



Teacher Apprenticeship Incentive Program (TAIP) Implementation Guide

2026

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Purpose

The Teacher Apprenticeship Incentive Program (TAIP), led by the Gulf Coast Workforce Board, is a regional talent development strategy designed to strengthen and sustain the educator workforce by expanding Registered Teacher Apprenticeship Programs (RTAPs) across the Gulf Coast region. Through a systems-building approach, TAIP leverages and braids philanthropic, workforce, education, and apprenticeship investments to create a sustainable "grow-your-own" teacher pipeline. By aligning support from Houston Endowment with state and federal workforce grants, school district investments, higher education partnerships, and apprenticeship resources, the program expands access to teacher certification pathways, reduces barriers to entry, and supports aspiring educators from preparation through certification and employment. The initiative helps districts recruit, develop, and retain high-quality teachers while addressing critical workforce shortages. Ultimately, TAIP advances educational attainment, workforce readiness, and economic mobility, creating a scalable model that strengthens the regional educator talent pipeline and ensures students have access to highly qualified teachers for years to come.

Three Strategic Priorities

Priority	Goal	Funding
Apprentice Completion & Advancement	Increase enrollment, progression, and completion of teacher apprenticeships	\$2,000 per RTAP-enrolled apprentice directly to school districts
Wraparound Support	Improve apprentice persistence and success through coaching, advising, and resource referrals	Houston Endowment-funded staffing plus WIOA support services
Regional RTAP Hubs	Expand teacher apprenticeship programs regionally through a hub model	\$50,000 - Region 6 ESC

Priority Area 1: Apprentice Completion & Advancement

Objective

The TAIP is structured to provide school districts with financial incentives for every apprentice employed and participating in their RTAP. Incentives are tiered and based on four progressive apprentice levels, with no cap for the number of apprentices enrolled. The incentive program is designed this way to encourage apprentice

enrollment and support districts with the financial burden of hiring additional apprentices. It also considers that apprentices closer to completion of their program require more financial investment from the district than do those just starting a program.

Funding Structure

Funding will support districts who employ over 400 teacher apprentices across the region. To accelerate adoption and sustainability of Registered Teacher Apprenticeship Programs, participating districts receive \$2,000 per enrolled apprentice. These incentive funds provide critical early-stage support for program implementation, mentorship, and apprentice success while districts develop long-term capacity to sustain their educator pipelines. Through this investment, districts across the Gulf Coast region are expected to support more than 400 teacher apprentices, significantly expanding the pool of future certified teachers and helping address persistent educator workforce shortages.

TAIP will carefully track both the total number of incentives awarded and the number of unique apprentices served to ensure transparent, accurate distribution of funds and responsible stewardship of resources. Tracking will occur within the local CRM system and at the workforce board level.

Desired Outcomes

TAIP seeks to achieve:

- 85% progression from Level 1 → Level 2
- 85% progression from Level 2 → Level 3
- 85% progression from Level 3 → Level 4
- 85% completion rate for apprentices entering Level 4 within 18 months, including licensure attainment

Priority Area 2: Wraparound Supports

Objective

TAIP provides comprehensive wraparound supports designed to increase apprenticeship retention and completion. Through progress checkpoints administered via a monthly survey, apprentices gain access to proactive support to address academic, professional, and personal challenges. Participants requiring additional assistance can receive one-on-one coaching and connections to supportive services that help remove barriers and promote successful program completion.

Funding Structure

TAIP is supported through a coordinated, braided funding model that leverages philanthropic, workforce, and community resources to maximize impact and long-term sustainability. Key funding and resource partners include:

- Houston Endowment investments supporting program staffing and implementation
- Gulf Coast Workforce Board staff, infrastructure, and administrative support
- WIOA funding and participant services for qualifying apprentices

- Community-based organizations providing wraparound support and resource connections

Desired Outcomes

- 90% of apprentices complete monthly surveys
- 100% of apprentices indicating that support is needed is connected to their local Workforce Solutions personnel or is provided community resources for support
- 85% of apprentices successfully advance to the next stage of the educator pathway each year
- Higher retention and completion rates within Registered Teacher Apprenticeship Programs
- Reduced barriers to certification through targeted wraparound supports and resource connections
- Increased transition of apprentices into certified teaching positions

Priority Area 3: Regional RTAP Hub Expansion

Objective

Establish a sustainable regional infrastructure to support the launch, expansion, and long-term success of Registered Teacher Apprenticeship Programs (RTAPs) across the Gulf Coast region. Through an investment of \$50,000 to a designated Regional Hub, this initiative will build the capacity, technical assistance, and systems necessary to sustain teacher apprenticeship pathways beyond the grant period.

Funding Structure

Hub	Funding
RTAP Hub #1 Operations	\$50,000

Desired Outcomes

- 4–6 new school districts onboarded into Registered Teacher Apprenticeship Programs
- Three regional technical assistance convenings conducted annually
- Quarterly data collection and performance reporting through the local CRM system
- 85% stakeholder satisfaction rate reported post-convening among participating districts and partners

TAIP Expected Outcomes

Meet Workforce Demands

TAIP is designed to:

- Increase the number of registered teacher apprentices across the region
- Improve apprenticeship completion and teacher licensure attainment rates
- Reduce financial and systemic barriers to entering the teaching profession
- Expand diversity within the educator workforce
- Strengthen district recruitment and retention efforts
- Create sustainable educator talent pipelines aligned with regional workforce needs
- Enhance collaboration among school districts, higher education institutions, workforce agencies, Education Service Centers, and community partners

Create Sustainable Systems

TAIP is designed not as a short-term grant-funded initiative, but as a long-term workforce development strategy that strengthens the educator talent pipeline throughout the Gulf Coast region. Sustainability will be achieved by:

- Embedding Registered Teacher Apprenticeships into district workforce and staffing strategies
- Leveraging braided state, federal, local, employer, and philanthropic funding sources
- Establishing a permanent regional technical assistance hub
- Building a regional data-sharing and performance management system through the local CRM system
- Developing scalable implementation tools, resources, and best-practice guides that can be replicated across districts
- Strengthening cross-sector partnerships among education, workforce, apprenticeship, and community stakeholders

Long-Term Vision

By creating permanent regional infrastructure, expanding district capacity, and institutionalizing apprenticeship pathways, TAIP will establish a scalable and sustainable educator workforce model that increases teacher supply, improves retention, and ensures students across the Gulf Coast region have access to highly qualified educators for years to come.

Summary of Investment

Category	Target
School District Incentives	\$825,000
RTAP Hub Expansion	\$50,000

Apprentice Support	\$2,000
Apprentice Advancement Goal	85%
Monthly Survey Completion Goal	90%
New RTAP Districts	4–6
Service Area	13 Gulf Coast Counties

Bottom Line

The Teacher Apprenticeship Initiative Program (TAIP) is a regional educator workforce strategy designed to strengthen and expand the teacher pipeline across the Gulf Coast region. Through a combination of direct district incentives, apprentice support services, and long-term apprenticeship infrastructure development, TAIP will support educator preparation efforts in partnership with nine participating school districts: Aldine ISD, Alief ISD, Brazosport ISD, Deer Park ISD, Houston ISD, Sheldon ISD, Spring ISD, Spring Branch ISD, and Tomball ISD.

Success will be measured by apprentice recruitment and advancement, program completion rates, teacher retention outcomes, and the continued growth of Registered Teacher Apprenticeship Programs throughout the region, creating a sustainable pipeline of highly qualified educators for years to come.

Program Details

Participating Organizations Supported by TAIP

TAIP will provide support to the following entities across the Gulf Coast region and beyond:

School Districts

- Aldine ISD
- Alief ISD
- Brazosport ISD
- Deer Park ISD
- Houston ISD
- Sheldon ISD
- Spring ISD
- Spring Branch ISD
- Tomball ISD

Colleges and/or Educator Preparation Programs

- Brazosport College

- Grand Canyon University
- Houston City College
- Houston ISD ACP
- Indiana Wesleyan University
- Lamar University
- Reach University
- Region 4 – Inspire Texas
- Sam Houston State University
- San Jacinto College
- Stephen F. Austin University
- Texas A & M – Victoria
- Texas Southern University
- Texas State University
- Texas State University
- Texas Tech University
- Texas Woman's University
- University of Houston – Clear Lake
- University of Houston – Downtown
- University of Houston – Main
- Western Governors University

Applicant Eligibility Agreements

- School districts must employ apprentices into a Registered Teacher Apprenticeship Program (RTAP) to pursue teacher certification with an approved Texas-based education provider program (EPP).
- School districts must utilize incentive stipends for individual apprentices or to support the registered teacher apprenticeship program.
- School district personnel must plan to attend three TAIP convenings during the 2026-2027 school year, and register their district in the local customer relationship management (CRM) system.
- School districts must reinforce expectations that apprentices create an account in the local CRM system, complete monthly checkpoint surveys and engage in any follow-up supportive services, if requested.

Program Timeline and Key Dates

Below is a summary of important dates and next steps associated with the TAIP process.

Milestones	Dates
Incentive Notification to School Districts	May 12, 2026
TAIP Application Opened	May 12, 2026

Informational Session	May 12, 2026
Initial Apprentice Rosters Due	June 15, 2026
Contact Information for all Administrative CRM users Due Using the Attached Template (Admin Accounts Roster) Sent to GCWBCareerPathways@wrksolutions.net . Rosters should include a point of contact for your college and/or training provider. Please provide as much information as possible.	July 30, 2026
CRM Administrative User Accounts Active	August 3, 2026
Final Apprentice Rosters Due Using the Attached Template (Final Apprentice Information Sheet) Sent to GCWBCareerPathways@wrksolutions.net	August 3, 2026
Final Apprentice Rosters Verified by the Gulf Coast Workforce Board	August 10, 2026
Award Notifications and Dollar Amounts Sent to School Districts	August 10, 2026
Regional TAIP Convenings (<i>hybrid options available</i>) • November 3rd (9-12 PM) • February 3rd (9-12 PM) • May 5th (9- 12 PM)	November 2026 – May 2027
Apprentice Incentives are Distributed to School Districts	September – October 2026
Apprentices Receive First CRM Email to Finalize Account Set-up	On or before October 6, 2026
Wraparound Support Staff Begins Reaching out to Individual Apprentices that Indicate a High-Priority Need on Survey	September 14, 2026 and ongoing
Monthly Wraparound Support Surveys Distributed	15 th of each month starting October 15th
Monthly Wraparound Support Surveys Continue for Apprentices	January 2027

**Additional updates and important deadlines will be communicated throughout the program year.*

Payment Logistics and Processes

Funding Decisions for School Districts

Funding for TAIP is set at \$2,000 per apprentice enrolled in each school district's Registered Teacher Apprenticeship Program (RTAP) and logged into RAPIDS. Your final funding amount will be based on availability of funding, and all funding will continue until TAIP grant funding is depleted. Therefore, submission of an application and apprentice roster does not guarantee full funding for all apprentices submitted. Final funding amounts will be determined and communicated via email on August 10, 2026.

