



PRE-APPRENTICESHIP GUIDE AND TOOLKIT

A PRACTICAL RESOURCE
FOR WORKFORCE AND
EDUCATION PROFESSIONALS

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COYN

CALIFORNIA OPPORTUNITY
YOUTH NETWORK

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I. INTRODUCTION & EXECUTIVE SUMMARY

NEW TO PRE-APPRENTICESHIP? START HERE.

See Appendix G: Pre-Apprenticeship 101 for a one-page overview. Then return to this guide for the full picture.

Pre-apprenticeship programs play a critical role in building equitable and sustainable Registered Apprenticeship pipelines. They prepare individuals—particularly those who have been historically underrepresented in apprenticeship and high-quality careers—with the foundational skills, workplace readiness, and support services needed to succeed.

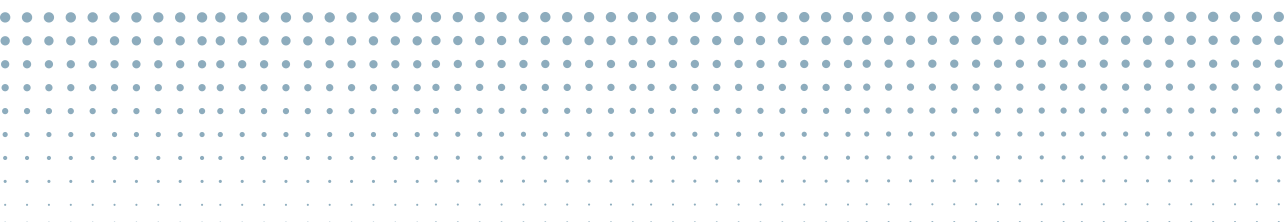
In September 2026, the U.S. Department of Labor issued Training and Employment Notice (TEN) 05-26, Framework for Effective Pre-Apprenticeships. The framework reinforces the core principles reflected in this guide and provides additional guidance on direct pathways into Registered Apprenticeship, industry-aligned training, work-based learning, workforce and education partnerships, and outcomes tracking and continuous improvement.

This guide, aligned with the DOL Framework, is designed to be clear, practical, and approachable—whether you’re just learning about pre-apprenticeship for the first time or looking to strengthen a program that’s already underway. It’s written for workforce and education professionals, not just apprenticeship specialists.

What you’ll find in this guide:

- A plain-language explanation of what pre-apprenticeship is and why it matters
- The core components of effective, high-quality pre-apprenticeship programs, including alignment with the U.S. Department of Labor’s Framework for Effective Pre-Apprenticeships
- California-specific registration information (DAS)
- Ready-to-use tools: MOUs, checklists, scripts, and data tracking sheets
- A real-world program example showing what success looks like

In California, pre-apprenticeships can be formally registered through the Division of Apprenticeship Standards (DAS). This guide highlights California-specific considerations and processes throughout.



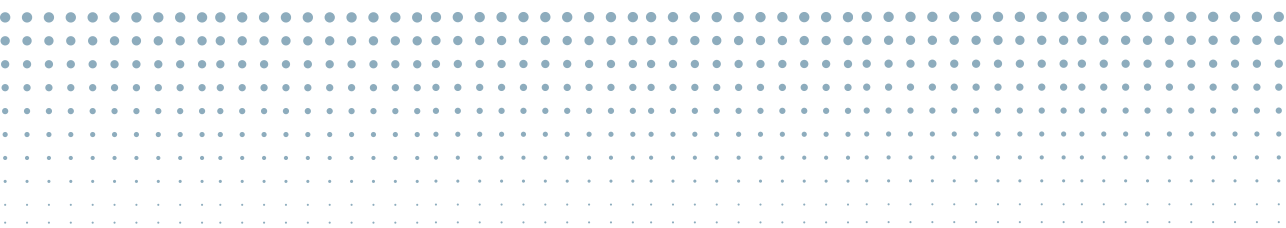
Intended Audience

This guide is designed for a broad range of partners who play complementary roles in apprenticeship systems. You don't need to be responsible for every aspect of a program to find it useful—look for the sections and tools most relevant to your role.

- **K-12 Local Education Agencies (LEAs):** School districts and county offices of education (i.e., those developing career pathways, CTE programs, or work-based learning opportunities)
- **Postsecondary Education LEAs:** Community colleges aligning credit or noncredit career education (i.e., related technical/supplemental instruction) with Registered Apprenticeship pathways
- **Employers and Apprenticeship Sponsors:** Businesses and organizations seeking to build a prepared and diverse talent pipeline
- **Intermediaries:** Regional, sector-based, or nonprofit organizations that coordinate partnerships and provide technical assistance
- **Workforce Development Boards (WDBs):** Entities aligning WIOA-funded services with apprenticeship pathways
- **Community-Based Organizations (CBOs):** Trusted partners supporting outreach, case management, and participant success

How to Use This Guide

- Read Sections I–II for a shared understanding of what pre-apprenticeships are and why they matter.
- Use Sections III–VII as a step-by-step guide for planning or improving a program.
- Jump to the Appendices for ready-to-use templates, checklists, and scripts.
- Use this guide collaboratively—reviewing it with partners before launching or expanding a program works best.



Glossary of Key Terms

CBO – Community-Based Organization (typically a local nonprofit or public-interest group that works within a specific geographic area to provide services, address local needs, and improve residents' well-being)

CPL – Credit for Prior Learning (official college credit awarded by a college for validated skills and knowledge gained by students outside of traditional classroom instruction)

DAS – Division of Apprenticeship Standards (California state agency that oversees apprenticeship)

DOL OA – Department of Labor, Office of Apprenticeship (federal agency that oversees apprenticeship)

ETPL – Eligible Training Provider List (state-managed directory of approved schools, colleges, and training programs that qualify to receive federal funding under the Workforce Innovation and Opportunity Act, WIOA)

FERPA – Family Educational Rights and Privacy Act (student data privacy law)

LEA – Local Education Agency (K-12 school district, county office of education, community college district)

MOU – Memorandum of Understanding (a formal written agreement between partners)

OJT – On-the-Job Training

RAP – Registered Apprenticeship Program

WDB – Workforce Development Board (a local or state group that sets policy and oversees employment and training programs under federal law)

WIOA – Workforce Innovation and Opportunity Act (federal workforce funding law)

II. UNDERSTANDING PRE-APPRENTICESHIPS



A pre-apprenticeship is a workforce preparation program designed to help individuals gain the skills, experience, and support they need to successfully enter and complete a Registered Apprenticeship Program (RAP).

