plans using editable templates, planning tools, and checklists featured throughout this workbook.
- Explore ways to access and braid funding streams with deeper strategy provided in the Masterclass.
- Move from theory to implementation with practical steps you can take today, whether you're starting with one course, one semester, or one employer.

This is not a workbook full of jargon or policy theory. It's a guide for doers—for educators ready to build better, faster, more accessible pathways for students. You don't need to reinvent the wheel—you just need a roadmap.

Let's get started!



# How to Use This Workbook

This workbook is your hands-on companion to the Masterclass on Building Apprenticeship-Aligned CTE Pathways. It's designed to help you turn insight into action one section, one partner, or one idea at a time.

You won't find fluff here. Whether you're new to apprenticeships or already building pathways for students, this is your step-by-step guide to making real, lasting progress. It's not a sit-and-read resource. It's a get-your-hands-dirty, sketch-on-the-page, circle-that-part-to-come-back-to kind of tool.

Some pages are for planning. Others are for reflection. All of it is meant to help you move from learning to doing. The goal isn't perfection. It's momentum.

## What You'll Find Inside:

- **Quick Recaps & Big Ideas** Each lesson starts with a short overview and key takeaways so you can re-ground in the content quickly.
- **Planning Prompts & Reflection Spaces** Use these sections to capture ideas, questions, and what this work could look like in your own context.
- **Action Toolkits** Each lesson includes plug-and-play resources like outreach templates, crosswalk tools, and checklists to accelerate your work.
- **"You Might Need..." Boxes** These callouts suggest additional resources or info you might want to gather, like your state's SAA/OA status, community college contacts, or example curriculum crosswalks.
- **90-Day Roadmap Planner** A flexible but focused section to help you go from ideas to a real pilot launch, with space to track progress along the way.

The most important thing to keep in mind is to make it YOURS. This workbook isn't meant to be filled out in one sitting. Start at the beginning or jump to the section you need most. Use it section by section, with your team or solo. Highlight it. Add sticky notes. Skip around if needed. Come back to sections as you move forward. Most importantly, trust your experience.

This isn't about starting over. It's about extending the great work you're already doing.

### NOTE

#### Links & Tools

If you're using the digital version, hyperlinks are included throughout for deeper dives, templates, and external resources. If you're using a printed version, most tools are mirrored in the Resource section or come with short links you can type in manually.



# Learning Goals

## What This Workbook Helps You Do

This workbook is designed to help you turn the lessons from the masterclass into real-world action.

### By the time you finish, you'll be able to:

- ☐ Understand what a Registered Apprenticeship Program (RAP) is and how it connects to K–12 CTE
- ☐ Evaluate your current program's alignment with RAP and pre-apprenticeship components
- ☐ Design a pre-apprenticeship or RTI-aligned pathway for your school or district
- ☐ Identify and connect with local RAP sponsors and community partners
- ☐ Apply best practices like Credit for Prior Learning (CPL), stackable credentials, and competency-based education (CBE)
- ☐ Build a practical 90-day action plan using editable templates and outreach tools
- ☐ Navigate funding streams and troubleshoot common implementation challenges

## Big Questions This Workbook Helps You Answer

If you're using the digital version, hyperlinks are included throughout for deeper dives, templates, and external resources. If you're using a printed version, most tools are mirrored in the Resource section or come with short links you can type in manually.

1. How close is my current CTE program to apprenticeship readiness?
2. What partnerships or tools do I need to make this work?
3. What's the smartest and most doable starting point for my team?
4. How do I go from idea to pilot in 90 days?



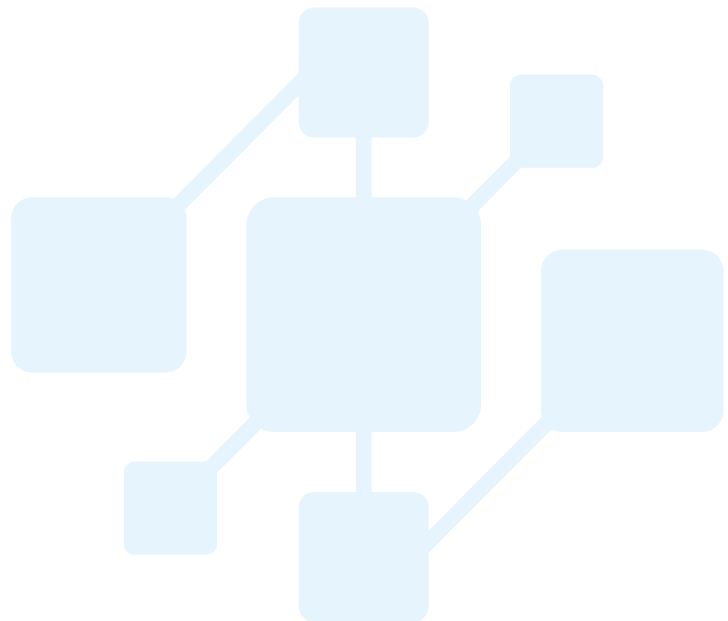
# Glossary of Key Terms

| TERM                                                          | DEFINITION                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apprentice</b>                                             | An individual enrolled in a RAP receiving paid training on the job and classroom instruction to build industry skills.                                                                                                                                                                                                                                                    |
| <b>RAP (Registered Apprenticeship Program)</b>                | A formal training program approved by the U.S. Department of Labor (DOL) or a State Apprenticeship Agency (SAA) combining paid on-the-job training with related technical instruction.                                                                                                                                                                                    |
| <b>IRAP (Industry Recognized Apprenticeship Program)</b>      | These were stopped under the previous administration due a to lack of organized oversight, as unions and industry leaders could approve their own programs, but this model may return.                                                                                                                                                                                    |
| <b>RTI (Related Technical Instruction)</b>                    | The educational or classroom component of a RAP that supports the technical skills needed for the occupation. Can be delivered in person or online. Some occupations like electrician are dictated by needing specific curriculum; other occupations can use certifications, meetings, etc. to satisfy hours, often fulfilled by CTE courses or dual enrollment programs. |
| <b>OJL (On-the-Job Learning) or OJT (On-the-Job Training)</b> | Supervised, hands-on training at a real workplace; must total at least 2,000 hours in a RAP.                                                                                                                                                                                                                                                                              |
| <b>Pre-Apprenticeship</b>                                     | A structured pathway that prepares students for entry into a RAP. Must include work exposure, aligned curriculum, and a direct link to a RAP sponsor.                                                                                                                                                                                                                     |
| <b>RAP Sponsor</b>                                            | The entity that takes responsibility for the administration and operation of the RAP. This can be an employer, a joint labor-management organization, an educational institution, or a third-party intermediary.                                                                                                                                                          |
| <b>SAA (State Apprenticeship Agency)</b>                      | A state-level body that registers and oversees apprenticeship programs in SAA states.                                                                                                                                                                                                                                                                                     |
| <b>OA (Office of Apprenticeship)</b>                          | A U.S. Department of Labor office that manages apprenticeship registration in states without an SAA.                                                                                                                                                                                                                                                                      |
| <b>CPL (Credit for Prior Learning)</b>                        | A way to award college credit for skills or knowledge gained through work, certifications, or life experience.                                                                                                                                                                                                                                                            |



# Glossary of Key Terms

| TERM                                                              | DEFINITION                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stackable Credentials</b>                                      | A series of short-term credentials that build toward a larger certification, degree, or license.                                                                                                                                                            |
| <b>CBE (Competency-Based Education) or Competency-Based Model</b> | A learning model that focuses on demonstrated skill mastery rather than seat time or course completion.                                                                                                                                                     |
| <b>Time-Based Model</b>                                           | Apprentices complete a predetermined number of hours of OJT and RTI (e.g., 2,000 OJT hours + 144 RTI hours/year).                                                                                                                                           |
| <b>GNJ</b>                                                        | Group non-joint, meaning multiple employers can sign under a single sponsor.                                                                                                                                                                                |
| <b>INJ</b>                                                        | An individual non-joint, a single employer sponsor that runs their program internally.                                                                                                                                                                      |
| <b>Wage Progression</b>                                           | Apprentices must receive wage increases as they gain skills or complete program benchmarks, often tied to a % of the journeyworker rate.                                                                                                                    |
| <b>ATR</b>                                                        | Apprenticeship training representative, the Department of Labor employee who is responsible for approving apprentices in RAPIDS, and audits sponsor programs. Each state has at least one ATR, and many states have multiple ATR's responsible for regions. |



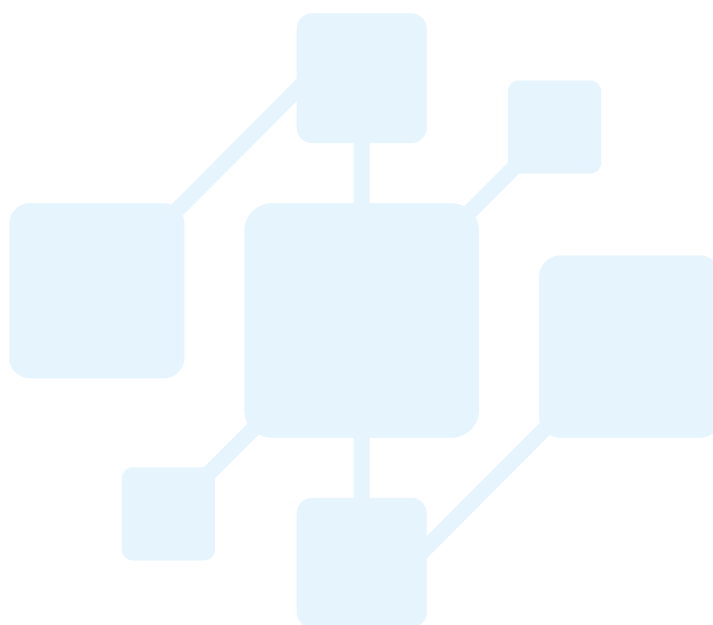


# About the Lessons

This workbook is organized around six key lessons from the Masterclass, each designed to guide you from awareness to action. Each section includes a lesson overview, reflection prompts, implementation tools, and space to plan locally.