Processing Payments

All districts that qualify for an incentive award through TAIP will receive a call and/or email by July 14, 2026 to collect two points of contact. While final dollar amounts will be determined after August 3rd, 2026, the Gulf Coast Workforce Board will proactively set up systems for incentive funding so that when dollar amounts are determined, payment can be expedited. Once those two points of contacts are collected, they will be forwarded to the Financial Aid Payment Office (FAPO) and a staff member at FAPO will reach out to school districts to begin the process of setting up payment. FAPO will collect information for direct deposit via the Electronic Payment Authorization Agreement. Additional information can be found regarding payments can be found in Appendix – A. Following final roster collection and award determinations, districts selected for funding will receive communication regarding total award dollars.

Anticipated Payment Timeline

- 2 points of contact submitted: July 14, 2026
- Final rosters of apprentices submitted: August 3, 2026
- Final rosters of apprentices verified: August 10, 2026
- Award amount communicated to school districts: August 10, 2026
- Funds disbursement: September – October 2026

**Please note that payment timelines may vary depending on the completeness and accuracy of submitted documentation.*

Summary of Payment Processing

To ensure timely payment, all required documentation must be completed and submitted.

Award Notification	District receives official TAIP award notification.
Payment Setup Documentation	District completes all required payment setup forms and documentation.
Final Rosters Submitted	District submits the final roster in the template provided (in Appendix) to GCWBCareerPathways@wrksolutions.net .
Verification Review	Program staff review submitted documentation for completeness and accuracy.

Corrections (If Needed)	District responds to any requests for clarification, revisions, or missing documentation.
Final Approval	Payment documentation receives final approval.
Funds Disbursement	Payment is processed according to established fiscal procedures.
Program Compliance Requirements	District fulfills any required reporting, participation, or documentation requirements associated with the award.

Customer Relationship Management System Set-up: Administrative Accounts

As partners of the Gulf Coast Workforce Board, each school district and college participating in TAIP will receive a specific number of administrative accounts for our Customer Relationship Management System. The Gulf Coast Workforce Board designed this system to support Registered Teacher Apprenticeship Programs by providing a single platform that can be leveraged by all partners to communicate across organizations, document support provided to apprentices, and track progress of apprentices as they complete milestones within their program. Importantly, our CRM system minimizes administrative burden through customized reports designed to mirror the requirements of reporting platforms such as RAPIDS, EDvera and others. Finally, the CRM will allow the Gulf Coast Workforce Board's wraparound support staff to communicate with apprentices directly and connect them to supportive services, as needed.

Access will also be granted to apprentices, mentors, evaluators and district and college-level leaders (see below for more information). Training for administrative level CRM users (district and college-level leaders) will be provided through a virtual session (noted below), and additional sessions may be scheduled, if needed. To get administrative accounts set up, districts and colleges should provide detailed information for all requested users on the provided template along with program-level RAPIDS ID and/or EDvera ID information, if applicable, by July 30, 2026 to GCWBCareerPathways@wrksolutions.net. RAPIDS ID and EDvera ID information will be pre-loaded into the CRM to ensure ease of reporting. Administrative users will receive confirmation that their CRM accounts are created by August 3, 2026. The attached Excel document includes:

- Organization
- First Name
- Last Name
- Role
- Email
- Role
- RAPIDS Program Number (if applicable)
- RAPIDS Sponsor Name (if applicable)
- EDvera Provider ID (if applicable)
- EDvera Campus ID (if applicable)

- EDvera Program ID (if applicable)
- EDvera Program Name (if applicable)
- EDvera ETP Program Code/ID (if applicable)

**Please note that sponsors will create a RAPIDS Sponsor Name and will be assigned a RAPIDS Program Number but may not have any information for the EDvera training provider columns. Training providers on the ETPL will be provided with EDvera account information corresponding to their program and may not have any sponsor-related RAPIDS information. All information can be found on the RAPIDS and EDvera reporting platforms.*

Final Apprentice, Mentor and Evaluator Rosters

Final apprentice, mentor, and evaluator rosters are due by August 3, 2026 with all information in the provided template to GCWBCareerPathways@wrksolutions.net. Rosters should include apprentice information along with any known mentors and evaluators within the school district. This information is requested because all apprentices, mentors, and school-based evaluators will have access to the local CRM system. These rosters allow the workforce board to review final submissions to determine award amounts and pre-register all accounts in the local CRM to ease the administrative burden for all. School districts submitting final rosters should be able to attest that each apprentice included on the roster is enrolled in their RTAP and registered in RAPIDS. The final roster submission includes:

- Full name
- Phone number
- Email address
- Role or Teaching Assignment
- Campus Assignment
- Assigned Apprentice (mentors only)
- College Attending (apprentices only)
- Total number of college hours (apprentices only)
- Apprentice Level/On-ramp (apprentices only)
- Notes for the GCWB (if applicable)

Customer Relationship Management System: Apprentice and Administrator Accounts

The TAIP Customer Relationship Management (CRM) system will serve as the primary platform for communication, apprentice wraparound support coordination, and reporting. The email accounts provided by the school district through the final administrator and final apprentice roster documents will be used to set up these accounts. District administrators will receive an email notification no later than **October 5th** and apprentices will receive emails no later than **October 6th** confirming that their accounts have been created. It will also prompt the user to finish setting up their CRM account. The email will include:

- Direct links to access the CRM platform
- Login instructions with username and password
- An attached CRM user guide

The account set-up process takes about five minutes to complete and includes an initial survey for apprentices to determine if any immediate supportive services are needed at the start of the school year. Training videos were created and are available on the CRM platform upon sign-in. Training guides will be included as an attachment of the CRM introductory email. A copy of the apprentice email can be found in the appendix, for reference. CRM office hours will be added to convenings to support any district or college and can be requested by emailing TAIP@wrksolutions.net. All administrator and apprentice information provided through the Customer Relationship Management system will remain protected and private.

WorkInTexas.com Account Requirement for Apprentices

As part of the onboarding process, apprentices will be asked to create a WorkInTexas.com account. Instructions for setting up a WorkInTexas.com account are included in the **October 6th** apprentice email.

The WorkInTexas.com account is an important component of the program because it allows the Gulf Coast Workforce Board to:

- Determine eligibility for support services
- Assess potential wraparound support needs
- Ensure apprentices have access to available workforce development opportunities.

****Note:** Apprentices who have already created WorkInTexas.com accounts SHOULD NOT create a new account. These accounts are used by Workforce Solutions offices to determine apprentice qualifications for funding. Apprentices that have been screened for funding eligibility through Workforce Solutions offices will already have an account and do not need to complete this step. Only new apprentices or apprentices that have not been screened for Workforce Solutions funding should create a WorkInTexas.com account.

School Districts

Funding Details

\$825,000 will be invested in awards that flow directly to participating school districts based on verified apprentices enrolled in the district RTAP. These funds are designed to provide meaningful financial support to districts as they enroll and retain teacher apprentices and will be awarded as long as funds remain available.

School districts may receive \$2,000 for each apprentice employed during the program timeline or until available funds are fully utilized. TAIP will carefully track both the total

number of incentives awarded to ensure transparent, accurate distribution of funds and responsible stewardship of resources.

Apprentice levels will also be tracked by levels, which are roughly based on the number of completed college credit hours and defined academic milestones. This structure aligns state-level guidance for registered teacher apprenticeships established by the Texas Tri-Agency (TEA, TWC and THECB). These levels can vary widely by college and/or apprentice situation.

Apprentice Level	Description of Level Completion
Level 1 0-30 hours	Completion of 30 credit hours towards educator certification, submission of milestone documentation, and participation in coaching and advising sessions
Level 2 31-60 hours	Completion of 60 credit hours towards educator certification, submission of milestone documentation, and participation in coaching and advising sessions
Level 3 61-90 hours	Completion of 90 credit hours towards educator certification, submission of milestone documentation, and participation in coaching and advising sessions
Level 4 91-120+ hours	Completion of 120 hours and meeting graduation requirements OR Bachelor's or higher – skilled professional transition

School District Responsibilities

Participating school districts play a critical role in ensuring apprentices are supported, monitored, and are progressing effectively through the program. As such, districts have some direct responsibilities in relation to this grant. These include:

- Submitting all required financial information to designated grant personnel and verifying that awarded funds are directed to the correct apprentices within their internal systems
- Completing a twice-yearly apprentice survey to provide feedback on the apprenticeship experience
- Participating in one virtual CRM system training (one hour) and three program convenings, contributing insights, sharing implementation practices, and remaining aligned with regional expectations. Those meeting months are:
 - November 2026
 - February 2027
 - May 2027

In addition to these expectations, districts will be required to communicate to enrolled apprentices that they must:

- Complete their account registration on the local CRM system.
- Participate in check-ins with a wraparound support specialist, when requested.

- Update their apprenticeship progress in the local CRM system monthly, including submitting documentation supporting milestone completion, updating their timesheets for on-the-job activities and related technical instruction, as requested.

Through these responsibilities, districts will help ensure that apprentices receive high-quality support and that the program operates with fidelity across the region.

School District Outcomes

Based on projected enrollment trends and the defined value of the incentives, TAIP is intentionally designed to support apprentices as they progress through increasingly rigorous stages of a Registered Teacher Apprenticeship Program. Over the grant period, this incentive is expected to directly support at least 400 apprentices, strengthening career mobility through a stackable certification pathway that advances to full teacher certification.