Think of it as an on-ramp. Pre-apprenticeship doesn't replace apprenticeship—it prepares people for it. Typical programs run somewhere between 6 and 20 weeks and serve cohorts of 10 to 25 participants, though this varies by sector and region.

Under WIOA regulations (20 CFR 681.480), a pre-apprenticeship program includes five elements: (1) Training and curriculum aligned with employer skill needs; (2) Access to educational and career counseling and supportive services; (3) Hands-on, meaningful learning activities connected to education and training; (4) Opportunities to attain at least one industry-recognized credential; and (5) A partnership with one or more Registered Apprenticeship Programs that assists in placing completers into Registered Apprenticeship.

Apprenticeship Pathway

The diagram below shows how pre-apprenticeship fits within the larger career pathway. Successful programs treat each stage as intentionally linked—not as standalone efforts.



These programs serve distinct but complementary roles. Here's a quick comparison:

Pre-Apprenticeship	Registered Apprenticeship
Preparation program (before employment)	Paid employment from day one
Hands-on, skill-building, and career exposure	Structured on-the-job training (OJT)
Typically short-term (6–20 weeks)	Multi-year pathway (1–5 years)
Supports transition into apprenticeship	Leads to journey-level career and wage progression
May or may not include a stipend	Always includes wages and benefits
Voluntary registration in California (DAS)	Formal state/federal registration required

California-Specific Context: Registration with DAS

In California, pre-apprenticeship programs may be formally registered with the Division of Apprenticeship Standards (DAS). Registration is optional but strongly encouraged—it supports quality, alignment, and transparency across the statewide apprenticeship system.

Key features of California-registered pre-apprenticeships:

- Formal alignment with one or more DAS-approved RAPs
- Clearly defined training content and learning outcomes
- Documented transition or articulation processes into Registered Apprenticeship
- Commitment to equity, access, and participant support

Benefits of registration:

- Increased credibility with employers, funders, and partners
- Clearer pathways for participant transition into RAPs
- Eligibility or competitiveness for certain state and regional funding opportunities
- Inclusion in statewide apprenticeship listings and planning efforts

Federal and state frameworks serve complementary purposes. [TEN 05-26](#) provides national guidance on effective pre-apprenticeship design, while California programs seeking DAS recognition or registration should continue to follow current DAS requirements and forms.

To learn more, visit: www.dir.ca.gov/das/preapprenticeship.htm

Why Pre-Apprenticeships Matter

Pre-apprenticeship creates value across the entire workforce system. The table below summarizes the benefits for each partner group.

Participants	Employers & RAP Sponsors	LEAs & Training Providers	Intermediaries, WDBs & CBOs
Hands-on, career exploration & skill building	Pipeline of prepared, diverse candidates	Structured connection to real employment outcomes	Coordinated strategy for funding and services
Confidence and preparation for RAP	Reduced recruitment risk and better retention	Stronger curriculum-to-labor-market alignment	Improved participant outcomes
Clear understanding of next steps	Earlier engagement with future apprentices	Equity-driven career pathways	Stronger regional apprenticeship ecosystems



III. KEY COMPONENTS OF A HIGH-QUALITY PRE-APPRENTICESHIP PROGRAM

High-quality pre-apprenticeship programs share a set of core features. These features help ensure participants are well prepared for Registered Apprenticeship, that employer partners see real value in the program, and that programs can align with California's apprenticeship system.

1. Direct Pathways into Registered Apprenticeship Programs

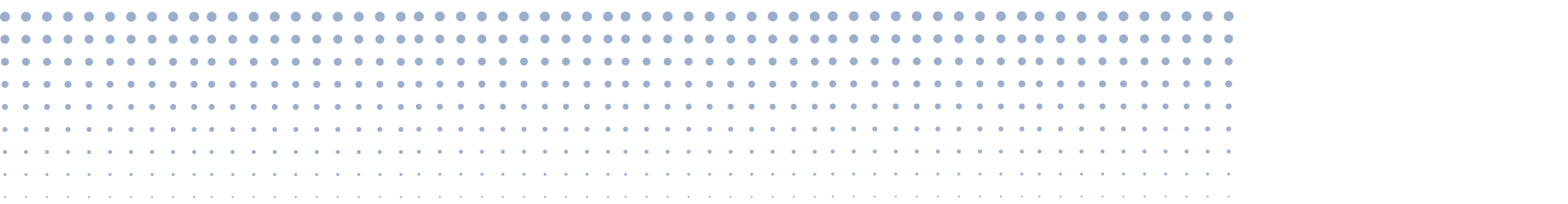
THE SINGLE MOST IMPORTANT PRINCIPLE

Every pre-apprenticeship program should be intentionally connected to at least one Registered Apprenticeship Program before participants are enrolled. Programs that train in a vacuum—without a confirmed RAP partner—often struggle to place completers and lose credibility with employers over time.



Alignment means:

- RAP sponsors help define the skills, behaviors, and entry expectations for pre-apprenticeship participants.
- Entry requirements (assessments, certifications, physical requirements) are clearly communicated to participants early.
- Partners agree in writing on how participants will be referred, interviewed, or considered for RAP openings.



2. Industry-Driven Training and Curriculum

Training should directly reflect the skills needed to enter and succeed in the related occupation. Curriculum should be co-developed or reviewed with RAP and employer partners—not built in isolation.