Use the table below as a quick-glance guide to what's included and how each lesson builds toward launching or improving a pre-apprenticeship or apprenticeship-aligned program.

| LESSON          | SECTION TITLE                | CORE TOOLS & FEATURES                                      |
|-----------------|------------------------------|------------------------------------------------------------|
| <b>Lesson 1</b> | Why Apprenticeship, Why Now? | Pathway audit, funding overview, myths vs reality table    |
| <b>Lesson 2</b> | Plugging In: RAPs & Pre-Aps  | Quick-start checklist, glossary, readiness self-assessment |
| <b>Lesson 3</b> | Best Practices in Action     | CPL tracker, stackable credential map, CBE checklist       |
| <b>Lesson 4</b> | Real-World Case Studies      | Case study journaling, 'Apply it to my district' prompts   |







# Readiness Reflection

## Where Are You Now?

Before we dive into Lesson 1, take a few minutes to reflect on where your program currently stands. This isn't a test. There are no right or wrong answers. This is just a starting point to help you track your progress and identify the opportunities that matter most for your school, students, and community.

### Part 1: Apprenticeship Awareness

How familiar are you with apprenticeship programs?

- ☐ I'm brand new
- ☐ I've heard of them, but haven't worked with one
- ☐ I've partnered with a RAP before
- ☐ I help lead or manage a RAP or pre-apprenticeship

### Part 2: Program Alignment

Which of these components does your CTE program already have in place? Check all that apply:

- ☐ Paid work-based learning or internships
- ☐ A relationship with a local employer or industry partner
- ☐ A dual enrollment or RTI-style course
- ☐ Mentorship or coaching for students
- ☐ A stackable credential or certification
- ☐ None of the above yet—but we're interested!

### Part 3: Partnerships & Support

Do you currently partner with any of the following?

- ☐ Local employer(s)
- ☐ Community college or technical school
- ☐ Workforce board
- ☐ RAP sponsor
- ☐ State Department of Education
- ☐ We're looking for the right partners now

### Part 4: What Feels Most Urgent Right Now?

Reflect on what's top of mind for your team.

What challenges are you facing that apprenticeship could help solve?

What questions do you have as you begin this work?

What's one goal you hope to accomplish by using this workbook?



# Readiness Reflection

## Before You Dive In...

Use this checklist to make sure you're set up for success as you work through the workbook and masterclass. This isn't required—but it will help you get the most out of both.

| TASK                                                                                       | WHY IT MATTERS                                                                                                                    |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Watch the Masterclass or preview the agenda                       | Even just skimming the lesson titles or watching one video helps you understand the flow and goals.                               |
| <input type="checkbox"/> Print the workbook or make a digital copy for an editable version | Use whatever format fits your style. Highlight, doodle, or duplicate sections in Docs, Sheets, etc.                               |
| <input type="checkbox"/> Skim the glossary                                                 | Terms like RAP, RTI, and OJL come up often. Knowing them now builds confidence later.                                             |
| <input type="checkbox"/> Reflect on your current programs                                  | Use the "Where are You Now?" Self-assessment to spot what's already working.                                                      |
| <input type="checkbox"/> Gather helpful documents or data                                  | Having a course list, credential map, or key partner contacts nearby makes planning smoother.                                     |
| <input type="checkbox"/> Bookmark your local RAP registry                                  | Use <a href="https://www.apprenticeship.gov">Apprenticeship.gov</a> or your State Apprenticeship Agency to scout future partners. |



# Lesson 1

## Why Apprenticeship? Why Now?

### Overview:

This first lesson lays the foundation by exploring the national skills gap, the growing demand for hands-on pathways, and the opportunity for K–12 educators to lead the way. Apprenticeship isn't a replacement for college—rather, it's an expansion of choice and a powerful tool for access.

**The big idea:** CTE programs are already doing most of what's required. Apprenticeship just helps connect the dots.

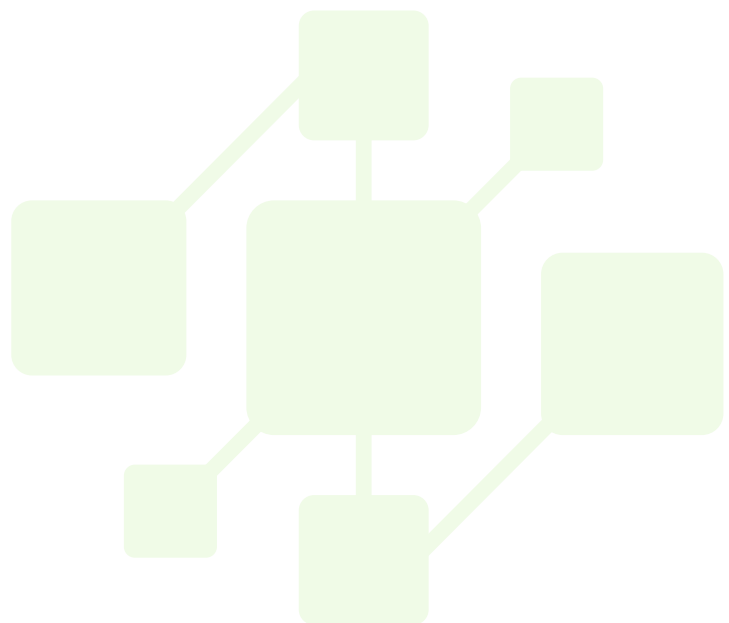
### Learning Objectives:

By the end of this section, you'll be able to:

- Understand the workforce context and why apprenticeship is gaining traction.
- Recognize how apprenticeship can expand (not replace) college and career opportunities.
- Identify how existing CTE programs already align to apprenticeship expectations.

### Tools & Prompts:

- 1.1 "CTE vs. Apprenticeship" myth-busting chart
- 1.2 Funding landscape overview (CTE vs. workforce dollars)
- 1.3 CTE vs. Workforce Funding: What's the Difference?
- 1.4 Reflection Prompt: Which of your pathways are apprenticeship-ready today?



# 1.1 CTE vs. Apprenticeship



## Myth vs. Reality

Use this chart to unpack common myths about Registered Apprenticeships and how they compare to what you may already be doing in CTE.

| MYTH                                                             | REALITY                                                                                                             |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Apprenticeships are only for trades like plumbing or welding.    | RAPs now exist across industries including healthcare, IT, education, and finance.                                  |
| Apprenticeships are for students who aren't "college material."  | Many RAPs include college credit or lead to degrees. Apprenticeship expands options, not limits them.               |
| CTE programs aren't aligned to apprenticeship.                   | Most CTE programs already offer RTI, mentorship, and hands-on learning. Apprenticeship helps formalize and fund it. |
| Apprenticeship is too complex to start at the high school level. | You don't have to do it all. Starting with one course, one employer, or one credential can make a real difference.  |

### TRY THIS

Circle a myth you've encountered in your district. How would you explain the reality to a parent, counselor, or school leader? Jot down your quick talking point here:

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## 1.2 Funding Landscape Overview



There are multiple funding streams available for CTE and apprenticeship programs, but they're often siloed.

This chart shows how different funding sources align to support specific components of an apprenticeship pathway. When you build apprenticeship-aligned programs, you can braid them together.

| FUNDING SOURCE                   | SUPPORTS                                                            | WHO CAN APPLY                                               | NOTES                                                                   |
|----------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------|
| Perkins V (CTE Funding)          | Curriculum, equipment, teacher training, & career exploration       | School districts & state education agencies                 | Must align with state-approved CTE programs and career pathways         |
| WIOA (Workforce Funds)           | Work-based learning, wraparound supports, stipends, & job placement | Workforce boards, community organizations, & intermediaries | Can be braided with education dollars                                   |
| ESSA/Title I                     | Support for low-income students, academic and career counseling     | School districts                                            | Can fund career readiness supports if linked to Title I schools         |
| Registered Apprenticeship Grants | Program development, RTI delivery, & mentor training                | Employers, RAP sponsors, & intermediaries                   | Often available via state or DOL apprenticeship offices                 |
| Pell Grants                      | Tuition for RTI if offered by eligible institution                  | Students                                                    | Can support dual enrollment or RTI provided by colleges                 |
| State Apprenticeship Incentives  | Varies; employer incentives, intermediary support, & tuition aid    | Varies by state                                             | Many states offer startup funds, tax credits, or stipends for employers |

### REFLECT & INVESTIGATE

Which of these funding sources do you currently access (directly or indirectly)? Who could you contact to learn more about how these funds are used in your district or region?