Wraparound Support

Funding Details

A wraparound support staff member is provided as part of the TAIP program free-of-charge to all participating apprentices. Wraparound support is aligned with school district and educator preparation programs with a focus on providing individualized apprentice support, access to resources, and ensuring the apprentice experience is high quality. Wraparound support is in place to increase the total number of apprentices matriculating through their teaching program towards completion and proactively address any barriers to employment or school attendance.

Wraparound Support Responsibilities

Through TAIP, wraparound supports are designed to reinforce persistence, strengthen communication across partners, and ensure apprentices have the guidance and resources necessary to successfully progress through the program and into long-term educator roles.

Wraparound support staff will initiate contact with apprentices by September 14, 2026 if a high-priority need is indicated on their initial survey completed during the CRM account set-up process. Wraparound support staff will set up a virtual check-in time with the apprentice to learn more about the expressed need so they can receive the appropriate supportive services. Beginning on October 15, 2026, a monthly apprentice survey will automatically be sent to apprentices to screen for emerging high-priority needs or barriers to school attendance and employment. Any needs indicated on monthly surveys will be addressed by a wraparound support staff member. Additionally, wraparound support staff will create a cadence of checkpoints with all participating

apprentices based on priority level. These checkpoints are virtual and do not exceed 30 minutes.

Wraparound support staff will send out monthly checkpoint surveys to all apprentices to probe for any barriers to employment and provide a “pulse check” of progress. These surveys are meant to take no more than 5-7 minutes per month for apprentices to complete and inform wraparound support staff if there are high-priority apprentice needs. Wraparound support staff will follow up with all apprentices indicating a high-priority need via an email inviting the apprentice to a 30-minute virtual check-in. These virtual check-ins are designed to ensure apprentices remain engaged, supported, and on track throughout the grant period. More importantly, wraparound support staff will ensure apprentices are connected to community-based or Workforce Solutions services. For apprentices that communicate lower priority needs, wraparound support staff will be available to schedule check-ins by sending an email to TAIP@wrksolutions.net, as needed.

Apprentices who qualify for and choose to accept financial support through Workforce Solutions following an intake assessment may have additional required touchpoints with a Career Advisor to support employment stability and career planning.

Some of the wraparound supports provided through TAIP include:

Apprentices Receiving Funding through Workforce Solutions AND TAIP	Apprentices Receiving Only TAIP Funding
Child Care Scholarships: financial assistance while working, seeking work, attending school, or participating in training. Transportation Assistance: gas cards, bus passes, or limited vehicle repair to ensure reliable access to work or training. Emergency Assistance: limited support for temporary housing, utilities, or other critical needs to prevent job loss or training disruption. Employment Supports: resume building and interview preparation. <i>*All supportive services are funded through WIOA/Workforce Solutions</i>	Wraparound support personnel will connect apprentices with external organizations specializing in: • Transportation Assistance • Emergency Assistance for Housing, Utilities, Food and Critical Needs • Medical, Dental and Vision Care • Financial Wellness Coaching • Mental Health Care <i>*All supportive services are funded independently through community organizations</i>

Eligibility Disclaimer: Not all apprentices qualify for Workforce Innovation and Opportunity Act (WIOA) funded services. Eligibility for financial assistance and supportive services is determined through individual assessment and applicable program requirements. Depending on the apprentice's circumstances, support may be

provided through WIOA Title I, WIOA Title II (Adult Education and Literacy), or other available workforce, education, and community partner resources. Services are tailored to individual needs and available funding sources to promote apprenticeship persistence, completion, and successful transition into the teaching profession.

Wraparound Support Outcomes

Throughout the grant period, it is expected that apprentices participating in wraparound support are provided the resources needed to advance at least one apprentice level within 12 months.

Educator Hubs

Funding Details

During Year 1 of the TAIP grant window, the Educator Hub will serve as the primary Educator Hub for the Gulf Coast region with plans to continue beyond the grant to anchor regional capacity. As the designated educator hub, the Educator Hub will translate regional strategy into sustainable infrastructure supporting RTAPs. The Educator Hub will lead efforts to convene region-wide partners while also overseeing the governance of the local CRM system. To enable these functions, \$50,000 will be invested in the Educator Hub's hub operations, including support for a dedicated staff member during the grant period.

Educator Hub Responsibilities

As the Year 1 Registered Teacher Apprenticeship Program (RTAP) Hub, the Educator Hub will serve as the regional coordinator and implementation lead for apprenticeship expansion efforts across the Gulf Coast region. The hub will bring together school districts, educator preparation providers, workforce partners, and other stakeholders to strengthen collaboration, share implementation strategies, and build regional capacity for high-quality teacher apprenticeship programs.

The Educator Hub will facilitate regular convenings, communities of practice, and peer-learning opportunities that allow participating partners to exchange lessons learned, address implementation challenges, and identify promising practices. These engagements will provide structured support for districts and colleges at various stages of development from planning and launch to expansion and continuous improvement while highlighting successful apprenticeship models that can be replicated across the region.

To support consistent implementation, the Educator Hub will develop, maintain, and disseminate practical resources that can be readily adopted by districts and educator preparation programs. These resources may include implementation guides, playbooks, templates, toolkits, partnership agreements, onboarding materials, mentoring

frameworks, data collection protocols, and operational procedures that strengthen program quality and streamline implementation. As regional learning grows, these resources will be continuously refined and updated to reflect emerging best practices.

A key component of the hub model is the management of a shared Customer Relationship Management (CRM) platform that serves as the central system for program coordination, case management, and data tracking. The Educator Hub will oversee the design, governance, maintenance, and continuous improvement of the platform to ensure consistent documentation and visibility across participating partners. The CRM will support apprentice tracking, wraparound support documentation, advancement milestones, work-based learning experiences, program outcomes, compliance requirements, and program analytics. Districts, colleges, and workforce partners participating in RTAP activities will have access to the platform at no cost, providing a common framework for tracking progress and coordinating services.

As system administrator, the Educator Hub will utilize CRM data to produce regional dashboards, progress reports, and program quality indicators that inform continuous improvement efforts. This data-driven approach will support timely decision-making, identify barriers to apprentice success, monitor implementation fidelity, and guide targeted technical assistance across the region.

Educator Hub Responsibilities

Priority Area	Year 1 – Preparing for Hub Launch	Year 2 – Hub Launch
Technical Assistance & Convenings	Facilitate at least six technical assistance activities and convenings focused on RTAP readiness, implementation, expansion, and best practices.	Collaborate and align technical assistance and convening opportunities to expand RTAP readiness, implementation, expansion, and best practices.
Resource Development	Co-create, maintain, and publish RTAP playbooks, templates, protocols, tools, and RTAP implementation resources.	Update and refine regional playbooks, templates, and implementation tools based on lessons learned.
CRM Governance	Serve as primary administrator of the CRM system and oversee system design, governance, and continuous improvement.	Maintain ownership and administration of CRM system including system governance, enhancements, and data integrity.
Data Management & Reporting	Maintain apprentice records, wraparound support documentation, advancement tracking, compliance records, and program analytics within CRM system to provide quarterly data reports and regional performance insights to TAIP stakeholders.	Continue producing regional dashboards, stakeholder reports, and implementation of insights.

District Onboarding	Onboard 4–6 new RTAPs into readiness or implementation efforts.
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Educator Hub Outcomes

By the conclusion of the TAIP grant period, school districts and colleges across the Gulf Coast region will have access to coordinated technical assistance, implementation resources, data systems, and peer support networks needed to establish and sustain high-quality Registered Teacher Apprenticeship Programs. The Educator Hub will create a sustainable regional infrastructure capable of supporting educator workforce development beyond the life of the grant and ensuring that teacher apprenticeships remain a durable strategy for strengthening the educator pipeline and addressing long-term workforce needs.

Key outcomes include:

- Launch and support 4–6 new Registered Teacher Apprenticeship Programs
- Facilitate regional technical assistance and professional learning events
- Manage and support regional data collection and reporting through the Gulf Coast Workforce Board Local CRM system
- Develop implementation resources, toolkits, templates, and best-practice playbooks
- Coordinate stakeholder engagement among districts, educator preparation programs, and workforce partners

Apprentices

Funding Details

One of the cornerstones of all Registered Teacher Apprenticeships is that they provide a low-cost or no-cost entry point to become a teacher. Financially supporting many apprentices requires a braided and sustainable funding approach including U.S. Department of Labor apprenticeship funds, state workforce grants, K–12 education resources, and philanthropic investment. TAIP participants should prepare to draw upon some or all these funding streams to support individual apprentices' essential components such as apprentice wages, mentorship, tuition assistance, and supportive services (e.g. childcare, transportation, equipment, etc).

WIOA funding through Workforce Solutions is a funding source offered to apprentices that qualify for financial need and can be used for tuition and other supportive services (i.e. childcare, transportation, etc). WIOA tuition scholarship funds are directed to education providers to cover tuition costs, while supportive services are directed to the appropriate vendor providing the service. To take advantage of Workforce Solutions funding, apprentices will be required to complete an intake assessment with their assigned office.

Apprentices with 60 or fewer college hours may qualify for tuition scholarships, with or without demonstrated financial need. This assistance is provided through the Gulf Coast Workforce Board's Adult Education and Literacy (AEL) Consortium and their providers. We encourage districts and apprentices to review the Registered Apprenticeship Guide and contact the appropriate organization directly for eligibility requirements and application procedures.

Apprentice Responsibilities

All TAIP apprentices are required to complete registration for their CRM system account. While completing registration, a series of questions will pre-screen each apprentice to determine possible eligibility for WIOA or AEL funding. As such, each apprentice will need to create a WorkinTexas.com account (directions in appendix).

Beginning on October 15, 2026, and on the 15th of each month throughout the 2026-2027 school year, apprentices are expected to respond to a 5–7-minute apprentice survey. This survey will provide an update to wraparound support staff and signal a trigger for any high priority needs to be addressed. Wraparound support staff will follow up via email with these apprentices and may schedule individual virtual check-ins for apprentices, if necessary. The purpose of check-ins are to connect apprentices to resources.

Apprentices in TAIP should also maintain a 2.5 GPA and maintain satisfactory employment at their job site. For apprentices receiving WIOA funding through Workforce Solutions, an additional set of requirements may be communicated to maintain eligibility for tuition scholarships awarded. This funding and communication will come from the Workforce Solutions staff. Gulf Coast Workforce Board staff or Workforce Solutions staff may request additional documentation to verify progress in their apprenticeship program.