Programs typically include:

- Foundational academic and technical skills aligned to the RAP (for example: math for the trade, financial literacy, basic tools, safety, AI literacy, and digital skills)
- Employability and workplace readiness skills, such as communication, teamwork, leadership, time management, critical thinking, and professional conduct
- Industry-recognized certifications, i.e., relevant and valued by RAP sponsors and the industry

Curriculum should be reviewed at least annually with employer and RAP partners to ensure it remains aligned with actual industry needs.

3. Hands-on Work-Based Learning and Career Exposure

Participants should have meaningful, supervised, hands-on learning in a real or simulated work environment before entering a RAP. Career exposure helps confirm interest and sets realistic expectations.

Recommended elements may also include:

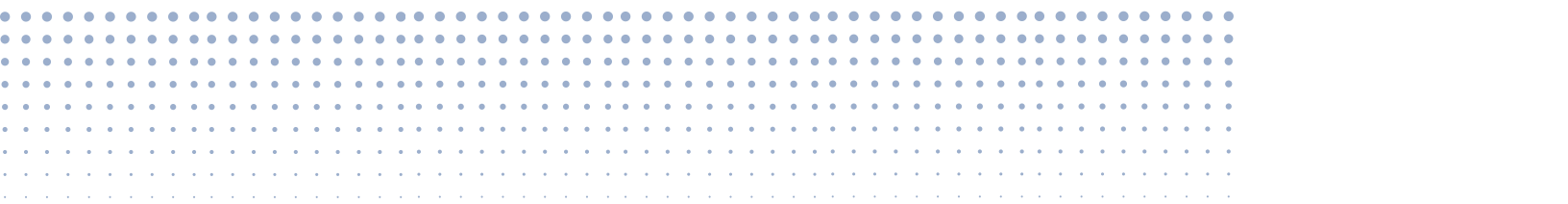
- Job shadowing or site visits
- Paid or unpaid work experience
- Simulated labs or hands-on projects
- Guest instruction and demonstrations by employers or journey-level workers

4. Broad Workforce and Education Partnerships

Effective pre-apprenticeships rely on more than a single training provider and RAP sponsor. Strong programs build partnerships across the workforce and education system to expand access, connect participants to resources, and strengthen pathways into Registered Apprenticeship.

Partners may include:

- Employers, industry associations, and chambers of commerce
- Workforce Development Boards and American Job Centers
- High schools, Career and Technical Education programs, community colleges, and other postsecondary institutions
- Labor organizations and joint labor-management partnerships

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- Community-based and faith-based organizations
 - Apprenticeship intermediaries and other organizations that support program development and employer engagement

These partnerships can help programs coordinate recruitment, career counseling, supportive services, work-based learning, funding, and participant transitions into Registered Apprenticeship. Programs should be clear about the role each partner plays and how responsibilities will be coordinated.

5. Outcomes Tracking and Continuous Improvement

Effective pre-apprenticeships should track whether participants are not only completing training, but successfully moving into and progressing through Registered Apprenticeship. Programs should use data and partner feedback to identify what is working, address gaps, and continuously improve program design.

It is recommended that programs track:

- Enrollment and pre-apprenticeship completion
- Industry-recognized credentials earned
- Entry into Registered Apprenticeship
- Retention and, where possible, completion of Registered Apprenticeship
- Employment retention and wage outcomes, where data are available
- Participant, employer, and RAP sponsor feedback

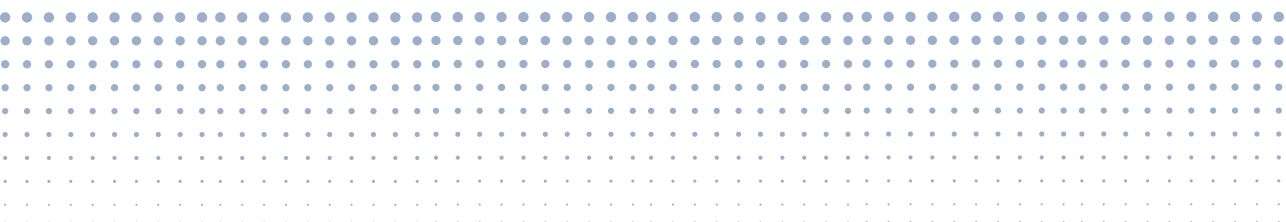
Outcomes should be reviewed regularly with partners and used to improve recruitment, curriculum, supportive services, work-based learning, and transition strategies. Programs should also create a structured process for RAP sponsors and employers to provide feedback on changing skill needs, workforce demand, and technology.

6. Supportive and Navigation Services

Pre-apprenticeships are designed to reduce barriers, not just teach skills. Programs should include—or have strong referral connections to—services such as:

- Case management or success coaching
- Career counseling and mentoring
- Transportation and childcare assistance
- Access to tools, equipment, uniforms, or technology
- Academic tutoring and study support

Navigation support is especially important during the transition from pre-apprenticeship to Registered Apprenticeship. This is often where participants fall through the cracks without intentional follow-through.



7. Equity and Access Strategies

Pre-apprenticeships play a key role in expanding access to apprenticeship for populations that have been historically underrepresented, including women, people of color, opportunity youth, justice-involved individuals, and people with disabilities.