Initial thoughts or leads:

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## 1.3 CTE vs. Workforce Funding



### What's the Difference?

CTE and workforce systems often operate in silos even though both can support apprenticeship-aligned programs. Use this table to compare how they typically function, and where opportunities exist to braid funding.

| CTE FUNDING (E.G., PERKINS V)                                        | WORKFORCE FUNDING (E.G., WIOA)                                      |
|----------------------------------------------------------------------|---------------------------------------------------------------------|
| Supports coursework, equipment, and teacher PD                       | Supports work-based learning, mentorship, and wraparound supports   |
| Typically accessed by K–12 districts or state education agencies     | Accessed via workforce boards, intermediaries, or employer partners |
| Driven by state CTE plans and accountability systems                 | Driven by local labor market needs and job placement outcomes       |
| Emphasizes programs of study and pathway alignment                   | Emphasizes employment outcomes and credential attainment            |
| Less flexible—funding tied to education structures and approved uses | More flexible—funding can often be customized or braided            |

### BRAIDING IN PRACTICE

What surprises you about the differences between CTE and workforce funding? Where do you see opportunities to combine or coordinate these resources in your own work? Jot reflections here:

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## 1.4 Reflection Prompt



Which of your current pathways might already be apprenticeship-ready?

### THINK ABOUT

- Do students earn credentials?
- Do you already offer internships or WBL experiences?
- Are industry partners involved in any planning or instruction?

Write down what's already in place—and what might be your entry point.

Our Pathway Strengths:

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Our Possible Starting Point:

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### KEY TAKEAWAY

Apprenticeship is not a separate track—it's an accelerated extension of what strong CTE programs already do. In a time of workforce gaps and rising costs, it offers students a way to earn, learn, and advance without sacrificing rigor or opportunity. It's about expanding access, not limiting it.



# Lesson 2

## Plugging In: RAPs & Pre-Aps

### Overview:

This lesson breaks down the five required components of a Registered Apprenticeship Program (RAP) and walks you through how your existing CTE program likely already includes many of these elements. The goal is to show how close you already are—and help you identify simple ways to close the gap through partnerships and intentional alignment.

You'll use a quick checklist to map what's already in place—and where a RAP sponsor could help you go further.

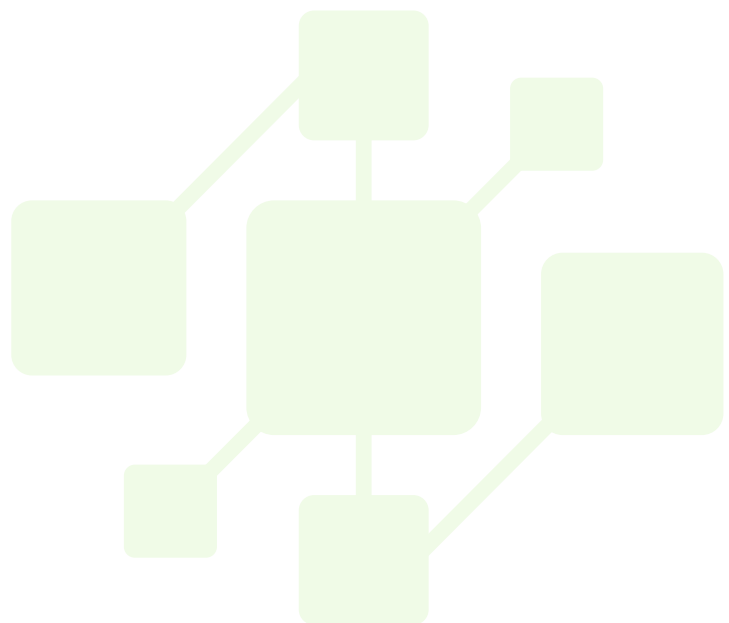
### Learning Objectives:

By the end of this section, you'll be able to:

- Understand the five required components of a Registered Apprenticeship.
- Learn how high school CTE programs can align with RAPs through partnerships.
- Explore the elements and registration steps of a pre-apprenticeship.

### Tools & Prompts:

- 2.1 RAP Readiness Checklist
- 2.2 Appendix A curriculum crosswalk template
- 2.3 Pre-apprenticeship design map
- 2.4 Partner outreach worksheet
- 2.5 Reflection Prompt





## 2.1 Action Toolkit



### RAP Readiness Checklist

Review the checklist below to evaluate how close your CTE program is to apprenticeship readiness. Use this checklist to assess your program's apprenticeship readiness. Don't worry about having everything. This is just a tool to spark ideas and uncover next steps.

| COMPONENT                                | DEFINITION                                                                        | DO YOU ALREADY HAVE THIS?                                                                  |
|------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| On-the-Job Learning (OJL)                | Students get real work experience in a job setting, supervised by a professional. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |
| Related Technical Instruction (RTI)      | Coursework that builds technical knowledge related to the job.                    | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |
| Mentorship Structure                     | A skilled mentor guides the student through skill development.                    | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |
| Credential or Certification              | Students earn an industry-recognized certificate or license.                      | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |
| Industry Partner Relationship            | You have a real-world employer or sponsor involved.                               | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |
| Student Wage/Work Experience Opportunity | Students have the potential to be paid for work-based learning.                   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |

#### TAKE A LOOK

Now look at the components you marked "No" or "Not Sure." What's one small step you could take to strengthen or add that element? Jot thoughts here:

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## 2.2 Appendix A



### Curriculum Crosswalk Template: Mapping CTE to Apprenticeship Standards

Use this tool to align your current coursework with the competencies outlined in a RAP sponsor's Appendix A. This exercise will help you identify existing overlaps and areas needing enhancement.

#### Instructions:

1. CTE Course/Unit: List the course or unit from your current CTE program.
2. CTE Standards/Objectives: Detail the specific standards or learning objectives covered.
3. RAP Appendix A Competency: Identify the corresponding competency from the RAP's Appendix A.
4. Alignment: Indicate whether there's a full, partial, or no alignment.
5. Adjustments Needed: Note any curriculum modifications required to achieve full alignment.
6. Notes: Include any additional observations or considerations.

| CTE COURSE/<br>UNIT | CTE STANDARDS<br>& OBJECTIVES | RAP APPENDIX A<br>COMPETENCY | ALIGNMENT<br>YES/NO/PARTIAL | ADJUSTMENTS<br>NEEDED | NOTES |
|---------------------|-------------------------------|------------------------------|-----------------------------|-----------------------|-------|
|                     |                               |                              |                             |                       |       |
|                     |                               |                              |                             |                       |       |
|                     |                               |                              |                             |                       |       |
|                     |                               |                              |                             |                       |       |
|                     |                               |                              |                             |                       |       |
|                     |                               |                              |                             |                       |       |
|                     |                               |                              |                             |                       |       |
|                     |                               |                              |                             |                       |       |
|                     |                               |                              |                             |                       |       |

*This crosswalk will serve as a strategic planning tool, facilitating discussions with potential RAP sponsors and guiding curriculum development to ensure alignment with apprenticeship standards.*

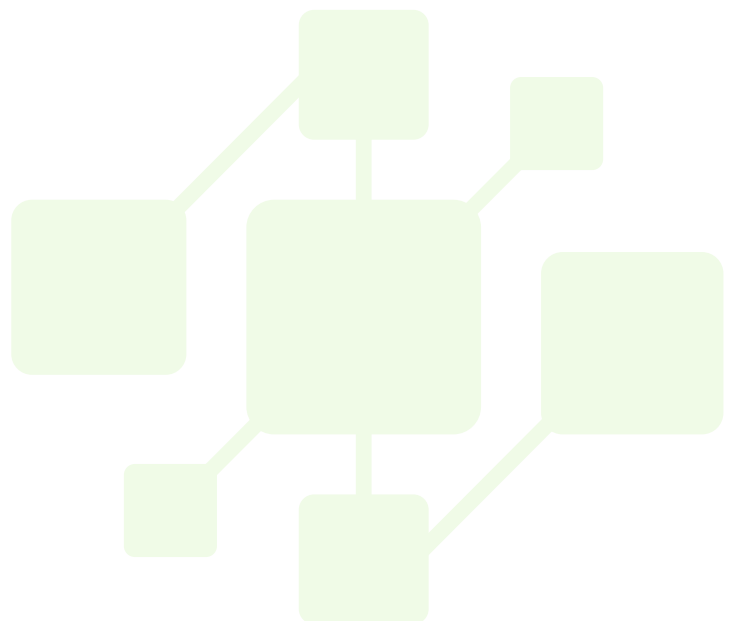


## 2.3 Pre-apprenticeship Design Map

This worksheet helps you sketch out the key components of a high-quality pre-apprenticeship. Use it as a conversation tool with your team or RAP sponsor.