Apprentices will be evaluated by Gulf Coast Workforce Board staff internally on completion of courses and stackable credentials. Stackable credentials include Educational Aide 1, Educational Aide 2 and Educational Aide 3 certifications. Measuring these outcomes mirrors state-level Tri-agency guidance for Registered Teacher Apprenticeships. Where possible, the Workforce Board will encourage apprentices to obtain stackable credentials throughout the grant period to understand more about using these credentials as predictors of successful program completion. All public reporting will prioritize confidentiality of the apprentice and will center on trends rather than individuals.

Apprentice Outcomes

The entire goal of TAIP is for apprentices to enroll and successfully matriculate through their RTAP so they can enter classrooms as high-quality teachers. Outcomes for apprentices align with the overall program outcomes. Those include:

Program Component	Goal
Apprentice Level Completion	85% progression within 12 months of Level 1 to Level 2 apprentices
	85% progression within 12 months of Level 2 to Level 3 apprentices
	85% progression within 12 months of Level 3 to Level 4 apprentices
	85% of apprentices who enter Level 4 complete their RTAP within 18 months of Level 4 start (including licensure)

Customer Relationship Management System

A central component of data collection in TAIP will be through a Customer Relationship Management (CRM) system provided, free-of-charge, to all partners in the program. This CRM system is a unified documentation platform for all participants in TAIP and will serve as a shared workspace where apprentices, mentors, school district leaders, education preparation providers, institutions of higher education, and Workforce Solutions staff can upload notes, document interactions, track apprentice progress, and flag emerging barriers. By giving every stakeholder access to the same system, the program creates a consistent, transparent method for capturing both quantitative and qualitative data throughout the apprentice journey. This shared documentation structure ensures that stakeholders can collectively analyze patterns and respond to program needs. Additionally, the local CRM system will administer bi-annual leader surveys and monthly apprentice surveys to collect feedback and probe for any additional support needed.

Once collected, cohort progression and apprentice trends will be shared with school districts, colleges and regional partners to understand patterns across groups and campuses. Likewise, when apprentice data projections fall below established targets, stakeholders can leverage this information to diagnose underlying issues and implement targeted supports. The goal is to ensure that data not only measures progress but also drives improvements in program quality and apprentice outcomes.

Appendix

- A. Admin Account Roster Template
- B. Initial Apprentice Roster Template
- C. Final Apprentice Roster Template
- D. Electronic Payment Authorization Agreement and Information
- E. Registered Apprenticeship Implementation Guide

A. Admin Accounts Roster

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Organization	First Name	Last Name	Phone Number	Email Address	Role	RAPIDS Program Number (Sponsor)	RAPIDS Sponsor Name (Sponsor)	EDvera Provider ID (Training Provider)	EDvera Campus ID (Training Provider)	EDvera Program ID (Training Provider)	EDvera Program Name (Training Provider)	EDvera ETP Program Code (Training Provider)
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B. Initial Apprentice Roster

	A	B	C	D	E	F	G	H	I	J
	Apprentice First Name	Apprentice Last Name	Phone Number	Email Address	Teaching Assignment (i.e. 3rd grade self-contained, SpEd inclusion, 9-12 Biology, etc)	Campus Assignment	College Currently Attending	Number of College Hours Completed	Work in Texas Number (if applicable)	Notes for the GCWB
1										
2										
3										
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C. Final Apprentice Roster

	A	B	C	D	E	F	G	H	I	J
	First Name (Apprentice, Mentor, Evaluator)	Last Name (Apprentice, Mentor, Evaluator)	Phone Number	Email Address	Role or Teaching Assignment (i.e. Mentor, etc)	Campus Assignment	Assigned Apprentice (mentors only)	College Currently Attending (apprentices only)	Number of College Hours Completed (apprentices only)	Apprentice Level/On-ramp (apprentices only)
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D. Supportive Services Available

General Regional Resources

Category of Support	Provider Name
Food Insecurity	211 Texas Houston Food Bank
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	211 Texas
Physical Health	211 Texas Legacy Community Health San José Clinic Houston Health Department Dental Clinics

Mental Health	211 Texas Legacy Community Health The Harris Center for Mental Health and IDD
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Resources by County

Austin County

Category of Support	Provider Name
Food Insecurity	Austin County Food Pantry (979) 865-4184 Feeding Texas Dial 211 Texas Health and Human Services (979) 865-3111
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	The Salvation Army Bellville Service Unit (979) 865-1692 Catholic Charities of the Archdiocese of Galveston-Houston (713) 526-4611 Society of St. Vincent de Paul (713) 741-8234
Physical Health	Bellville Medical Center (979) 865-3141 – Medical services Austin County Health Department (979) 865-3111 – Public health services Texas Health and Human Services (979) 865-3111 – Medicaid, CHIP
Mental Health	Gulf Coast Center (800) 643-0967 – Mental health and crisis services
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast

	Catholic Charities Counseling Services
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Brazoria County

Category of Support	Provider Name
Food Insecurity	Brazoria County Dream Center (979) 848-9200 Feeding Texas
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	The Salvation Army Brazoria County (979) 233-5420 Catholic Charities (713) 526-4611
Physical Health	211 Texas Legacy Community Health San José Clinic Houston Health Department Dental Clinics
Mental Health	Gulf Coast Center (800) 643-0967
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Chambers County

Category of Support	Provider Name
Food Insecurity	East Chambers Food Pantry (409) 296-2400 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	The Salvation Army Baytown Service Unit (281) 422-0448 Catholic Charities (713) 526-4611
Physical Health	Bayside Community Hospital (409) 267-3143 Texas HHS (409) 267-8200
Mental Health	Gulf Coast Center (800) 643-0967

Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Colorado County

Category of Support	Provider Name
Food Insecurity	Weimar Food Pantry (979) 725-8380 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	Colorado County Community Center (979) 732-5812 Catholic Charities (713) 526-4611
Physical Health	Columbus Community Hospital (979) 732-2371 Texas HHS (979) 732-8300
Mental Health	Bluebonnet Trails Community Services (844) 309-6385
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Ft. Bend County

Category of Support	Provider Name
Food Insecurity	East Fort Bend Human Needs Ministry (281) 261-1006 Houston Food Bank (832) 369-9390
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	Fort Bend Women's Center (281) 342-4357 The Salvation Army Fort Bend (281) 261-0835

Physical Health	OakBend Medical Center (281) 341-3000 Texas HHS (281) 238-3500
Mental Health	Fort Bend County Behavioral Health Services (281) 633-7033
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Galveston County

Category of Support	Provider Name
Food Insecurity	Galveston County Food Bank (409) 945-4232 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	St. Vincent's House (409) 763-8521 Salvation Army Galveston (409) 763-1691
Physical Health	UTMB Health (409) 772-1011 Texas HHS (409) 763-7200
Mental Health	Gulf Coast Center (800) 643-0967
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Harris County

Category of Support	Provider Name
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Food Insecurity	Houston Food Bank (832) 369-9390 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	The Salvation Army Houston (713) 650-6530 Catholic Charities (713) 526-4611
Physical Health	Harris Health System (713) 566-6509 Texas HHS (713) 767-2000
Mental Health	The Harris Center for Mental Health (713) 970-7000
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Liberty County

Category of Support	Provider Name
Food Insecurity	Liberty County Food Bank (936) 336-9232 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	The Salvation Army Liberty (936) 336-7797 Catholic Charities (713) 526-4611
Physical Health	Liberty-Dayton Regional Medical Center (936) 336-7316 Texas HHS (936) 336-8821
Mental Health	Tri-County Behavioral Healthcare (936) 521-6100
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast

	Catholic Charities Counseling Services
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Matagorda County

Category of Support	Provider Name
Food Insecurity	Matagorda County Food Pantry (979) 245-3009 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	The Salvation Army Bay City (979) 245-1762 Catholic Charities (713) 526-4611
Physical Health	Matagorda County Food Pantry (979) 245-3009 Feeding Texas Dial 211
Mental Health	Gulf Coast Center (800) 643-0967
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Montgomery County

Category of Support	Provider Name
Food Insecurity	Montgomery County Food Bank (936) 271-8800 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	Interfaith of The Woodlands (281) 367-1230 Salvation Army Conroe (936) 760-2440
Physical Health	Memorial Hermann The Woodlands (281) 364-2300 Texas HHS (936) 539-1161
Mental Health	Tri-County Behavioral Healthcare (936) 521-6100

Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Walker County

Category of Support	Provider Name
Food Insecurity	Walker County Food Bank (936) 291-4537 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	Good Shepherd Mission (936) 291-8156 Salvation Army Huntsville (936) 291-8156 Catholic Charities (713) 526-4611
Physical Health	Huntsville Memorial Hospital (936) 291-3411 Texas HHS (936) 291-8200 Lone Star Family Health Center (936) 539-4004
Mental Health	Tri-County Behavioral Healthcare (936) 521-6100
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Waller County

Category of Support	Provider Name
Food Insecurity	Waller County Food Pantry (936) 372-2785 Feeding Texas Dial 211

Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	Waller Assistance and Restoration Ministries (936) 372-2785 Salvation Army Katy (281) 492-3881
Physical Health	Waller County Community Health Clinic (936) 931-2700 Texas HHS (936) 372-3000
Mental Health	Texana Center (281) 342-0090
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast Catholic Charities Counseling Services

Wharton County

Category of Support	Provider Name
Food Insecurity	Wharton County Food Bank (979) 532-1900 Huntsville Shared Ministries (936) 291-8156 Texas Health & Human Services (936) 291-2164 Feeding Texas Dial 211
Childcare	Workforce Solutions Gulf Coast
Housing and Utilities	The Salvation Army Wharton Service Unit (979) 532-1451 Catholic Charities (713) 526-4611
Physical Health	El Campo Medical Center (979) 543-6251 Texas HHS (979) 532-1911
Mental Health	Gulf Coast Center (800) 643-0967
Transportation	211 Texas Workforce Solutions Gulf Coast METRO Houston Brazos Transit District Texas Health and Human Services Medical Transportation
Other	211 Texas Baker Ripley Workforce Solutions Gulf Coast

	Catholic Charities Counseling Services
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Workforce Solutions pays for services rendered through the following electronic methods:

- ☐ Direct Deposit (Checking or Savings account)

What is Workforce Solutions Direct Deposit?