Equity should be built into the program design, not bolted on. Practical strategies include:

- Using targeted outreach through trusted community partners, not just general marketing
- Reviewing intake and screening processes to remove unnecessary barriers (e.g., avoiding credential requirements that aren't actually needed for RAP entry)
- Applying trauma-informed and culturally responsive instructional practices—this means creating a classroom environment where participants feel respected and safe to ask for help
- Monitoring participation and outcomes by demographic group so gaps are visible and addressed

8. Participant Recruitment and Selection

Strong programs are intentional about who they recruit and how. Here are key practices:

- **Define your target population clearly.** Who are you trying to serve? Opportunity youth (ages 16–24)? Dislocated workers? People from communities historically excluded from trades? Being specific helps you design the right program and reach the right people.
- **Build recruitment partnerships early.** Schools, CBOs, faith institutions, re-entry programs, and social services are often the most effective channels for reaching underrepresented populations—far more so than general job postings.
- **Design intake to support, not screen out.** Intake processes should assess participant needs and readiness while avoiding barriers that don't actually predict success. Ask: 'Does this requirement exist because the RAP needs it, or just because it's always been done this way?'
- **Set clear expectations upfront.** Participants who understand program requirements, time commitments, and what comes after are more likely to complete and transition successfully.



IV. CALIFORNIA DAS PRE-APPRENTICESHIP REGISTRATION PROCESS

In California, pre-apprenticeship programs may register with the Division of Apprenticeship Standards (DAS). While registration is voluntary, it is strongly encouraged because it supports quality, alignment, and transparency across the statewide apprenticeship system. Registration confirms that a pre-apprenticeship is formally aligned with one or more DAS-approved RAPs and includes a defined pathway into those programs.

Overview of the Registration Pathway

1. Most programs follow a similar process when seeking DAS registration:
2. Identify and confirm one or more partner RAPs that are approved by DAS.
3. Design the pre-apprenticeship program, including curriculum, work-based learning, and supportive services.
4. Define how participants will be recruited and how equity and access will be addressed.
5. Clearly describe how participants will transition into Registered Apprenticeship.
6. Complete the required DAS registration forms and supporting documentation.
7. Submit materials and work with a DAS consultant during review.
8. Revise materials as needed and finalize registration.

DAS consultants work collaboratively with providers and partners to clarify expectations and support program approval. This is not an adversarial process—consultants want programs to succeed.

For more information: www.dir.ca.gov/das/preapprenticeship.htm

Key Elements Reviewed by DAS

Although specific forms may change over time, DAS generally reviews whether programs demonstrate:

- Formal alignment with one or more DAS-approved RAPs
- Clearly defined training content and learning outcomes
- A documented transition or referral process into Registered Apprenticeship
- Program administration and points of contact
- A commitment to access, equity, and participant support

Practical Tips for Successful Registration

- Engage RAP partners early and document their role before submitting.
- Clearly describe how participants will move from pre-apprenticeship to apprenticeship—not just how they will be trained.
- Make sure your curriculum aligns with the actual entry expectations of the RAP, not just general industry skills.
- Assign a single staff lead to coordinate all communication with DAS.
- Don't wait for a perfect program design before reaching out to DAS—consultants can offer guidance early in the process.



V. COORDINATION AND ALIGNMENT TOOLS



Strong coordination between partners is essential for effective pre-apprenticeship pathways. The tools in this section—and the templates in the Appendices—are designed to support consistent communication and shared expectations across organizations.

MOUs and Linkage Agreements

A Memorandum of Understanding (MOU), also called a Linkage Agreement, is a formal written agreement between the pre-apprenticeship provider and the Registered Apprenticeship sponsor (and any intermediary partners). It helps clarify roles and reduce misunderstandings before they become problems.

A well-designed MOU typically documents:

- The purpose of the partnership and the occupations served
- Roles and responsibilities of each partner
- Recruitment and referral processes
- Training and work-based learning commitments
- Transition and placement expectations into Registered Apprenticeship
- Data sharing and confidentiality practices
- Primary points of contact and problem-resolution procedures
- Agreement term, review schedule, and modification process

STRATEGIES TO CONSIDER

MOUs should be reviewed annually and updated based on program outcomes and partner feedback. An MOU that's three years old and hasn't been touched often reflects a partnership that's coasting rather than improving.



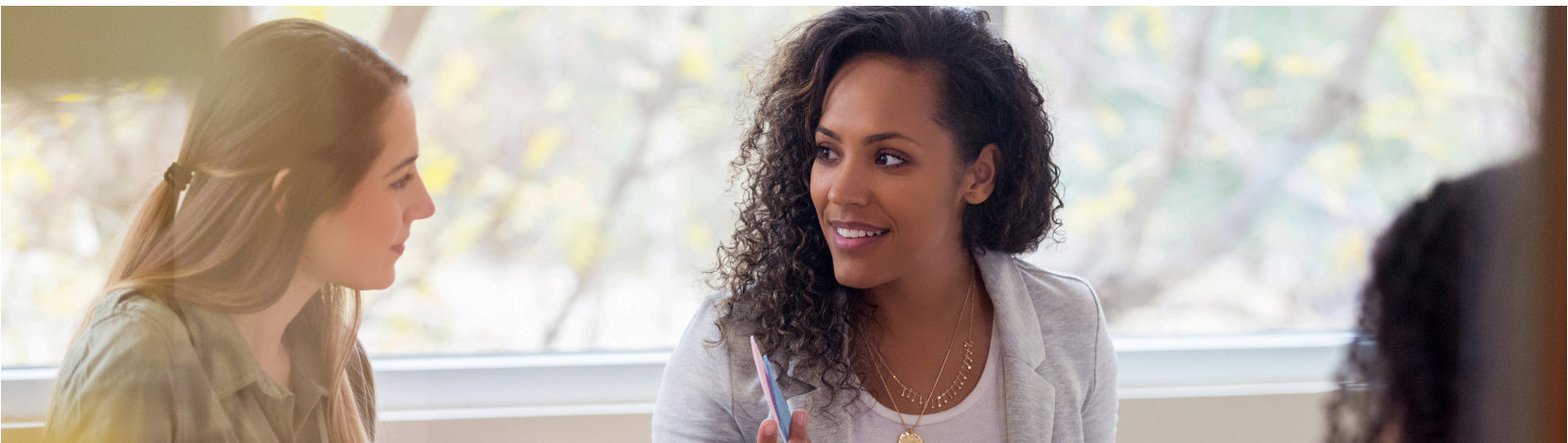
Pre-Apprenticeship to RAP Transition Checklist

A standardized transition checklist helps staff ensure participants are fully prepared and supported during the move into Registered Apprenticeship. See Appendix C for the full template.