| COMPONENT             | QUESTIONS TO CONSIDER                                                           | YOUR DRAFT OR NOTES |
|-----------------------|---------------------------------------------------------------------------------|---------------------|
| Aligned Curriculum    | What existing course(s) will serve as the instructional base?                   |                     |
| Work-Based Learning   | What kind of real-world exposure will students get?                             |                     |
| Mentorship or Support | Who will provide coaching or guidance to students?                              |                     |
| Wraparound Services   | How will you support students with transportation, food, or tutoring if needed? |                     |
| Linkage to a RAP      | What RAP will students have the option to enter after completing the pre-ap?    |                     |

*Use this as your starting point—even a simple draft helps move the conversation forward.*





## 2.4 Partner Outreach Worksheet

When you're ready to connect with a RAP sponsor or workforce partner, this tool helps you plan the message and track your outreach.

| STEP                                                                     | YOUR NOTES |
|--------------------------------------------------------------------------|------------|
| Potential Partner Name                                                   |            |
| Their Focus or Industry<br>(e.g., welding, early childhood, IT)          |            |
| How You Found Them (apprenticeship,<br>gov, referral, local board, etc.) |            |
| Why They're a Good Fit                                                   |            |
| What You're Asking For                                                   |            |
| Best Contact Method<br>(Phone, email, LinkedIn)                          |            |
| Date of Outreach                                                         |            |
| Next Step / Follow-Up                                                    |            |
| Notes                                                                    |            |



## 2.5 Let's Practice

### Find a Fit with a RAP Sponsor

Most schools don't need to become the RAP sponsor. But every strong program has a solid sponsor partner. Use [Apprenticeship.gov](https://www.apprenticeship.gov), your SAA, or local workforce board to identify one RAP that connects to your pathway.

| THINK                                                                                                                                    | RESPOND |
|------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Name of Potential RAP Sponsor                                                                                                            |         |
| How does their program align with your CTE pathway?                                                                                      |         |
| What could your students gain by participating—or even just aligning—as a pre-apprentice or RTI provider?                                |         |
| Next Step: Who could you contact to learn more or explore a partnership?<br><br>Drop their name or organization here to follow up later. |         |
| Notes                                                                                                                                    |         |

#### KEY TAKEAWAY

Most CTE programs already include many of the core elements of Registered Apprenticeship. The real opportunity isn't to start from scratch. It's to bridge the gap through intentional alignment, stronger partnerships, and formal recognition of the work you're already doing.



# Lesson 3

## Best Practices in Action

### Overview:

Strong apprenticeship-aligned programs don't just meet the minimum—they maximize student value. In this lesson, you'll explore three high-impact strategies that make pathways more meaningful and opportunity-expanding:

- Credit for Prior Learning (CPL): Reduce duplication and accelerate student progress.
- Stackable Credentials: Ensure every course or experience adds real value.
- Competency-Based Education (CBE): Focus on what students can do, not how long they sit.

These strategies can work together (or individually) to elevate your program's design, increase equity, and better serve learners.

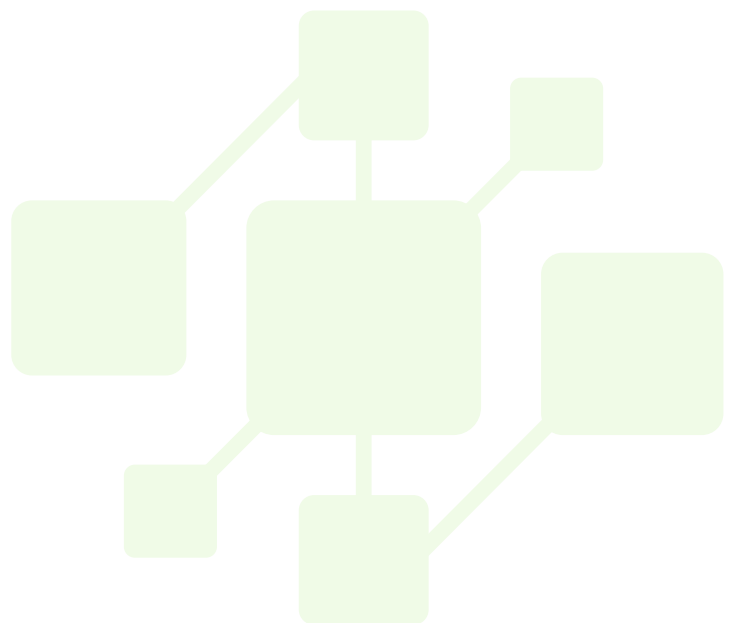
### Learning Objectives:

By the end of this lesson, you'll be able to:

- Explore how CPL can accelerate student progress and reduce redundancy
- Understand how stackable credentials build career mobility
- Apply CBE principles to recognize real skill mastery, not just seat time

### Tools & Prompts:

- 3.1 CPL planning grid
- 3.2 Credential ladder builder (stacking map)
- 3.3 CBE implementation checklist
- 3.4 Sample student portfolio elements



## 3.1 Credit for Prior Learning (CPL)



### Credit for Prior Learning (CPL) Planning Grid

Use the prompts below to brainstorm how your students could earn credit or recognition for what they already know or can do.

| STUDENT EXPERIENCE       | POSSIBLE CREDIT OR CERTIFICATION                      | WHO CONFIRMS OR AWARDS IT?    | NOTES OR NEXT STEP                  |
|--------------------------|-------------------------------------------------------|-------------------------------|-------------------------------------|
| Ex. CNA internship hours | Ex. Dual enrollment or dual credit for health science | Ex. Community college partner | Ex. Ask about prior learning policy |
|                          |                                                       |                               |                                     |
|                          |                                                       |                               |                                     |
|                          |                                                       |                               |                                     |
|                          |                                                       |                               |                                     |

#### TIP

Talk to your local college or credentialing body about their CPL policies. Many accept certifications, portfolios, or even challenge tests.

## 3.2 Stackable Credentials Map



Stackable credentials ensure every step in your program leads to a recognized outcome. Use the chart below to map how credentials in your pathway stack over time.

| COURSE OR EXPERIENCE               | CREDENTIAL EARNED          | LEVEL<br>(INTRODUCTORY,<br>INTERMEDIATE,<br>ADVANCED) | WHAT IT LEADS TO                             |
|------------------------------------|----------------------------|-------------------------------------------------------|----------------------------------------------|
| <i>Ex. Foundations of Teaching</i> | <i>ParaPro Certificate</i> | <i>Introductory</i>                                   | <i>Pre-apprenticeship, school employment</i> |
|                                    |                            |                                                       |                                              |
|                                    |                            |                                                       |                                              |
|                                    |                            |                                                       |                                              |
|                                    |                            |                                                       |                                              |
|                                    |                            |                                                       |                                              |
|                                    |                            |                                                       |                                              |

### LOOK FOR GAPS

Where are students doing the work but not earning something valuable? That's a credentialing opportunity.



## 3.3 CBE Readiness Checklist

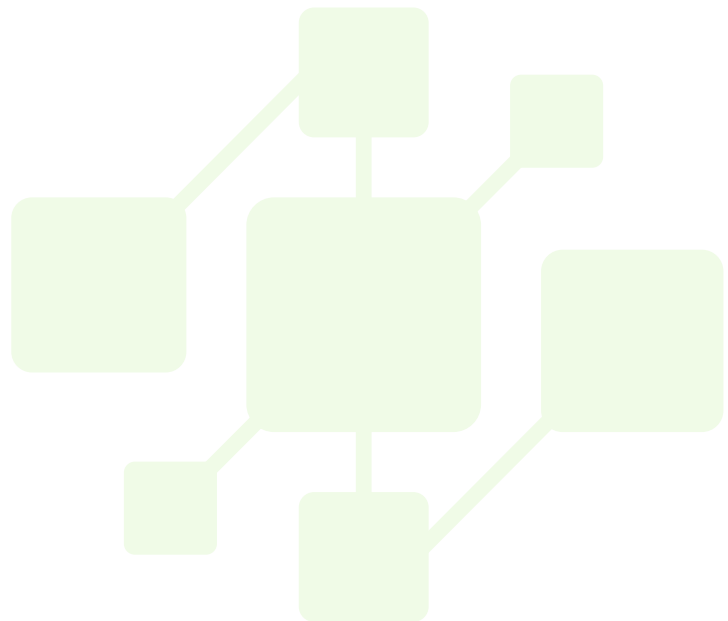


CBE shifts focus from hours to outcomes. Review the items below to assess how your program could become more competency-based.

| PRACTICE                                                           | DO YOU DO THIS?                                                                            | DEFINITION |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------|
| Use performance tasks instead of seat time as evidence of learning | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |            |
| Let students progress once they demonstrate mastery                | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |            |
| Assess real-world skills, not just academic knowledge              | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |            |
| Align learning outcomes to RAP competencies or industry standards  | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |            |

### NOTE

Even adopting one or two CBE practices can make your pathway more flexible and equitable.