In short, Direct Deposit is the electronic transfer of payment directly into your checking or savings account.

Signing up for Direct Deposit

You authorize payments to be deposited to your checking or savings account by filling out the attached Direct Deposit Authorization Agreement and returning it. When you turn in the agreement form, **please be sure to attach a voided check** for the account you have indicated on the form. Once the validation process with the financial institution is completed, your payments will be deposited automatically to your account.

You do not need to notify your bank about your enrollment in direct deposit. If there is any problem with your account number or transit number, you will be contacted by one of Workforce Solutions Financial Specialists.

Direct Deposit Changes

The authority you give for Direct Deposit will remain in effect until you notify us in writing to make changes. In order for changes to take effect, complete the Direct Deposit Authorization Agreement, check the “change” box, and attach a copy of a voided check, then sign it and return it to our office. As soon as the request is processed, you will receive funds in the new account.

Accessing Funds

Most Receiving Financial Institutions receive credit entries on the second day after the funds are released for payment. These funds are routinely made available to their depositors as of the opening of business on that day. However, due to geographic factors, some Receiving Financial Institutions may not update their internal records by the opening of business on the day after the funds are released. As a result, tellers or ATMs may not be aware of the deposit, and the customer’s withdrawal request may be refused. In all cases, however, credits received should be posted to customer accounts on the day they are received and thus made available to cover checks or debits that are presented for payment on that day.

Transit / ABA Number and Account Number

Please use the Transit/ABA Number and Account Number that are printed on your check. These numbers can be found as per the following examples:



<i>KIDS n KIDS CHILDCARE CENTER</i> 1500 Main Street Anywhere City, TX 77000	ALLSAFE BANK N.A 12567 Banker Road 300021 Houston, TX 77000 67-1 / 532	
PAY TO THE ORDER OF:	DATE	AMOUNT
	VOID AFTER 90 DAYS	
	____ AUTHORIZED SIGNATURE ____	
30021 :113000023: 0100 587101		

_____	_____	_____
Check Number	Transit / ABA Number	Checking Account Number

If you need help in filling out the Transit / ABA Number and Account Number, please contact your financial institution. To ensure validation of your account, please **be sure to submit a VOIDED check** with the Electronic Payment Authorization Agreement.



ELECTRONIC PAYMENT AUTHORIZATION AGREEMENT

☐ New Enrollment

☐ Change

Vendor Name: _____

License #: _____

Tax ID Number/Social Security Number (TIN) _____

Address: _____

I hereby authorize Workforce Solutions to credit my account with the depository named below, hereinafter, called "Depository".

I (we) also authorize Workforce Solutions to initiate necessary adjustments for entries made in error to my account, not to exceed the total of the original amount credited, and for the Depository to debit and/or credit (for adjustment only) the same such account.

Depository Name (Banking Institution)		Branch
City	State	Zip Code
Transit / ABA Number	Account Number	Account Type
Finance Contact Name	Email	Phone Number

This authority is to remain in effect until Workforce Solutions has received written notification from me of termination in such a time and in such a manner as to allow Workforce Solutions and Depository a reasonable opportunity to act on the request.

Name: _____ Title: _____

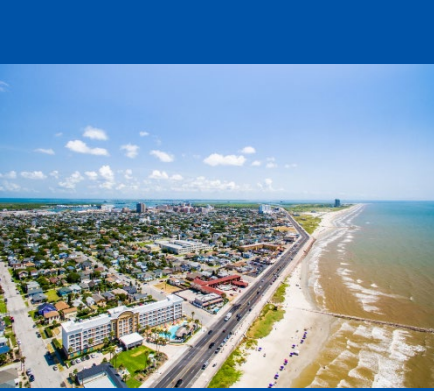
Signature: _____ Date: _____

Please attach an original voided check to this form and mail back to:

Workforce Solutions
Financial Aid Payment Office
Attn: Accounts Payable
P.O. Box 741361
HOUSTON, TX 77274-1361

FOR OFFICE USE ONLY

ID Verified by:	
Date:	
Data Entry by:	
Date:	



OUR CORE VALUES

INNOVATION

We Drive Creative Solutions.

INCLUSIVITY

We Value Every Voice.

EXCELLENCE

We Aim for Exceptional Results.

ACCOUNTABILITY

We Honor Our Commitments.

CONNECTION

We are Committed to the Community We Serve.

COLLABORATION

We Achieve More Together.

Registered Apprenticeship Guide

July 2026

Supported by
The Gulf Coast Workforce Board
The Houston Endowment
Gulf Coast Regional Stakeholders


Workforce Solutions
GULF COAST

MISSION

We help employers meet their workforce needs and individuals build careers so both can compete in the global economy.

VISION

To strengthen business and industry, drive the economic growth of our region, and create thriving, inclusive communities where everyone has opportunities to earn, learn, and prosper.



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1. Registered Apprenticeship Program Guide

1.1 Introduction

Welcome to the Registered Apprenticeship How-To Guide, a resource designed to help school districts, educators, workforce partners, and employers understand the process of developing and implementing a Registered Apprenticeship Program (RAP).

As workforce needs continue to evolve, Registered Apprenticeships offer a proven strategy for connecting students to high-quality career pathways while helping employers build a skilled talent pipeline. This guide provides a clear framework and practical steps to support districts and partners throughout the apprenticeship development process, from initial planning to program launch.

This guide will you understand:

- The key steps required to develop and launch a Registered Apprenticeship Program.
- The role of Workforce Solutions and the Gulf Coast Workforce Board in supporting apprenticeship development and implementation.
- The systems, partnerships, and processes that support successful apprenticeship programs.
- Available resources and technical assistance to help districts, employers, and community partners navigate the apprenticeship registration process.

By working together, school districts, employers, and workforce partners can create meaningful work-based learning opportunities that prepare students for in-demand careers while strengthening the regional workforce.

1.2 Glossary of Key Terms

- **Registered Apprenticeship Program (commonly referred to as RAP):** A structured training model combining paid on-the-job learning with Related Technical Instruction that is registered with the United States Department of Labor Office of Apprenticeship.
- **United States Department of Labor Office of Apprenticeship (commonly referred to as USDOL OA):** Federal agency that registers and oversees apprenticeship programs and enforces federal regulations.
- **Work Process Schedule (commonly referred to as WPS):** Document detailing occupational tasks, competencies, hours or proficiency targets, and sequencing of on-the-job learning.
- **Related Technical Instruction (commonly referred to as RTI):** Instruction that complements on-the-job learning and builds occupational knowledge and skills; may be delivered by colleges, training providers, or employers.
- **On-the-Job Training (commonly referred to as OJT):** Paid, structured work experience aligned to the work process schedule and program competencies under qualified supervision.
- **Registered Apprenticeship Partners Information Data System (commonly referred to as RAPIDS):** Federal data system for tracking apprentice registration, progress, and completion.
- **Work In Texas (commonly referred to as WIT):** Texas public employment service platform used for employer job posting and job seeker registration, search, and application.
- **Eligible Training Provider List (commonly referred to as ETPL):** State-maintained list of training providers approved to receive Workforce Innovation and Opportunity Act-funded tuition assistance.
- **Gulf Coast Provider Network (commonly referred to as GCPN):** Regional provider network requiring additional financial documentation and agreement review for funding access.
- **Workforce Innovation and Opportunity Act (commonly referred to as WIOA):** Federal law funding workforce development activities for adults, dislocated workers, youth, public employment services, adult education, and vocational rehabilitation.
- **On-the-Job Training funding (commonly referred to as OJT):** Contractual arrangement in which employers are reimbursed for a percentage of apprentice wages during training for a defined period.

- **Work-based Learning (commonly referred to as WBL):** Structured learning experiences at the workplace, including OJT and other models that may be supported by funding.
- **Measurable Skill Gain (commonly referred to as MSG):** Interim progress measure demonstrating advancement toward a credential or employment outcomes within a program year.
- **Apprentice Information Management System (commonly referred to as AIMS):** Internal tracking system used by the Board to manage apprentice data, funding allocations, and avoid duplicate funding across grants.
- **Texas Workforce Commission (commonly referred to as TWC):** State agency overseeing workforce development initiatives, including the Eligible Training Provider List and public employment services.
- **Financial Aid Payment Office (FAPO):** Financial Aid Payment Office (FAPO) is a contracted agency that collects vendor applications, performs reviews, requests information from training providers and conducts site visits to ensure the ETPL participants are still in business, holding classes and meeting expectations for inclusion on the ETPL. FAPO also processes tuition payments and training reimbursements for approved participants and providers.

1.3 Overview: What Is a Registered Apprenticeship?

Registered Apprenticeship Programs represent a transformative opportunity to solve a workforce shortage. These programs integrate paid, on-the-job training with technical coursework and mentorship from experienced mentors. The “earn-and-learn” model offers an alternative to more traditional routes that are often cost-prohibitive and time-consuming.

Registered Apprenticeship Programs reduce economic barriers by paying apprentices while they learn. This model increases accessibility and enables career mobility for a wider range of candidates, including entry level staff, mid-career changers, and community members.

Employers with active Registered Apprenticeship Programs often leverage their current workforce (i.e. paraprofessionals who desire a certified teaching role) to continue upskilling until a specific certification or specialized skill is achieved. By supporting individuals who already know the community and have a desire to work in a specific industry, employers have an opportunity to cultivate a homegrown workforce. Apprentices are more likely to stay in their chosen profession and can provide a strong foundation for newer employees.

Mentorship and in-classroom experience are the cornerstones of Registered Apprenticeship Programs. This structure ensures that apprentices develop real-world skills with an experienced mentor while simultaneously gaining the technical skills required for their role.

The Gulf Coast Workforce Board uses a structured approach in working with employers and their partners so that the steps in this process are clear, and all stakeholders understand their progress on the road to launching an apprenticeship. The Gulf Coast Workforce Board provides ongoing technical assistance, convening opportunities, and connections that ensure a seamless experience. From beginning to end, stakeholders seeking to launch a Registered Apprenticeship Program can expect to engage for a minimum of six months to complete all requirements.

1.4 Gulf Coast Workforce Board Support & Workforce Innovation and Opportunity Act Funding Overview

In addition to convening, collaborating and providing technical support with the Gulf Coast Workforce Board, employers, training providers and their apprentices may also qualify for financial support.