“Next Step” Scripts

Simple, consistent language supports smooth handoffs and helps participants understand what happens next. Scripts are provided in Appendix D for three common situations:

- Staff meetings with participants at program completion
- Provider referrals to RAP sponsors or employers
- Follow-up communications after placement into apprenticeship



VI. IMPLEMENTATION AND SUSTAINABILITY STRATEGIES

Launching a pre-apprenticeship program is only the first step. Long-term success depends on staffing, funding, and sustained partner engagement.

Funding and Resource Alignment

Pre-apprenticeship programs almost always braid multiple funding sources together—no single source typically covers everything. Common sources include:

- **State and regional apprenticeship grants** (e.g., CAI, COYA, H RTP—see Appendix E for a full list)
- **Federal workforce funding** through WIOA Adult, Youth, and Dislocated Worker programs
- **Education funding** such as Perkins V, Workforce Pell, Strong Workforce Program (SWP)
- **Employer contributions** and in-kind support (tools, equipment, instruction time)
- **Philanthropic or community funding** for specific populations or pilot efforts

A practical tip: map your funding to specific program functions (instruction, case management, employer engagement, supportive services) so you can identify gaps and make a clearer case to funders.

Staffing and Operational Capacity

Programs need clear staffing for each key function. Gaps in staffing are one of the most common reasons programs struggle to sustain quality. Key roles include:

- **Program coordinator:** Manages day-to-day operations, partner communication, and compliance
- **Recruiter or outreach specialist:** Focuses on participant intake and equity-centered outreach
- **Case manager or success coach:** Provides individualized support and navigates barriers
- **Employer/RAP engagement liaison:** Maintains the relationship with apprenticeship sponsors and coordinates work-based learning

In smaller programs, one person may cover multiple roles. The important thing is that each function has a clear owner.

Ongoing Partner Engagement

Sustained coordination is critical to program quality—partnerships that only connect at launch tend to drift apart. Recommended practices:

- Hold regular partner meetings (at minimum quarterly) to review recruitment, training, and placement activity
- Conduct joint review of transition outcomes—who completed, who entered a RAP, who didn't and why
- Review MOUs and operating procedures annually
- Create shared accountability by tracking outcomes that matter to all partners, not just the pre-apprenticeship provider

When RAP Entry Doesn't Happen

Even well-run programs will have completers who don't immediately enter a RAP—due to timing, capacity limits, personal circumstances, or other factors. Having a plan for this is important.

Bridge strategies to consider:

- Connect completers to interim employment in the related industry while they wait for RAP openings.
- Maintain active follow-up and keep completers warm with the RAP sponsor.
- Explore whether other RAPs in adjacent occupations are accepting candidates.
- Revisit supportive services—sometimes barriers that weren't visible during training surface at this stage.

STRATEGIES TO CONSIDER

It is recommended that programs track 'completers not yet placed' as an active caseload, not a closed file. Some of the strongest eventual apprentices needed extra time or a second referral cycle.



VII. DATA, OUTCOMES, AND CONTINUOUS IMPROVEMENT

Meaningful data helps partners understand whether the program is meeting its goals and where improvements are needed. You don't need a sophisticated data system to start—even a well-maintained spreadsheet (see Appendix F) can get the job done.

Core Outcome Measures

Programs should track a focused, consistent set of indicators. Adding too many metrics often means tracking none of them well.

- **Enrollment and completion:** How many participants enrolled and completed the pre-apprenticeship?
- **Participant demographics:** Who is being served, and is the program reaching its intended populations?
- **Credential attainment:** What industry-recognized credentials did participants earn?
- **Entry into Registered Apprenticeship:** How many completers entered a RAP, and within what period of time?
- **Retention in Registered Apprenticeship:** How many remain active at key milestones such as 90 and 180 days?
- **Registered Apprenticeship completion:** How many former pre-apprentices ultimately complete the RAP?
- **Employment and wage outcomes:** Where feasible, what are participants' employment retention and wage trends after transition?

Data Collection and Sharing

Partners should agree upfront on:

- What data will be collected and by whom
- How data will be shared across organizations (including format and frequency)
- How participant consent and confidentiality will be protected (FERPA, WIOA, and applicable privacy laws apply)

A simple data sharing agreement, even just a paragraph in your MOU, can prevent a lot of confusion later.

Continuous Improvement Cycle

Data is only useful if it drives decisions. A simple improvement cycle:

1. Review outcomes and challenges quarterly with partners
2. Gather participant and employer feedback (even short surveys help)
3. Identify the top one or two priorities for adjustment
4. Implement changes and monitor whether they work

Don't wait for perfect data. A program that iterates based on imperfect information usually outperforms one that waits to act.





VIII. PROGRAM SPOTLIGHT: EMS CORPS – PUBLIC WORKS ALLIANCE

REAL-WORLD EXAMPLE OF HIGH-QUALITY PRE-APPRENTICESHIP IN ACTION.

EMS Corps illustrates several hallmarks of high-quality pre-apprenticeships: strong employer and apprenticeship alignment, targeted recruitment of underserved populations, integrated supportive services, and clear pathways to advancement.

The EMS Corps program, operated by Public Works Alliance in partnership with the California Firefighter Joint Apprenticeship Committee (Cal-JAC), is an equity-centered pre-apprenticeship in California’s emergency medical services (EMS) and fire service career pathways. Supported through the California Opportunity Youth Apprenticeship (COYA) Grant, EMS Corps connects “opportunity youth”—young adults ages 16–24 who face systemic barriers to employment—with high-demand careers as EMTs, paramedics, and ultimately firefighters.