## 3.4 Student Portfolio Elements



### Optional Bonus – Build or Enhance Student Showcases

A strong student portfolio helps learners tell the story of their skills—beyond a transcript. Use the tool below to brainstorm what students in your program already produce, and what you might want to add or elevate.

| PORTFOLIO ARTIFACT                              | DO STUDENTS CURRENTLY PRODUCE THIS                                                         | NOTES / IDEAS TO STRENGTHEN |
|-------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------|
| Résumé with Credential Badges                   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |                             |
| Project Work (videos, presentations, campaigns) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |                             |
| Reflections on Work-Based Learning              | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |                             |
| Supervisor or Mentor Evaluations                | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |                             |
| Certifications / Transcripts                    | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |                             |
| Add Your Own<br><hr/>                           | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure |                             |

Encourage students to curate their work into a digital or physical portfolio. This becomes their story and a signal to employers or postsecondary institutions. Consider using a free tool, such as [Craft Education](#). Find a tool that works best for your site and district, but the more comprehensive the tracker, the more seamless the transition will be for students as they move between coursework, work-based learning, and future opportunities.

#### KEY TAKEAWAY

Best practices like CPL, stackable credentials, and CBE don't require overhauling your whole program. Instead, they help you unlock more value from what's already happening, thereby saving time, creating more opportunity, and centering student strengths.



# Lesson 4

## Real-World Case Studies

### Overview:

By now, you've explored what apprenticeship is and how to build strong foundational elements. In this section, you'll see how it all comes together in real life. These case studies from Tennessee illustrate how districts built apprenticeship-aligned pathways in healthcare and teaching, using existing resources, strategic partnerships, and gradual scaling.

These are not one-size-fits-all blueprints, but they are powerful proof points. You'll reflect on what made them work and what lessons you might apply to your own context.

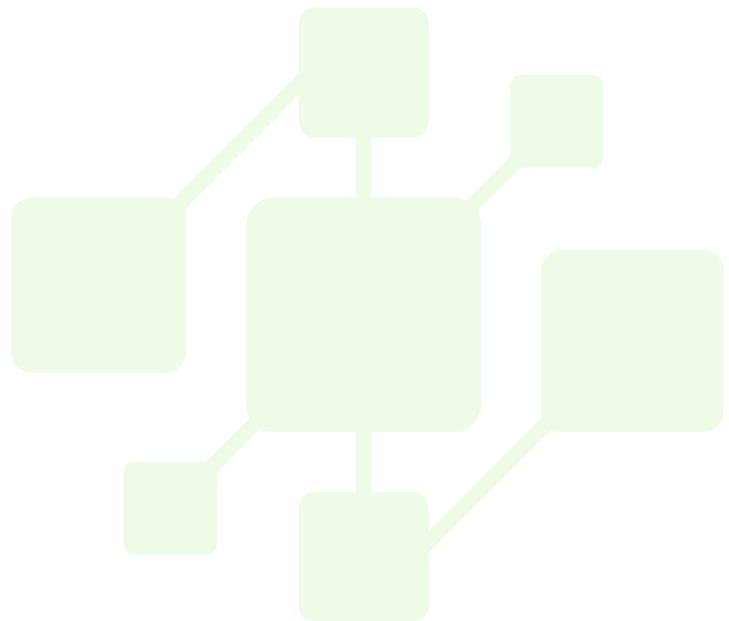
### Learning Objectives:

By the end of this lesson, you'll be able to:

- Analyze how apprenticeship was embedded in different settings
- Learn how partners built sustainable, scalable programs
- Reflect on local transferability

### Tools & Prompts:

- 4.1 Case study "unpack" sheet
- 4.2 Apply-to-My-District worksheet
- 4.3 Peer learning journaling page



## 4.1 Case Study Unpack Sheet



### Case Study A: Healthcare Pathway – Rutherford County, TN

#### Snapshot:

A district partnered with local hospitals and a RAP sponsor to create a high school-to-career healthcare pipeline. Students completed industry-aligned coursework (RTI), participated in supervised clinical placements (OJL), and earned stackable credentials, all while in high school.

#### Unpack the Case

| WHAT THEY DID WELL                            | HOW IT WORKED                                                    | IDEAS WE COULD BORROW                                                |
|-----------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------|
| <i>Ex. Built strong hospital partnerships</i> | <i>Ex. Used advisory boards to co-design learning experience</i> | <i>Ex. Create a healthcare advisory council with local providers</i> |
|                                               |                                                                  |                                                                      |
|                                               |                                                                  |                                                                      |
|                                               |                                                                  |                                                                      |
|                                               |                                                                  |                                                                      |

### Case Study B: Teaching Pathway Clarksville–Montgomery County Schools, TN

#### Snapshot:

The district developed a pre-apprenticeship teaching pathway in partnership with a local university and the state's RAP sponsor. High school students completed dual enrollment education courses, worked as classroom aides (OJL), and were paired with mentor teachers. Many transitioned into full RAPs after graduation.

#### Unpack the Case

| WHAT THEY DID WELL                      | HOW IT WORKED                                               | IDEAS I COULD BORROW                              |
|-----------------------------------------|-------------------------------------------------------------|---------------------------------------------------|
| <i>Ex. Used dual enrollment for RTI</i> | <i>Ex. Paid paraprofessional roles counted as OJL hours</i> | <i>Ex. Explore paid aide roles in my district</i> |
|                                         |                                                             |                                                   |
|                                         |                                                             |                                                   |
|                                         |                                                             |                                                   |
|                                         |                                                             |                                                   |



## 4.2 Apply-It-to-My-District Worksheet

Think about your own CTE pathways, local partners, and readiness. Use the space below to apply insights from the case studies to your district's unique context.

**Pathway I'm focusing on:**

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**One idea I want to test or adapt locally:**

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---

**Possible partner(s) to explore this with:**

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**What makes this a good fit for my community or students?**

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---

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### PRO TIP

Don't wait for the perfect partner. Even an informal industry contact can start the conversation.

**Prompt:**

You don't need to start from scratch—and you don't need to go it alone. Across different industries, districts are finding real ways to make apprenticeship work for students by building on what already exists and tapping into the power of partnership.



# Lesson 5

## From Vision to Action

### Overview:

You've explored the "why," seen real-world examples, and dug into best practices. Now, it's time to move from ideas to implementation. This lesson helps you envision a pilot and frame the key pieces you'll need to activate without getting overwhelmed.

Think of this as your "pre-planning" space: What will your pilot focus on? Who do you need at the table? How can you ensure it's both ambitious and doable?

You don't need a perfect plan. You just need a starting point. This section helps you build one.

### Learning Objectives:

By the end of this lesson, you'll be able to:

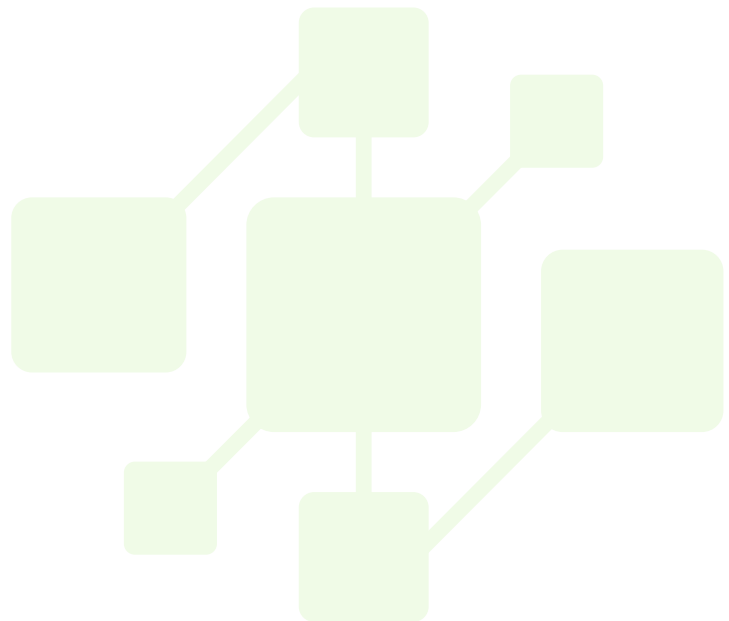
- Frame your pilot vision using practical constraints and opportunities
- Identify key design components like partners, students, and curriculum
- Clarify your program's scope, focus, and launch timeline

### Tools & Prompts:

5.1 Stakeholder Strategy Map

5.2 Pilot Design Starter

5.3 Vision Reflection Prompt



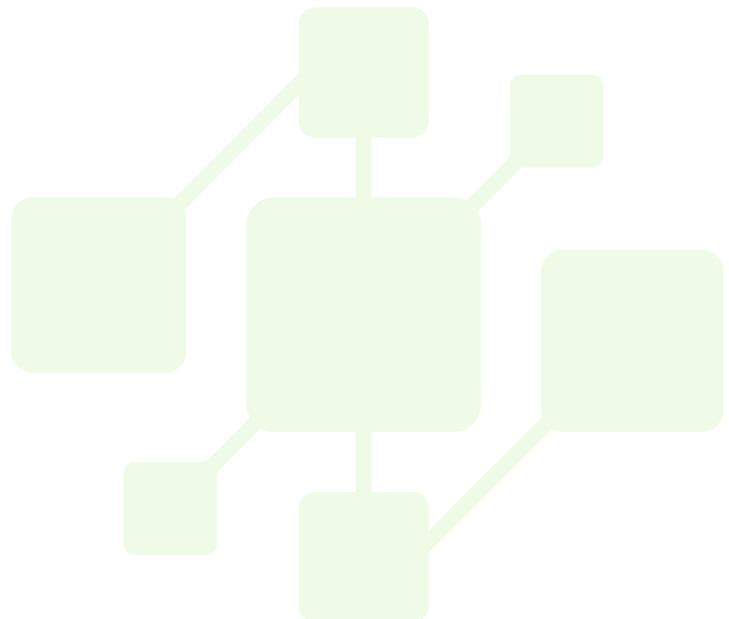


## 5.1 Stakeholder Strategy Map

List the people, institutions, or organizations you need to bring this pilot to life. Be honest about who's committed, who needs convincing, and where you need help. Here, you'll see a few sample roles listed as examples. Feel free to keep, modify, delete as you need then add any additional stakeholders applicable to your site.