The Workforce Innovation and Opportunity Act (WIOA) provides federal funds to help job seekers access employment, education, training, and support services. These funds strengthen the workforce system and connect individuals to in-demand careers through local Workforce Solutions offices and partner programs.

Workforce Innovation and Opportunity Act (WIOA) Titles

- Title I – Workforce Development Activities
Supports adults, dislocated workers, and youth with job training, career services, and employment assistance.
- Title II – Adult Education and Family Literacy Act
Helps adults improve basic skills, earn high school equivalency, and transition to college or career training.
- Title III – Wagner-Peyser Act Amendments
Provides labor exchange services, connecting job seekers and employers through the public employment service.
- Title IV – Rehabilitation Act Amendments
Offers vocational rehabilitation services for individuals with disabilities to promote employment and independence.

The Workforce Innovation and Opportunity Act (WIOA) funds make Registered Apprenticeship Programs accessible and sustainable by reducing financial barriers for apprentices and providing financial support to Registered Apprenticeship Programs who employ apprentices in their Registered Apprenticeship Program. Funding is never guaranteed and dependent on qualifying factors and availability. For employers who are U.S. Department of Labor-approved and follow all requirements for their Registered Apprenticeship Program, financial support could include:

Employer Support

- Public sector employers may qualify for funding that supports services in On-the-Job Training (OJT) or Work-based Learning (WBL). Private sector employers may qualify for funding that supports services in On-the-Job Training (OJT), Work-based Learning (WBL), Customized Training, or Current/Incumbent Worker Training.
- Wage reimbursements may be possible for Department of Labor Registered Apprenticeship Programs of up to 75% of apprentice wages for up to 640 hours.

Non-Department of Labor Registered Apprenticeship Programs can qualify for up to 50% of apprentice wages for up to 400 hours.

- Employer sponsors and training providers can collaborate with the Gulf Coast Workforce Board and Workforce Solutions offices to connect apprentices to Workforce Innovation and Opportunity Act-funded services.

Individual Apprentice Support

- Training scholarships can provide financial assistance for approved training providers listed on the Eligible Training Provider List and the Gulf Coast Provider Network.
- Training scholarships may be available for pre-apprentices with less than 60 hours of college credit for approved colleges within the Adult Education and Literacy Consortium.
- Supportive services that provide help with transportation, childcare, and required tools or materials for training may be available through Workforce Solutions offices.
- Career services that offer job search assistance, resume support, and labor market information are available to qualifying individuals to ensure apprentices transition successfully into full-time, highly skilled roles.
- For qualifying individuals receiving assistance, wraparound support is provided and includes monthly check-ins and progress tracking to maintain compliance and continued funding.
- Individual apprentices must qualify for funding support through a process based on barriers to employment including:
 - 1) Displaced homemakers
 - 2) Individuals with workforce skill deficiencies
 - 3) Low-income individuals
 - 4) Indians, Alaska Natives, and Native Hawaiians
 - 6) Individuals with disabilities
 - 6) Older individuals (i.e. those aged 55 or over)
 - 7) Ex-offenders
 - 8) Homeless individuals
 - 9) Youth who are in or have aged out of the foster care system
 - 10) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
 - 11) Eligible migrant and seasonal farmworkers
 - 12) Individuals within 2 years of exhausting lifetime eligibility under TANF (part A of the title IV of the Social Security Act)
 - 13) Single parents (including single pregnant women)
 - 14) Long-term unemployed individuals
 - 15) Other groups determined by the Governor to have barriers to employment

In addition to WIOA funding, the Gulf Coast Workforce Board supports stakeholders seeking access to other local, state, federal, and philanthropic funding sources. Once

connected with the Gulf Coast Workforce Board, stakeholders can learn about other programs we are affiliated with that may be beneficial to their organization.

2. Launching a Registered Apprenticeship Program from Beginning to End

Designing and launching a Registered Apprenticeship Program is a lengthy process because it requires planning and collaboration with a variety of stakeholders. It can also become complicated or experience significant delays if some steps are not complete on the road to full launch. This guide has been created to clarify the process and provide an equitable playing field for organizations seeking to launch a successful Registered Apprenticeship Program.

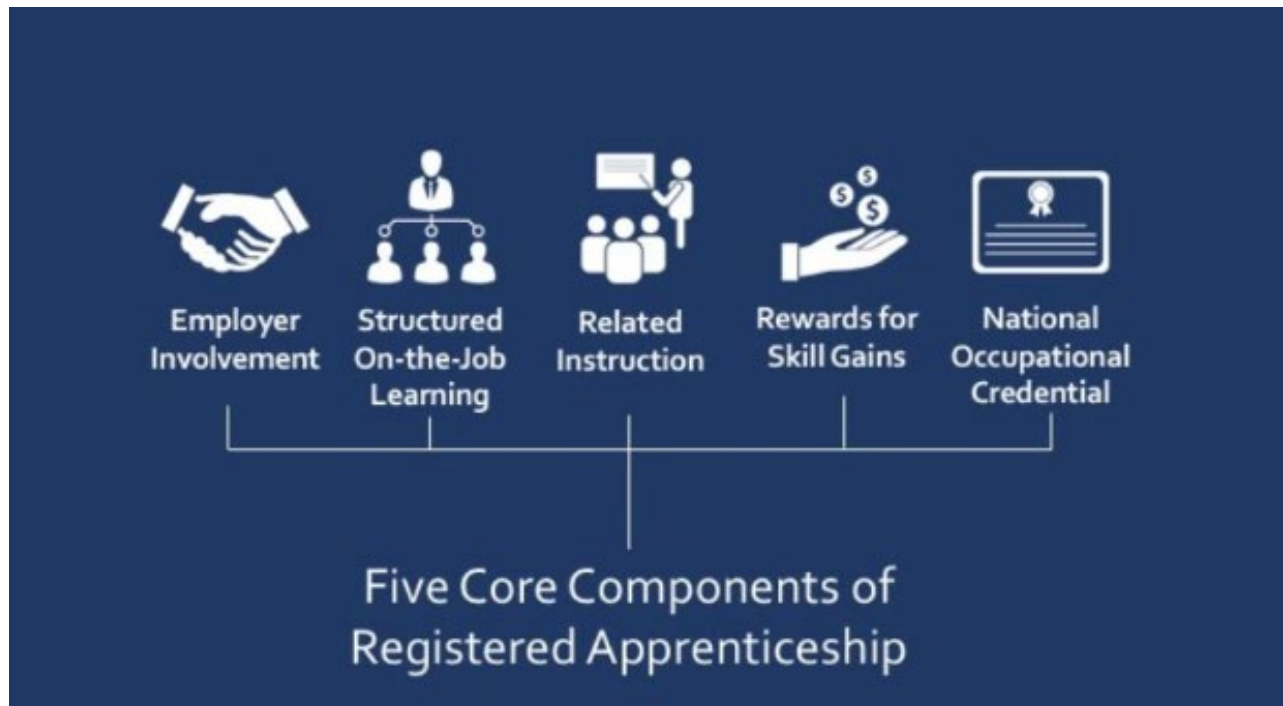
2.1 Registered Apprenticeship Programs as a Workforce Strategy

Registered Apprenticeship Programs (RAPs) are a powerful workforce strategy because they directly align employer needs with talent development, creating a reliable and sustainable pipeline of skilled workers. By combining paid on-the-job learning with structured technical instruction, Registered Apprenticeship Programs reduce barriers to entry, strengthen retention, and accelerate career mobility for workers - all while helping employers fill high demand roles with well-prepared, homegrown talent. Registered Apprenticeship Programs are most appropriate when an employer is experiencing persistent staffing shortages and needs highly skilled workers. These programs help employers by providing a consistent, standardized training pathway that produces workers who meet clearly defined competency expectations. This earn-and-learn model is especially effective in sectors where traditional recruitment strategies are insufficient or where employers want to upskill existing staff, as it equips individuals with industry recognized credentials and ensures organizations can cultivate a stable, skilled workforce over time.

2.2 Requirements of a Department of Labor Registered Apprenticeship Program

The Gulf Coast Workforce Board takes a structured approach to designing a Registered Apprenticeship Program. The foundation of this design must include guidelines set out by the federal Department of Labor and, when necessary, other certifying agencies. By aligning standards with both federal, state, and local regulations, registered apprenticeship programs ensure rigorous standards are embedded into training. Following the requirements set out by the U.S. Department of Labor leads to a highly skilled workforce that culminates in a certification that is portable across the United States. The core components of a Registered Apprenticeship Program are:

- Paid, structured on-the-job training under a qualified mentor
- Related technical instruction (RTI) aligned with academic and certification requirements
- Progressive wage increases as apprentices demonstrate increased skills
- Nationally recognized credential upon completion
- Employer involvement in program design and delivery



2.3 Overview of Employer Steps to Create a Registered Apprenticeship Program

With these core components in mind, there is a general set of structured steps that prospective Registered Apprenticeship Programs should follow. If stakeholders receive technical assistance through the Gulf Coast Workforce Board, they can expect support from workforce board staff, the Adult Education and Literacy Consortium, and the Workforce Solutions Career Offices. A general overview of these steps is:

Checklist

1. Program Design

- Identify hiring needs and number of job openings per position
 - Determine which job openings to prioritize because they:
 - Require extensive training and/or certification
 - Are challenging to fill
 - Have a major impact on operations when they are not filled
- Identify the talent pipeline for job openings

- Current staff
 - New workers
 - Workers in an adjacent industry or field
- Define [registered apprenticeship partners](#), roles and responsibilities.
 - Employer
 - Sponsor (this is often the employer but can be any stakeholder within the partnership)
 - Related Technical Instruction (Education Provider)
 - Workforce Board
 - Other
- Design elements of registered apprenticeship in alignment with federal [apprenticeship standards](#). Training schedules, curriculum and skills, and mentorship are just a few required elements. All registered apprenticeships must have the following qualities:
 - Employer Led – Apprenticeship is designed based on employer need and provides training for highly skilled, in-demand role.
 - Paid Job - Apprentices earn progressive wage as they master skills and/or make incremental gains towards mastery.
 - Structured On-the-Job Learning/Mentorship – The program provides on-the-job training and access to an experienced mentor.
 - Supplemental Education - Apprentices are provided classroom education based on employer needs and requirements for certification.
 - Credentials – By the end of the apprenticeship, apprentices will earn a portable, nationally recognized credential.
- Design elements of registered apprenticeships must meet the requirements of state and local apprenticeship standards. This may include:
 - Testing and study time required for certification areas
 - Requirements of employer and training provider (if they are two separate entities)
 - Any additional local or state requirements for certification
- Establish mutual commitments and/or [memorandums of understanding \(MOUs\)](#) with all stakeholders in a Registered Apprenticeship Program. This is needed because there will be a significant amount of collaboration to align programming across multiple organizations.
- Create systems to document and track all elements of the registered apprenticeship.
 - Individual apprentice information and progress monitoring
 - Documentation of conversations, memorandums of understanding and a centralized site all stakeholders can access

2. Compliance & Documentation

- Complete required registration with federal and state agencies.
 - Complete the Department of Labor's Registered Apprenticeship application.
 - Apply to be included on the Eligible Training Provider List (ETPL) and the Gulf Coast Provider Network (GCPN).
 - Provide documents and/or information requested by Department of Labor and other local agencies (i.e. Workforce Solutions office, Financial Aide Payment Office, etc) to complete applications.
- All stakeholders should prepare to maintain accurate records of apprentice progress. Depending on the role a stakeholder has within the Registered Apprenticeship Program, there are specific data management systems that are required for data tracking purposes. The Gulf Coast Workforce Board provides access to data tracking systems that support organizations with this requirement.