EMS Corps is an intensive, approximately five-month program that blends technical training with comprehensive wraparound supports. Participants receive EMT certification training alongside stipends, case management, mentorship, and job placement assistance. This holistic model reflects a core principle of effective pre-apprenticeship: addressing both skill development and the structural barriers that often prevent participants from completing training or transitioning into employment.

The program responds directly to labor market demand. California faces persistent shortages in EMS personnel, particularly in underserved regions. EMS Corps creates a reliable pipeline of trained, diverse candidates ready to enter EMS roles and advance into registered apprenticeships. The partnership with Cal-JAC provides a structured pathway from pre-apprenticeship into firefighter and paramedic apprenticeship programs—an example of strong vertical alignment that is often missing in workforce systems.

COYA funding has enabled EMS Corps to scale its impact across California. Public Works Alliance received approximately \$1.8 million to expand EMT and paramedic pre-apprenticeship training statewide. COYA also provides supportive service stipends of up to \$12,000 per participant, reinforcing the importance of financial stability during training.

Early outcomes and expansion efforts point to the model's effectiveness. EMS Corps has trained hundreds of participants in Alameda County and expanded to Sacramento, Oxnard, and San Diego. Over 90% of participants in the first three Oxnard cohorts completed the program, earned EMT certifications, and are currently employed as EMTs.

"I've had many jobs and I felt like the medical field was the way to go. But I just didn't know how to get there. EMS Corps was definitely the stepping stone. It gives an upper hand to people that never had it growing up—that didn't have those role models that had steady jobs, good jobs, high-paying jobs. It just gives you a different sense of life. And you meet amazing people."

— ADRIANO CHAVEZ, EMS CORPS GRADUATE



For the most up-to-date info on this program or to learn more, please visit emscorps.org

IX. APPENDICES AND QUICK-REFERENCE TOOLS

The appendices provide ready-to-use tools that can be customized for local and regional use.

Appendix A: Sample Partnership MOU Template

Appendix B: Linkage Agreement Template (DAS)—click [here](#) for the current DAS form, as this may be updated periodically

Appendix C: Pre-Apprenticeship to Registered Apprenticeship Transition Checklist

Appendix D: “Next Step” Script Templates

Appendix E: Funding and Resource List

Appendix F: Sample Data Tracking Sheet

Appendix G: Pre-Apprenticeship 101 (1-pager)



Appendix A: Sample Partnership MOU Template

Memorandum of Understanding (MOU) – Pre-Apprenticeship and Registered Apprenticeship Partnership

Pre-Apprenticeship Provider: _____

Registered Apprenticeship Sponsor/Employer: _____

Intermediary/Workforce Partner (if applicable): _____

Effective Dates: _____

Purpose

This Memorandum of Understanding establishes a partnership to prepare participants for entry into a Registered Apprenticeship Program (RAP) through an aligned pre-apprenticeship pathway. Partners agree to coordinate training, recruitment, and transition activities to support participant success and strengthen workforce pipelines.

Program Goals

- Prepare participants with skills aligned to RAP entry expectations.
- Expand equitable access to apprenticeship opportunities.
- Improve transition rates from pre-apprenticeship to Registered Apprenticeship.
- Strengthen collaboration among education, workforce, and industry partners.

Roles and Responsibilities

Pre-Apprenticeship Provider will:

- Deliver training aligned with RAP entry requirements.
- Provide career readiness instruction.
- Offer or coordinate supportive services.
- Prepare participants for RAP application and interviews.
- Share progress updates with partners.

RAP Sponsor/Employer will:

- Validate that curriculum and hands-on learning reflect relevant Registered Apprenticeship occupational standards and entry qualifications.
- Participate in career exposure activities when feasible.
- Communicate application timelines and requirements.
- Consider program completers through agreed referral processes.

Intermediary/Workforce Partner (if applicable) will:

- Coordinate partner communication.
- Support funding alignment and reporting.
- Facilitate continuous improvement discussions.

Recruitment and Referral

Partners will collaborate on outreach strategies that promote equitable access and transparent selection processes.

Transition to Registered Apprenticeship

Program completers will receive formal referrals to the RAP according to agreed procedures. Referral does not guarantee placement but supports structured consideration.

Data Sharing and Confidentiality

Partners agree to share outcome data as appropriate while complying with FERPA, WIOA, and applicable privacy requirements.

Communication

Partners will meet at least _____ times annually to review progress, challenges, and outcomes.

Primary Contacts

Provider: _____

RAP Sponsor: _____

Term and Modification

This agreement remains in effect for _____ and may be modified by mutual written agreement.

Signatures

Provider Representative: _____ Date: _____

RAP Sponsor Representative: _____ Date: _____

Appendix B: Linkage Agreement Template (DAS)

WHERE TO FIND THE CURRENT DAS LINKAGE AGREEMENT FORM:

The DAS Linkage Agreement template is maintained by the California Division of Apprenticeship Standards and may be updated periodically. Rather than reproducing a form that may become outdated, programs are directed to obtain the current version directly from DAS. Please [click](#) here or contact your regional DAS consultant for the latest form and instructions.



Linkage Agreement between

and

This linkage agreement, between the above-named Pre-apprenticeship Program (hereafter "Pre-apprenticeship Program") and the above-named California Registered Apprenticeship Program (hereafter "Apprenticeship Program"), creates a working partnership for the benefit of pre-apprentices who choose the apprenticeship system as their career path.

The Pre-apprenticeship Program agrees that training activities shall be conducted in partnership with the Apprenticeship Program.

The Apprenticeship Program agrees to support the Pre-apprenticeship Program under the following conditions:

- Pre-apprentice graduates shall have priority, but not a guarantee of acceptance, into the Apprenticeship Program. _____ pre-apprentice graduates, per _____ may be accepted into the Apprenticeship Program.
- Training and curriculum based on industry standards and approved by the documented registered apprenticeship program partner or partners that will prepare individuals with the skills and competencies needed to enter one or more registered apprenticeship programs.
- Strategies that increase registered apprenticeship opportunities for underrepresented, disadvantaged, or low-skilled individuals, such that, upon completion, those individuals will meet the entry requirements, gain consideration, and be prepared for success in one or more registered apprenticeship programs. These strategies include any of the following:
 - Strong recruitment efforts focused on outreach to populations underrepresented in local, state, and national registered apprenticeship programs.