### Task Tracker

| STAKEHOLDER  | RULE                | STATUS                                                                                                             | NEXT STEP |
|--------------|---------------------|--------------------------------------------------------------------------------------------------------------------|-----------|
| School Admin | Approver, logistics | <input type="checkbox"/> Unconfirmed<br><input type="checkbox"/> Interested<br><input type="checkbox"/> Supportive |           |
| RAP Sponsor  | Core Partner        | <input type="checkbox"/> Unconfirmed<br><input type="checkbox"/> Interested<br><input type="checkbox"/> Supportive |           |
| CTE Teacher  | Curriculum Lead     | <input type="checkbox"/> Unconfirmed<br><input type="checkbox"/> Interested<br><input type="checkbox"/> Supportive |           |





## 5.2 Pilot Design Starter



### Find a Fit with a RAP Sponsor

Use this table to rough out the shape of your apprenticeship-aligned pilot.

| ITEM                        | DETAILS                                                                                                                                                                                                    |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CTE Focus Pathway           |                                                                                                                                                                                                            |
| Start Date Target           |                                                                                                                                                                                                            |
| Number of Students          |                                                                                                                                                                                                            |
| Grade Level(s)              |                                                                                                                                                                                                            |
| Key RAP Sponsor             |                                                                                                                                                                                                            |
| Postsecondary Partner       |                                                                                                                                                                                                            |
| Pre-Apprenticeship Elements | <input type="checkbox"/> Work-Based Learning <input type="checkbox"/> Mentorship<br><input type="checkbox"/> Credentials <input type="checkbox"/> Wraparound Services <input type="checkbox"/> RAP Linkage |



## 5.3 Vision Reflection Prompt

What excites you about this pilot?

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What's your biggest unknown?

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What would success look like 6 months from now?

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### KEY TAKEAWAY

You don't need to launch a full-blown program overnight. Start with one pathway, one employer, or one semester. Progress starts with a plan—and the pilot is your first proof point.

# Action Planning & Next Steps



## Overview:

This is where it all comes together. You've built your understanding and started shaping your vision. Now, it's time to map the work. This section gives you flexible tools to plan your pilot, track progress, build your team, and stay focused on what matters.

Start where you are. Use what's helpful. Skip what's not. Customize as needed. This is your launchpad.

## Step 1: Define Your Focus Area

Let's begin by grounding your plan. What pathway will you focus on?

What CTE pathway(s) will your apprenticeship or pre-apprenticeship program center around?

*Example: Health Sciences, Education, IT, Advanced Manufacturing*

Our Focus Area:

## Step 2: Use the 90-Day Planning Template

The table below helps you map out your first 90 days of implementation. Use it on your own or with a team. Keep it flexible—your goal is direction, not perfection.

Want to go digital? You can recreate this table in a Google Doc or Sheet for easy collaboration.

| PHASE       | DAYS  | KEY ACTIVITIES                                   | PARTNERS INVOLVED          | RESOURCES NEEDED                      | HOW YOU'LL KNOW IT'S WORKING            |
|-------------|-------|--------------------------------------------------|----------------------------|---------------------------------------|-----------------------------------------|
| Foundation  | 1-30  | Example: Meet with RAP sponsor, audit curriculum | RAP sponsor, internal team | Appendix A, CTE curriculum map        | MOU drafted or partnership confirmed    |
| Design      | 31-60 | Crosswalk curriculum, identify credentials       | RAP sponsor, CTE team      | Credential checklist, crosswalk tools | Written program outline complete        |
| Launch Prep | 61-90 | Recruit students, finalize logistics             | School admin, employers    | Recruitment flyer, info session deck  | Students signed up and onboarding ready |

# Action Planning & Next Steps



## Step 3: Build Your Team

Great programs are built by great teams. Use the table below to identify the people and partners who will help bring this vision to life.

| ROLE                  | NAME | ORGANIZATION | CONTACT INFO |
|-----------------------|------|--------------|--------------|
| Internal Champion     |      |              |              |
| RAP Sponsor           |      |              |              |
| Postsecondary Partner |      |              |              |
| Employer Partner      |      |              |              |

## Step 4: Identify Support You Still Need

No one has it all figured out. What's still unclear? What support or resources would help you move forward with confidence?

Use this space to list questions or barriers—we've left plenty of room to reflect.

### Questions/Barriers We Need Help With

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Ready for more tools? The following planning templates help you stay organized and on track. Use what's helpful. Leave out what isn't. Tweak what you need. This is your roadmap.

# Supplemental Templates



## Template 1: Partner Engagement Planner

Use this tool to map and manage key stakeholder relationships.

### Partner Engagement Planner

|                                             |                                                                                                                |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Partner Name                                |                                                                                                                |
| Type (RAP Sponsor, College, Employer, etc.) |                                                                                                                |
| Contact Info                                |                                                                                                                |
| Role in the Project                         |                                                                                                                |
| Status                                      | <input type="checkbox"/> Not contacted <input type="checkbox"/> In progress <input type="checkbox"/> Confirmed |
| Next Steps                                  |                                                                                                                |
| Notes                                       |                                                                                                                |

---

|                                             |                                                                                                                |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Partner Name                                |                                                                                                                |
| Type (RAP Sponsor, College, Employer, etc.) |                                                                                                                |
| Contact Info                                |                                                                                                                |
| Role in the Project                         |                                                                                                                |
| Status                                      | <input type="checkbox"/> Not contacted <input type="checkbox"/> In progress <input type="checkbox"/> Confirmed |
| Next Steps                                  |                                                                                                                |
| Notes                                       |                                                                                                                |

# Supplemental Templates



## Template 2: Curriculum Alignment Worksheet

This helps educators crosswalk existing coursework to RAP competencies.

| COURSE TITLE | EXISTING<br>STANDARD OR<br>OBJECTIVE | RAP APPENDIX A<br>COMPETENCY | ALIGNED?<br>YES OR NO | NEEDED<br>ADJUSTMENTS | NOTES |
|--------------|--------------------------------------|------------------------------|-----------------------|-----------------------|-------|
|              |                                      |                              |                       |                       |       |
|              |                                      |                              |                       |                       |       |
|              |                                      |                              |                       |                       |       |
|              |                                      |                              |                       |                       |       |
|              |                                      |                              |                       |                       |       |
|              |                                      |                              |                       |                       |       |
|              |                                      |                              |                       |                       |       |

### PRO TIP

If your state already uses Program of Study standards, copy/paste them here and align to your RAP sponsor's Appendix A. You're likely closer than you think.



# Supplemental Templates

## Template 3: Pilot Planning Snapshot

This helps educators crosswalk existing coursework to RAP competencies. Adjust to better reflect your program as needed.

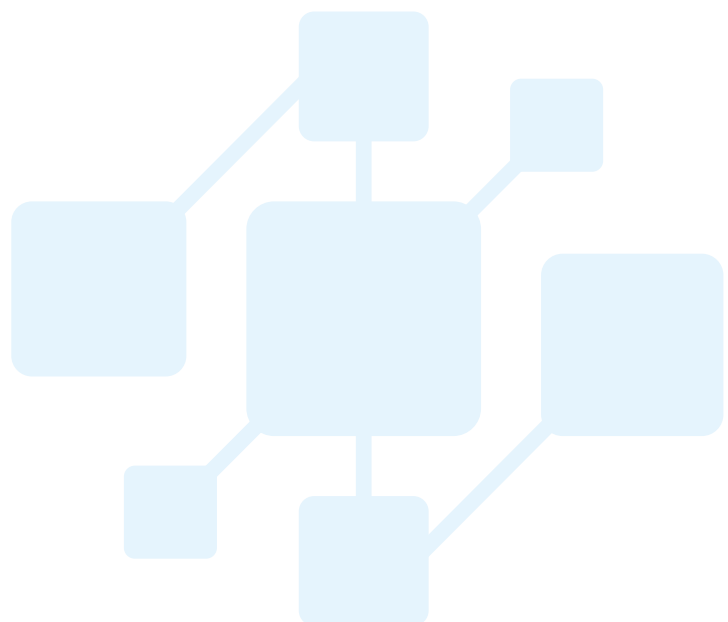
| ITEM                          | DETAILS                                                                                                                                                                                                                    |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus Pathway                 | <i>E.g., Health Sciences, Teaching, IT</i>                                                                                                                                                                                 |
| Target Start Date             |                                                                                                                                                                                                                            |
| Number of Students            |                                                                                                                                                                                                                            |
| Grade Level(s)                |                                                                                                                                                                                                                            |
| Key Employer/RAP Partner      |                                                                                                                                                                                                                            |
| Key Postsecondary Partner     |                                                                                                                                                                                                                            |
| Pre-Apprenticeship Components | <input type="checkbox"/> Industry-Aligned Curriculum <input type="checkbox"/> Work-Based Learning<br><input type="checkbox"/> Wraparound Services <input type="checkbox"/> Mentorship <input type="checkbox"/> RAP Linkage |
| Next 3 Milestones             | 1.<br>2.<br>3.                                                                                                                                                                                                             |
| Potential Challenges          |                                                                                                                                                                                                                            |
| Supports Needed               |                                                                                                                                                                                                                            |