3. Recruitment

- Communicate details of the Registered Apprenticeship Program to employer's talent pool via emails, info sessions and other platforms.
- Employers are also required to post their apprenticeship positions on [WorkinTexas.com](https://www.workintexas.com).
- A best practice for employers is to capture initial interest and demographics of interested candidates in a [survey](#) to forecast financial implications or other supportive services that may need to be built into the program.
- The employer reviews and selects apprentices. In some situations, the Gulf Coast Workforce Board may also request to be involved in this process.

4. Training & Mentorship

- The employer must secure qualified mentors, or journey workers, for apprentice oversight.
- Employers provide structured, on-the-job training aligned to the curriculum and skills needed for the apprenticeship. This can be accomplished through a role assignment for the apprentice that is similar to the role an apprentice will occupy when certification is complete.
- The employer should schedule regular performance evaluations, ensuring the apprentice is on track to becoming certified.

5. Support & Resources

- Employers should create a plan that allows apprentices to access and complete coursework while also staying employed full-time. Coursework completion can be within the work day or outside of the work day.
- The employer must ensure workplace safety and accessibility regulations.

- The employer should provide clear communication channels for feedback from apprentices and from other stakeholders within the Registered Apprenticeship Program.

6. Funding & Incentives

- Employers and training providers should apply for available [grants](#) that are aligned with the registered apprenticeship goals.
- Employers and training providers connect with their designated contact at the Gulf Coast Workforce Board to learn more about employer, training provider and apprenticeship supports. Questions regarding employer, training provider and apprenticeship supports will likely be referred to an assigned point of contact at the Adult Education and Literacy (AEL) Consortium Lead organization or the appropriate Workforce Solutions Career Office.

7. Compliance and Documentation

- All stakeholders will be responsible for maintaining accurate documentation in their appropriate data-tracking system (i.e. Edvera, Registered Apprenticeship Partners Information Data System, etc).
- The Gulf Coast Workforce Board utilizes a local Customer Relationship Management (CRM) system. Any organization leveraging technical support through the workforce board will also have access to this platform, free-of-charge. Documentation and progress of apprentices can be recorded within the local CRM system and provided to any stakeholder, when needed. Using a common platform amongst all Registered Apprenticeship Program partners maximizes collaboration across partners and minimizes the need for multiple data tracking platforms.
- If funding is provided through Workforce Solutions or through the Adult Education and Literacy (AEL) Consortium, all stakeholders and apprentices can expect additional documentation or follow-up requirements with Workforce Solutions Career Offices and/or the AEL Consortium Lead.

3. Gulf Coast Workforce Board Support of Registered Apprenticeship Programs

The Gulf Coast Workforce Board plays a critical role in helping employers and their partners successfully launch Registered Apprenticeship Programs by coordinating the systems, resources, and expertise needed to move from design to implementation. The Gulf Coast Workforce Board can guide employers through each stage of the process - from identifying workforce needs and aligning program design to industry standards, to facilitating partnerships with training providers, securing access to funding streams, and navigating federal and state compliance requirements. By offering technical assistance, labor market insights, and connections to supportive services, the Gulf Coast Workforce Board ensures that all stakeholders are equipped with the tools and structure needed to build high-quality, sustainable apprenticeship pathways.

3.1 Overview of How the Gulf Coast Workforce Board Supports the Launch of a Registered Apprenticeship Program

Within the Gulf Coast Workforce Board, there are a series of steps used to support employers through the process of launching a Registered Apprenticeship Program. Some of these steps can, and should, be done in tandem to expedite the length of time required from start to finish. A high-level overview of these steps are:

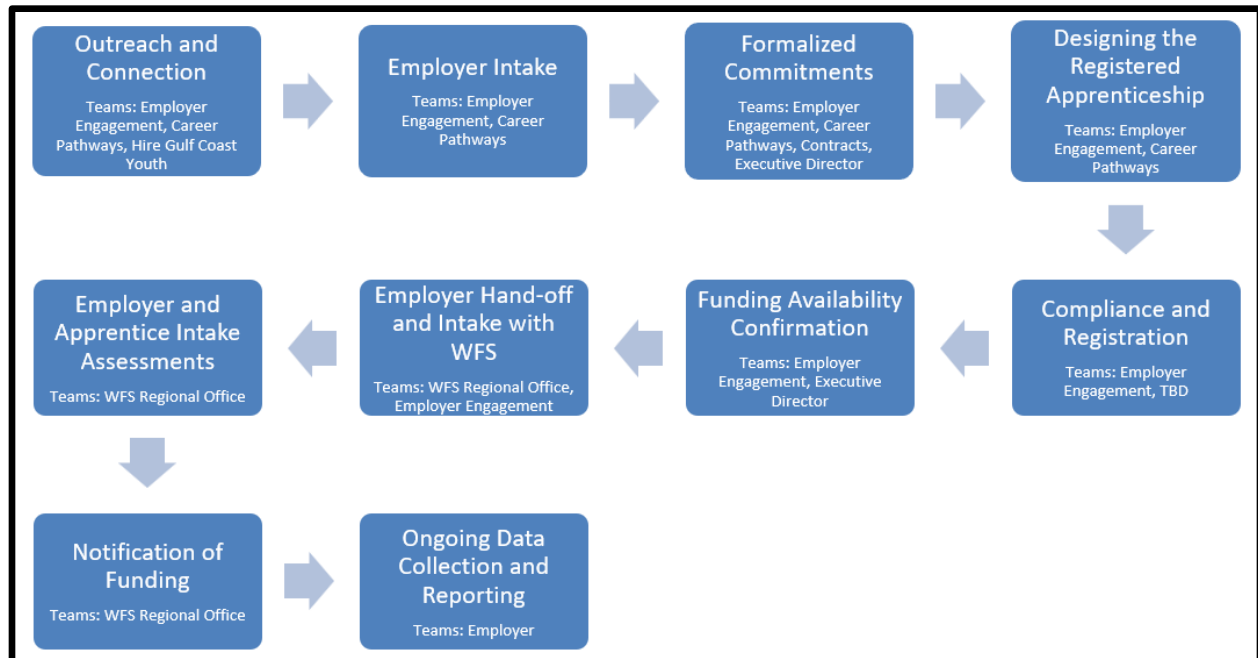
1. **Outreach and Connection:** The connection between stakeholders and the Gulf Coast Workforce Board is typically initiated in one of two ways – either the employer has reached out to the Gulf Coast Workforce Board because they are having a staffing difficulty in their organization OR the Gulf Coast Workforce Board has initiated contact with employers who have been identified as an organization with a staffing need based on workforce data and reporting.
2. **Employer Intake and Formalized Commitments:** This step goes beyond the initial meeting – it is marked by a deeper conversation with the employer regarding the workforce strategy recommendation and it is the point where the technical support relationship is formalized. Since there are many ways to address a workforce issue, the Gulf Coast Workforce Board may suggest something other than launching a Registered Apprenticeship Program. In the instance that launching a Registered Apprenticeship Program is the recommendation from the Gulf Coast Workforce Board, there must be signed, formalized commitments with all stakeholders.

3. **Designing the Registered Apprenticeship Program:** During this step, the employer can leverage technical support provided by the Gulf Coast Workforce Board, if needed. All partners, design elements, and funding scenarios should be completed during this stage. Memorandums of Understanding or formalized agreements with all stakeholders (e.g. employers, training providers) should be signed during this time.
4. **Compliance and Registration:** After finalizing all stakeholders in a Registered Apprenticeship Program, the employer and training provider should apply to be placed on the Department of Labor's list as a Registered Apprenticeship Program. This can be done independently or with the help of personnel from the Gulf Coast Workforce Board. Once approved through the U.S. Department of Labor, employers and training providers should then apply to be placed on the Eligible Training Provider List and the Gulf Coast Provider Network. Being placed on the Eligible Training Provider List and Gulf Coast Provider Network can be done with assistance from the Gulf Coast Workforce Board and it is a necessary step required before determining whether organizations will qualify for funding.
5. **Funding Availability Confirmation:** This step, initiated by a staff member of the Gulf Coast Workforce Board, happens at the same time or immediately following the employer and training provider's application process to be placed on the Eligible Training Provider List and Gulf Coast Provider Network lists. A member of the Gulf Coast Workforce Board will update all stakeholders regarding status of this confirmation and prior to moving forward to the next step. Funding availability and financial support is never a guarantee. Regardless of availability or eligibility for funding, the Gulf Coast Workforce Board will continue providing technical support to any organization they have entered into an agreement with.
6. **Employer Handoff to Workforce Solutions and/or Adult Education and Literacy Consortium:** At this stage, a Gulf Coast Workforce Board staff member will assign a Workforce Solutions Career Office location and/or a staff member from the AEL Consortium to support the employer with intake assessments and qualification processes. Workforce Solutions Career Office locations and staff members are assigned based on the primary region of the employer or sponsor. The AEL Consortium Lead is a single office and works in 9 out of 13 counties located across the Gulf Coast Workforce Board region. Additionally, the designated staff at the Gulf Coast Workforce Board will communicate details of each organization's Registered Apprenticeship Program to the Workforce

Solutions Career Office and/or the AEL Consortium staff to better facilitate a warm hand-off.