- Educational and prevocational services that prepare individuals to meet the entry requisites of one or more registered apprenticeship programs, such as specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, adult basic education, financial literacy seminars, and mathematics tutoring.
- Exposing participants to local, state, and national registered apprenticeship programs and providing direct assistance to participants applying to those programs.
- Facilitating access to appropriate support services during both the pre-apprenticeship program and a significant portion of the registered apprenticeship program.
- Efforts to sustain the ongoing partnership between the pre-apprenticeship program and registered apprenticeship program partner or partners, including collaborative efforts that promote alignment with the California Workforce Innovation and Opportunity Act (WIOA) Unified Strategic Workforce Development Plan and use of the registered apprenticeship program as a preferred means for employers to develop a skilled workforce and create career opportunities for individuals.
- Providing physical preparedness training for jobs where physical ability and endurance are key elements of success.
- Providing training on safe working practices where applicable to the job.
- Providing hands-on training to individuals in a simulated lab experience or through volunteer opportunities that accurately simulate industry and occupational conditions while observing proper supervision and safety protocols, provided that such experience and opportunities do not supplant or reduce the compensable work of paid employees.
- Providing for automatic acceptance or priority credits for acceptance into apprenticeship programs of individuals who have successfully completed the pre-apprenticeship program, and when applicable, giving advance credit in the apprenticeship program for skills and competencies already acquired in the pre-apprenticeship program.

The foregoing linkage agreement is hereby agreed to by the following parties:

Pre-apprenticeship Program

Date

Apprenticeship Program

DAS File #: _____

Date

Appendix C: Transition Checklist

Pre-Apprenticeship to Registered Apprenticeship

Use this checklist collaboratively with education, workforce, and employer partners when moving participants from pre-apprenticeship into a RAP.

Participant Name: _____

Program: _____ Target RAP: _____

Training Completion

- ☐ Required instructional hours completed
- ☐ Core competencies verified
- ☐ Safety training completed
- ☐ Industry credential earned (if applicable)

Eligibility Verification

- ☐ Age and eligibility confirmed
- ☐ Required identification collected
- ☐ Resume completed
- ☐ Application materials prepared

RAP Entry Steps

- ☐ RAP application submitted
- ☐ Referral sent to sponsor/employer
- ☐ Interview or assessment scheduled (CPL or other articulation benefit confirmed)
- ☐ Participant briefed on expectations and timeline
- ☐ Participant understands RAP eligibility requirements and hiring timeline

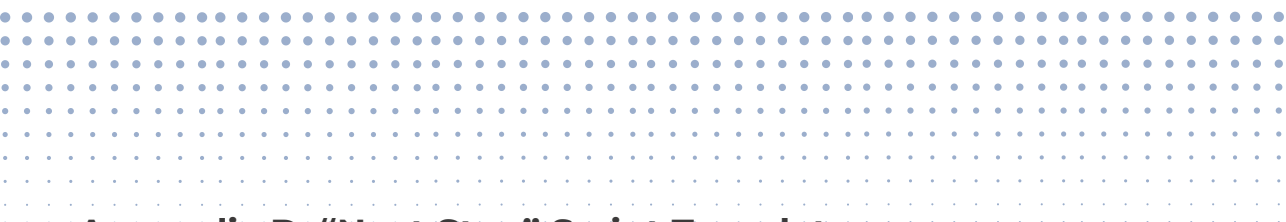
Support Services Transition

- ☐ Transportation plan confirmed
- ☐ Tools/work clothing needs addressed
- ☐ Ongoing support contact identified

Follow-Up

- ☐ Participant understands next steps
- ☐ RAP contact information shared
- ☐ 30-day follow-up scheduled
- ☐ Upon RAP registration, participant reminded to accurately report prior pre-apprenticeship participation on ETA Form 671, Part II (for DOL registered-programs)
- ☐ 90-day follow-up scheduled

Notes: _____



Appendix D: “Next Step” Script Templates

These sample scripts provide consistent language for three common handoff moments. Customize them to fit your program’s voice and the specific RAP or employer involved.

Script 1: Completion Meeting (Staff to Participant)

““Congratulations on completing the pre-apprenticeship program. You’ve built real skills that align with entry into [RAP Name]. The next step is applying and interviewing for apprenticeship opportunities. Let’s walk through exactly what will happen next and who will support you along the way.”

Key points to cover:

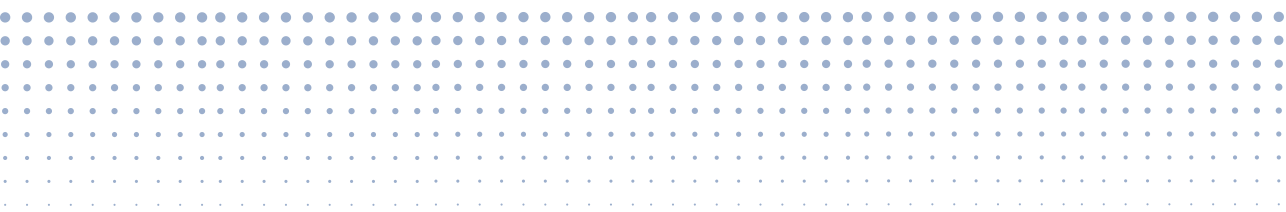
- Highlight the participant’s specific strengths and accomplishments
- Explain the RAP application timeline and what to expect
- Confirm next action steps and who is responsible for each
- Provide contact information for both the pre-apprenticeship team and the RAP sponsor
- Remind the participant that your team is available if questions or obstacles come up

Script 2: Referral (Provider to RAP Sponsor)

“We are referring [Participant Name], who successfully completed our pre-apprenticeship program aligned with your RAP. [Participant Name] completed training in [skills], earned [certifications], and demonstrated strong attendance, safety awareness, and readiness for apprenticeship. We believe [he/she/they] would be a strong candidate and are happy to provide any additional information.”