## Template 4: Success Tracker/Implementation Checklist

### Success Tracker/Implementation Checklist

| MILESTONE                           | DATE | STATUS                                                                                                             | NOTES |
|-------------------------------------|------|--------------------------------------------------------------------------------------------------------------------|-------|
| Secure RAP Sponsor Partnership      |      | <input type="checkbox"/> Not started<br><input type="checkbox"/> In progress<br><input type="checkbox"/> Completed |       |
| Curriculum Crosswalk Complete       |      | <input type="checkbox"/> Not started<br><input type="checkbox"/> In progress<br><input type="checkbox"/> Completed |       |
| Hold Planning Meeting with Partners |      | <input type="checkbox"/> Not started<br><input type="checkbox"/> In progress<br><input type="checkbox"/> Completed |       |
| Finalize Student Recruitment        |      | <input type="checkbox"/> Not started<br><input type="checkbox"/> In progress<br><input type="checkbox"/> Completed |       |
| Launch Pilot                        |      | <input type="checkbox"/> Not started<br><input type="checkbox"/> In progress<br><input type="checkbox"/> Completed |       |







# FAQs & Troubleshooting

## Overview:

Every new initiative comes with questions—and many of them have been asked before. This section answers common questions that K–12 educators, CTE leads, and school leaders ask when first exploring apprenticeship and pre-apprenticeship models. Use this section to get clarity, build confidence, and troubleshoot as you go.

## Frequently Asked Questions

### Q1: Do we have to register as a RAP ourselves?

**A:** No. Most schools start by partnering with an existing Registered Apprenticeship Program (RAP) sponsor. You can serve as a related instruction provider, a pre-apprenticeship site, or both—without managing the entire RAP.

### Q2: Isn't apprenticeship only for the trades?

**A:** Not anymore! Today's RAPs exist in healthcare, education, IT, logistics, advanced manufacturing, and more. If your CTE program prepares students for an in-demand job, there's likely a RAP already aligned to it—or an employer willing to build one.

### Q3: Can high school students be paid apprentices?

**A:** Yes—with the right supervision and safety structures, students aged 16+ can participate in paid RAPs. Federal labor law allows it, and many RAP sponsors already know how to support younger learners.

### Q4: What about dual enrollment and college credits?

**A:** Apprenticeships don't replace college—they enhance it. Work with your local college to award credit for certifications, coursework, or clinical experiences tied to the apprenticeship. See Lesson 3 for examples and tools.

### Q5: What if I can't find a RAP sponsor nearby?

**A:** Use the "Find a Sponsor" tools linked in the Resources section. Try local workforce boards, your state apprenticeship agency, or community colleges. You're not alone—use intermediaries to help.



# FAQs & Troubleshooting

## Common Pitfalls to Avoid

- **Going it alone.** Bring employers and postsecondary partners in early. Don't build in a vacuum.
- **Overengineering the pilot.** Start small—one course, one cohort, one semester. Scale from success.
- **Skipping the formal steps.** Even if your pre-apprenticeship feels solid, get it registered. That unlocks funding and services.
- **Underestimating student readiness.** Students often rise to meet the opportunity—especially when it's paid, hands-on, and real.

## Still Stuck? Get Support

You're never alone in this work. For questions about program design, implementation, or apprenticeship alignment, you can reach out to:

### Craft Education Team

Craft is one free option for ongoing program support.

- [Contact Form](#)
- [Crafteducation.com](https://crafteducation.com)

### National Center for Apprenticeship Degrees (NCAD) [NCAD.org](https://ncad.org)

Focused on scaling high-quality, credit-bearing apprenticeship degrees, NCAD supports EPPs and IHEs building toward apprenticeship degree pathways.

### National Center for Grow Your Own (NCGYO) [NCGYO.org](https://ncgyo.org)

NCGYO helps states, districts, and preparation programs design, scale, and sustain inclusive "Grow Your Own" teacher pipelines.

You can also connect with your RAP sponsor, [State Apprenticeship Agency](#) (SAA), local workforce board, or regional intermediary. Many are eager to help you bring high-quality pathways to life.

## Need help finding the right partner?

Craft is happy to support you in identifying organizations that best fit your program's needs. While national centers like the **National Center for Apprenticeship Degrees (NCAD)** and the **National Center for Grow Your Own (NCGYO)** are excellent starting points, they're just two of many. If they're not the right fit, Craft can help connect you with additional partners aligned to your goals, pathway, or region.



# Reflection & Feedback

## Overview:

Before you wrap up, take a moment to reflect on what you've learned and where you'd like to grow next. This page is a space for you to pause, celebrate progress, and name your next bold step.

## Final Journaling Prompts

What part of this workbook or masterclass had the biggest impact on your thinking?

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---

What's one new idea or mindset shift you're walking away with?

---

---

---

What still feels hard or unclear?

---

---

---

What's one small next step you will take in the next 2 weeks?

---

---

---



## Overview:

This section houses key tools, links, and examples referenced throughout the workbook. Use these materials as you plan, partner, and build your apprenticeship-aligned program.

## A. Sample Scripts & Outreach Templates

### I. Initial Outreach Email to RAP Sponsor

**Subject:** Exploring Partnership Opportunities in Apprenticeship-Aligned CTE

Dear [Sponsor Name or Organization],

My name is [Your Name], and I support [Your School/Program Name] in preparing students for success through high-quality Career and Technical Education. We are exploring ways to align our [industry pathway, e.g., Health Sciences or Education] program with Registered Apprenticeship opportunities—and your program stood out as a strong potential fit.

We're particularly interested in exploring whether our students could participate as pre-apprentices or fulfill the Related Technical Instruction (RTI) portion of your RAP.

Would you be open to a 30-minute conversation to explore possibilities?

I'm happy to share more about our program, listen to your goals, and see where our work might align. Thank you for considering a partnership that supports students and strengthens our shared workforce pipeline.

Warmly,

[Your Full Name]

[Title/Role]

[School or District Name]

[Phone Number]

[Email Address]



## II. Info Session Invite for Employers or Families

**Subject Line:** You're Invited! Learn About Our New Apprenticeship-Aligned Program

Header: Join Us for an Info Session on [Date]

Body Text:

We're excited to share a new opportunity for students to earn, learn, and lead through a program that connects their school-based learning to paid work experience in high-demand fields like [insert relevant fields].

At this brief session, you'll learn:

What apprenticeship and pre-apprenticeship programs are

How students can earn credentials and college credit

What employers and families need to know

How to get involved or support the launch

Date: [Insert Date]

Time: [Insert Time]

Location: [Insert location or link if virtual]

Questions? Contact [Insert Contact Info]

We hope to see you there!



## III. Planning Meeting Agenda Template

**Meeting Title:** CTE–RAP Partnership Planning Session

**Date:** [Insert Date]

**Time:** [Insert Time]

**Location/Zoom Link:** [Insert Info]

### 1. Welcome & Introductions

- Names, roles, and interests in the partnership
- Overview of the meeting purpose

### 2. Goals of the CTE Program

- Brief summary of current pathway(s)
- Vision for pre-apprenticeship alignment

### 3. Overview of the RAP Program

- Key components (OJL, RTI, Mentorship, etc.)
- Opportunities for student engagement

### 4. Points of Alignment

- Curriculum and competencies (Appendix A)
- Existing student support structures
- Potential RTI/pre-apprenticeship roles

### 5. Next Steps & Timeline

- Partnership commitments and responsibilities
- Key contacts and follow-up items

### 6. Q&A + Open Discussion



# Resources

## B. Program Crosswalk Templates

### I. Appendix A Curriculum Alignment Tool

(Also referenced in Lesson 2)

Use this tool to crosswalk your current CTE courses to the RAP competencies found in Appendix A.

### II. Credential Stacking Map Template Example

(Introduced in Lesson 3 as 3.2 Stackable Credentials Map)

Map out how your program builds student value over time through industry certifications, dual enrollment, or advanced credentials. Use this sample to plan both entry and upward mobility points.

| CREDENTIAL LEVEL | CREDENTIAL OR CERTIFICATION NAME         | ISSUING BODY   | WHEN STUDENTS EARN IT | NEXT STEP IN STACK           |
|------------------|------------------------------------------|----------------|-----------------------|------------------------------|
| Entry-Level      | OSHA 10                                  | Dept. of Labor | 10th grade            | NCCER Core                   |
| Mid-Level        | NCCER Core                               | NCCER          | 11th grade            | Associate's Degree           |
| Advanced         | Associate of Applied Science in Teaching | Local College  | Post-12th grade       | Bachelor's Degree (optional) |

#### PRO TIP

Share this map with employers or postsecondary partners to identify gaps or to promote student pathways already in place.



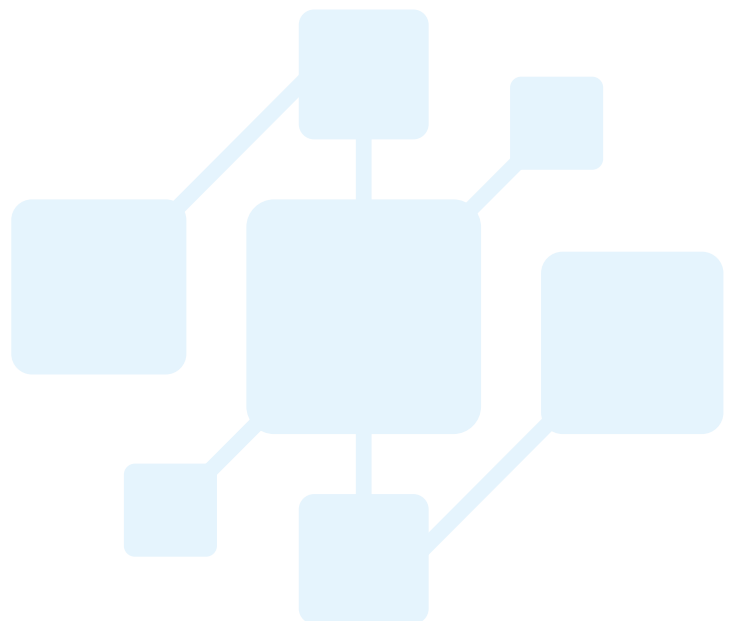
# Resources

## III. CPL Planning Grid

(Fully included in Lesson 3.1)

Use this sample grid to identify what student experiences or credentials could be recognized for college credit or advanced standing.

| WHAT THE STUDENT HAS DONE                | EVIDENCE TYPE          | POTENTIAL CPL AWARD             | POSTSECONDARY PARTNER   | NOTES/ FOLLOW-UP               |
|------------------------------------------|------------------------|---------------------------------|-------------------------|--------------------------------|
| Completed Intro to Health Occupations    | Transcript / Portfolio | 3 credits in Allied Health      | Local Community College | Meet with advisor to confirm   |
| Earned Child Development Associate (CDA) | Certification          | 6 credits in Early Childhood Ed | State University        | Confirm articulation agreement |
|                                          |                        |                                 |                         |                                |
|                                          |                        |                                 |                         |                                |







## C. Policy Briefs & Practitioner Guides

### I. U.S. DOL Apprenticeship Toolkit

The U.S. Department of Labor's Apprenticeship Toolkit provides comprehensive guidance for developing and registering apprenticeship programs. It includes step-by-step instructions, best practices, and resources to assist employers and educators in creating effective apprenticeship models. Advance CTE Brief on High School Apprenticeships.

### II. NTP: "Making the Most of CTE"

TNTP's publication, "Making the Most of CTE," explores how schools can optimize Career Technical Education programs to enhance student outcomes. It provides insights into effective practices, challenges, and recommendations for educators and policymakers aiming to strengthen CTE pathways.

### III. Advance CTE Brief on High School Apprenticeships

Advance CTE offers a detailed brief on integrating apprenticeships within high school settings. This resource outlines strategies for aligning Career Technical Education (CTE) programs with apprenticeship opportunities, highlighting successful models and policy considerations.

### IV. "Building Registered Apprenticeship Programs"

Developed by the U.S. Department of Labor in collaboration with the Aspen Institute's UpSkill America initiative, this toolkit offers a step-by-step guide for employers, educators, and workforce organizations to design and launch Registered Apprenticeship Programs. It covers essential components such as forming partnerships, developing curricula, and navigating the registration process, making it an invaluable resource for those seeking to implement effective apprenticeship models.

## D. Federal & State Guidance

- Apprenticeship.gov RAP Sponsor Search Tool  
<https://www.apprenticeship.gov/employers/explore-apprenticeship-programs>
- SAA/OA State Lookup Tool <https://www.apprenticeship.gov/about-us/apprenticeship-system>
- [USDOL Sample Appendix A](#)
- [USDOL Sample RAP Standards](#)



# Glossary of Key Terms

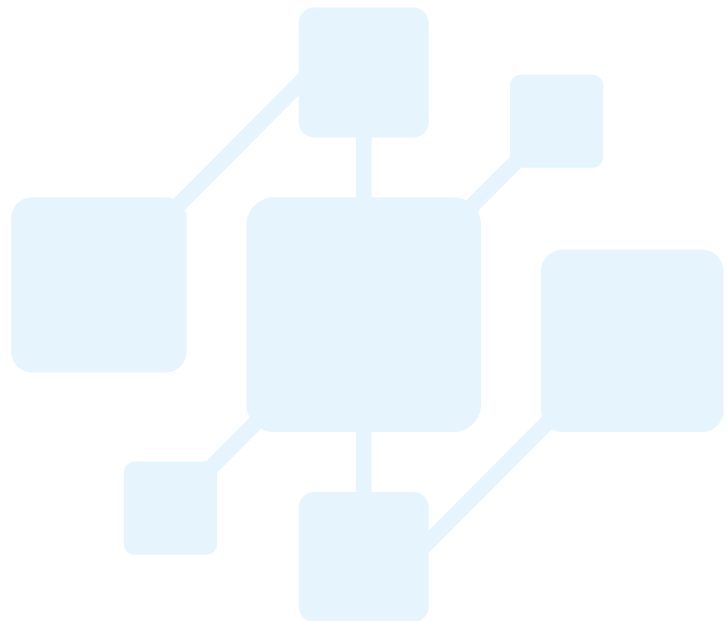
A full glossary was provided in the Introduction, but is also listed here for quick reference.

| TERM                                                          | DEFINITION                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apprentice</b>                                             | An individual enrolled in a RAP, receiving paid training on the job and classroom instruction to build industry skills.                                                                                                                                                                                                                                                   |
| <b>RAP (Registered Apprenticeship Program)</b>                | A formal training program approved by the U.S. Department of Labor (DOL) or a State Apprenticeship Agency (SAA) combining paid on-the-job training with related technical instruction.                                                                                                                                                                                    |
| <b>IRAP (Industry Recognized Apprenticeship Program)</b>      | These were stopped under the previous administration due to lack of organized oversight, as unions and industry leaders could approve their own programs, but this model may return.                                                                                                                                                                                      |
| <b>RTI (Related Technical Instruction)</b>                    | The educational or classroom component of a RAP that supports the technical skills needed for the occupation. Can be delivered in person or online. Some occupations like electrician are dictated by needing specific curriculum; other occupations can use certifications, meetings, etc. to satisfy hours, often fulfilled by CTE courses or dual enrollment programs. |
| <b>OJL (On-the-Job Learning) or OJT (On-the-Job Training)</b> | Supervised, hands-on training at a real workplace; must total at least 2,000 hours in a RAP.                                                                                                                                                                                                                                                                              |
| <b>Pre-Apprenticeship</b>                                     | A structured pathway that prepares students for entry into a RAP. Must include work exposure, aligned curriculum, and a direct link to a RAP sponsor.                                                                                                                                                                                                                     |
| <b>RAP Sponsor</b>                                            | The entity that takes responsibility for the administration and operation of the RAP. This can be an employer, a joint labor-management organization, an educational institution, or a third-party intermediary.                                                                                                                                                          |
| <b>SAA (State Apprenticeship Agency)</b>                      | A state-level body that registers and oversees apprenticeship programs in SAA states.                                                                                                                                                                                                                                                                                     |
| <b>OA (Office of Apprenticeship)</b>                          | A U.S. Department of Labor office that manages apprenticeship registration in states without an SAA.                                                                                                                                                                                                                                                                      |
| <b>CPL (Credit for Prior Learning)</b>                        | A way to award college credit for skills or knowledge gained through work, certifications, or life experience.                                                                                                                                                                                                                                                            |



# Glossary of Key Terms

| TERM                                                              | DEFINITION                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stackable Credentials</b>                                      | A series of short-term credentials that build toward a larger certification, degree, or license.                                                                                                                                                            |
| <b>CBE (Competency-Based Education) or Competency-Based Model</b> | A learning model that focuses on demonstrated skill mastery rather than seat time or course completion.                                                                                                                                                     |
| <b>Time-Based Model</b>                                           | Apprentices complete a predetermined number of hours of OJT and RTI (e.g., 2,000 OJT hours + 144 RTI hours/year).                                                                                                                                           |
| <b>GNJ</b>                                                        | Group non-Joint, meaning multiple employers can sign under a single sponsor.                                                                                                                                                                                |
| <b>INJ</b>                                                        | Individual non-Joint, a single employer sponsor that runs their program internally.                                                                                                                                                                         |
| <b>Wage Progression</b>                                           | Apprentices must receive wage increases as they gain skills or complete program benchmarks, often tied to a % of the journeyworker rate.                                                                                                                    |
| <b>ATR</b>                                                        | Apprenticeship training representative, the Department of Labor employee who is responsible for approving apprentices in RAPIDS, and audits sponsor programs. Each state has at least one ATR, and many states have multiple ATR's responsible for regions. |



# Thank you!

For further information,  
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