Key details to include:

- Skills and competencies gained
- Certifications or credentials earned
- Work readiness observations (attendance, attitude, teamwork)
- Any context that would help the sponsor make a decision

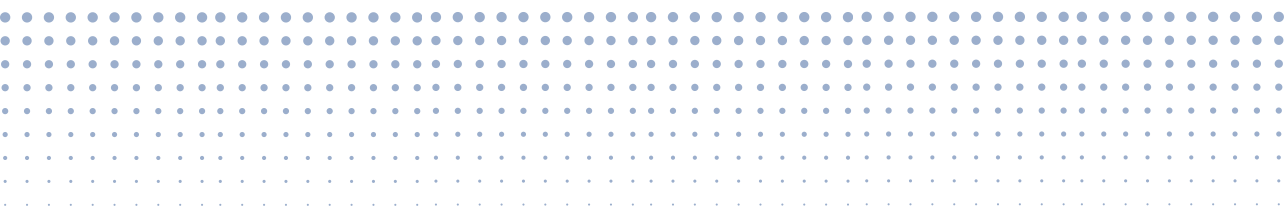


Script 3: Follow-Up Check-In (Staff to New Apprentice)

“Hi [Name], we’re checking in to see how your first few weeks in apprenticeship are going. What’s working well? Is there anything coming up that we can help you navigate?”

Focus on:

- Providing focused early-retention support during the first 90 days of apprenticeship.
- Reinforcing the participant’s confidence and sense of belonging
- Connecting to resources quickly if challenges come up
- Flagging any systemic issues (e.g., transport, scheduling conflicts) back to program staff



Appendix E: Funding and Resource List

Pre-apprenticeship programs typically braid multiple funding sources. This list covers the most common California and federal options. Availability, eligibility, and program details change frequently—always verify current status before applying.

California State Funding

- [California Apprenticeship Initiative \(CAI\)](#) – Supports pre-apprenticeship and apprenticeship development through community colleges.
- [California Opportunity Youth Apprenticeship \(COYA\)](#) – Supports youth pre-apprenticeship and apprenticeship, including stipends.
- [Employment Training Panel \(ETP\)](#) – Employer training reimbursement.
- [High Road Training Partnerships \(H RTP\)](#) – [Equity-focused workforce partnerships](#).
- [Strong Workforce Program \(SWP\)](#) – [K–12 and community college career education funding](#).

Federal Funding

- **[Perkins V \(CTE funding\)](#)** – Career and Technical Education funding for secondary and postsecondary programs.
- **[WIOA, Title II: AEFLA Grant](#)** – Federal funding for adult education programs.
- **[WIOA Adult, Youth, and Dislocated Worker funds](#)** – Core federal workforce development funding through local WDBs.
- **[Women in Apprenticeship and Nontraditional Occupations \(WANTO\)](#)** – Supports women in non-traditional occupations (when active).
- **[YouthBuild](#)** – Supports low-income young adults with education and training.

Local and Regional Sources

- Workforce Development Board contracts
- Philanthropic workforce grants
- Employer cost-sharing or in-kind contributions (equipment, instruction time, site access)

Additional Resource

[Grow Apprenticeship California Funding Matrix](#) – A comprehensive overview of California apprenticeship funding sources in one place.

Appendix F: Sample Data Tracking Sheet

The following is an example of a basic tracking sheet to document participant progress from enrollment through RAP retention. Add or remove columns to fit your program's needs.

Participant Name	Enrollment Date	Completed	Target RAP	Referred	Entered RAP	90-Day Retention	Credentials Earned	Support Services

Recommended Metrics to Review Regularly

- **Enrollment and completion rates:** What percentage of enrolled participants are completing?
- **Demographics:** Are you reaching your target populations? Review by gender, race/ethnicity, and zip code.
- **RAP entry rate:** What percentage of completers are entering a RAP within 90 days?
- Retention milestones: 30, 90, and 180 days in the RAP
- **Credential attainment:** What certifications are participants earning?
- **Wage outcomes (where available)**
- **Prior pre-apprenticeship accurately identified on ETA Form 671 (for DOL-registered programs)**
- **Completers not yet placed:** Track this as an active list, not a closed file.

Appendix G: Pre-Apprenticeship 101

A one-page overview for new partners, participants, and anyone who wants the short version first.

What Is a Pre-Apprenticeship?

A pre-apprenticeship is a training program that prepares individuals to enter and succeed in a Registered Apprenticeship Program. It serves as an on-ramp to apprenticeship by building skills, confidence, and industry exposure. Typical programs run approximately 6–20 weeks and serve cohorts of 10–25 participants. However, program length, cohort size, and delivery model vary based on the occupation, participant population, and preparation required for the related Registered Apprenticeship pathway.

Key Features

- ✓ A defined pathway into one or more Registered Apprenticeship Programs
- ✓ Industry-driven training aligned with RAP standards and entry requirements
- ✓ Hands-on learning and career exposure
- ✓ Career readiness instruction
- ✓ Support services to reduce barriers
- ✓ Clear transition into apprenticeship

Why It Matters

For Participants

- Explore careers before committing
- Get hands-on, work-based learning
- Build confidence and skills
- Access good jobs

For Employers

- Better prepared applicants
- Reduced hiring risk
- Stronger talent pipeline

For Ed & Workforce Partners

- Stronger career pathways
- Improved employment outcomes
- Greater equity and access

Ready to learn more?

Contact [New Ways to Work](#) or click [here](#) to explore California registration options.

PRE-APPRENTICESHIP GUIDE AND TOOLKIT



FOR MORE INFORMATION

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