7. **Employer and Apprentice Intake Assessments:** The AEL Consortium Lead and Workforce Solutions Career Office will collaborate with employers to ensure all required documentation is started or completed to qualify for funding. Additionally, both entities will coordinate with employers and their apprentices to create a schedule that is convenient to assess all apprentices, if needed, to determine whether they qualify for scholarships or support. Employers can expect apprentices to spend about 1 hour in a virtual meeting with a Workforce Solutions Intake Specialist if being assessed by the Workforce Solutions Office or up to 3 hours if being assessed by the AEL Consortium Lead.
8. **Notification of Funding, Scholarships or Education Support:** Once all required steps are complete, the Workforce Solutions Career Office and/or AEL Consortium staff will review all information provided by both the employer and apprentices. The outcome of each review for funding will be communicated to all impacted stakeholders (i.e. employers, training providers, apprentices, et al) regarding award status and required next steps to accept the scholarship or funding support.
9. **Ongoing Data-tracking and Data Requirements:** Data tracking for a Registered Apprenticeship Program is an important and ongoing step throughout the life of the apprenticeship program. There are multiple data platforms required for data entry for each type of organization involved in a Registered Apprenticeship Program. For example, training providers receiving financial support must input student-level data into EDvera, employers must update apprentice-level into the Registered Apprenticeship Partners Information Database System (RAPIDS) and apprentices receiving scholarships may also be required to keep track of data and documents related to their scholarship requirements. The Gulf Coast Workforce Board supports the needs of each organization by providing access to a local CRM system at no cost for any RAP that is receiving technical assistance from the Gulf Coast Workforce Board. This platform allows stakeholders to store documentation, update apprentice progress, prepare information for reporting in RAPIDS and EDvera reporting, and collect survey feedback.

Gulf Coast Workforce Board Technical Support Steps



3.2 Outreach and Connection

Employers have two primary pathways to engage with the Gulf Coast Workforce Board to establish a Registered Apprenticeship Program. They are:

1. Employer-Initiated Contact

Employers can proactively reach out to a staff member of the Gulf Coast Workforce Board to learn more about becoming a Registered Apprenticeship sponsor. Upon initiating contact, they will be asked to complete an online interest form. Within one week, the Gulf Coast Workforce Board will schedule a one-hour meeting to provide a high-level overview of Registered Apprenticeship Program benefits, explain how the Gulf Coast Workforce Board can support the launch, and outline the requirements for getting started.

Workflow: Employer-Initiated Contact

1. Employer Initiates Contact

- Employers or other stakeholders visit the [Registered Education Pathways](#) site to learn more and express interest.
- Employers and other stakeholders click on or email GCWBCareerPathways@wrksolutions.net to request more information.
- A Gulf Coast Workforce Board staff member will reach out to the interested party and schedule an initial meeting with all appropriate stakeholders.

2. Connect with the Gulf Coast Workforce Board

- A member of the Career Pathways team connects with a team member from the Employer Engagement team to provide an overview of the employer needs from the intake assessment and coordinate schedules for collaboration, if needed.
- A member of the Career Pathways team reaches out to the employer to schedule a thirty-minute meeting with all appropriate stakeholders within one week.
- A staff member of the Gulf Coast Workforce Board conducts an intake assessment during the first meeting to assess employer needs, capacity, and goals. This initial assessment is different than the employer intake assessment that occurs between Workforce Solutions Career Office staff members and employers. That assessment occurs after the employer has been handed off to the designated Workforce Solutions personnel.
- A staff member from the Gulf Coast Workforce Board team will make an initial recommendation for a workforce strategy that will respond to the employer's needs. Recommendations are made based on the type of organization seeking support (i.e. public company, non-profit, government agency, et al). Options include, but are not limited to:
 - Launching a new Registered Apprenticeship Program
 - Providing Human Resource Education Seminars
 - Current Worker Training

- Customized Training for Specialized Skills
- Candidate Recruiting Support
- Retention Strategies for Current Staff
- Rapid Response Strategies
- Onboarding Supports (i.e. mentorship, clear Standard Operating Procedures, etc)
- Wraparound Supports (i.e. transportation, childcare, tools or uniforms)
- Work Experience Programming (i.e. internships, externships)
- A staff member of the Gulf Coast Workforce Board will send an email to the original employer or stakeholder providing the official recommendation and an invitation to respond about whether they would like to move forward with the recommendation and technical support with the Gulf Coast Workforce Board.

2. Targeted Outreach by Gulf Coast Workforce Board

Alternatively, the Gulf Coast Workforce Board may identify and reach out to employers by leveraging educational landscape data, [economic and employment data](#), and [regional unemployment data](#). In addition to this information, targeted employers must have a workforce need that aligns with occupations that appear on the [High Skills, High Growth List](#), as published through the Gulf Coast Workforce Board. Once an employer has been identified as a strong candidate for a Registered Apprenticeship Program, a staff member from the Gulf Coast Workforce Board may initiate communication and schedule a meeting to explain why the employer was selected, provide benefits of Registered Apprenticeship Program, and define the steps required to begin the process of launching a Registered Apprenticeship Program.

Workflow: Targeted Outreach by Gulf Coast Workforce Board

1. **Consult the Data:** Gulf Coast Workforce Board staff member analyzes the [High Skills, High Growth List](#) and any additional relevant staffing data (i.e. [economic and employment data](#), [regional unemployment data](#)) to ensure targeted occupations receive priority in outreach. This step ensures that priority is given to employers with occupations on that list and that the Gulf Coast Workforce Board is responsive to the highest workforce needs in the region. Additionally, only employers with high skills, high demand occupations and those apprentices will qualify for financial support, if available. This includes individuals, employers, and training providers designated in a Registered Apprenticeship Program.
2. **Learn About Workforce Needs:** Various members of teams within the Gulf Coast Workforce Board also engage in regional educational convenings, employer conferences and working groups to understand workforce trends. Specifically, the Gulf Coast Workforce Board leverages workforce trends for occupations on the [High Skills, High Growth List](#) to inform and continuously improve strategies that create a healthy and sustainable workforce.

3. **Reach Out to Partners:** Identify and communicate with potential employers, prioritizing:
 - a. Employers with occupations on the [High Skills, High Growth List](#)
 - b. Employers without a Registered Apprenticeship Program
 - c. Employers with significant workforce needs unmet by other strategies
 - d. Employers requesting support
 - e. Employers who have a Registered Apprenticeship Program, but are experiencing an unmet need
4. **Community Outreach:** Communicate, through various channels, how the Gulf Coast Workforce Board can support employers to close the gap in their workforce through:
 - a. Email and newsletter campaigns
 - b. Gulf Coast Workforce Board website
 - c. In-person convenings or info sessions
 - d. Individual and/or regional meetings with stakeholders

3.3 Employer Intake and Formalized Commitments

In both scenarios above, a follow-up meeting or email will confirm whether the employer is ready to commit to receiving technical support through the Gulf Coast Workforce Board. Once verbal commitment is received, the Gulf Coast Workforce Board will request a formal agreement signed by authorized personnel from both organizations. A template form of this agreement is available through the Contracts and Administration Department within the Gulf Coast Workforce Board. A request for this form should be made at thomas.brown@wrksolutions.net via email providing context for the formal agreement, all parties to be included and a requested date to begin the formal agreement. Once signed, this agreement should be stored in a Sharepoint folder that has been set up to be accessible by external partners and will also serve as a repository for all documents related to that partnership.

When the appropriate response to a talent or workforce issue is to create a Registered Apprenticeship Program and when an employer wants to enter into a formal agreement to receive technical assistance from the Gulf Coast Workforce Board, the employer can choose between two options to move forward – 1) Request support to design and launch their Registered Apprenticeship Program or 2) Design their Registered Apprenticeship Program on their own with intermittent technical support, when needed.

Workflow: Formalizing Commitments

1. Employers verbally indicate to representative at the Gulf Coast Workforce Board they want to enter an agreement to receive technical support. This verbal agreement could occur in a phone call, email or in-person meeting.

2. A staff member within the Gulf Coast Workforce Board should send an email to Thomas.brown@wrksolutions.net with the following chart and information filled in:

Description of Formal Commitment Request	
Point-person or people to contact regarding request (within the Gulf Coast Workforce Board)	
Names, titles and organizations for all parties to appear on the commitment	
Purpose of Formalized Commitment	
Associated funding streams	
Data sharing details	
Specific roles and responsibilities for each party involved in the commitment	

3. Responses to commitment requests will occur within 48 business hours.
4. More information may be requested to complete a formal commitment contract.
5. Once formalized commitment has been drafted, a member of the Gulf Coast Workforce Board should forward it to the employer or partner seeking to enter the commitment with a request for a signature.
6. Once received back with signatures complete, the commitment agreement should be sent to Thomas.Brown@wrksolutions.net.
7. The Executive Director final review and signature is required for all formal commitments.

8. Once the Executive Director has reviewed and signed the document, the final and signed copy will be sent to the person within the Gulf Coast Workforce Board that made the original request. This staff member is responsible for sending the final copy to all parties included in the document and for setting up and keeping it stored in a designated Sharepoint folder.

3.4 Compliance and Registration

The Department of Labor publishes a standardized set of steps to become registered, and those steps are not inclusive of all steps required if a Registered Apprenticeship Program is seeking financial support through Workforce Innovation and Opportunity Act funding. Organizations who are seeking to serve as the sponsor of a Registered Apprenticeship Program should carefully consider the type of organization they are registering as. This is important because many federal grants are restricted to only public and non-profit organizations, leaving government agencies (i.e. school districts) exempt from eligibility. For this reason, some government agencies rely on their non-profit foundation to serve as the sponsor for their Registered Apprenticeship Program. As part of receiving technical assistance, the Gulf Coast Workforce Board can provide additional clarity and support in navigating these decisions for both prospective employer sponsors and their partners.

The Registered Apprenticeship Program application steps must be made through the [Department of Labor](#). Those steps are:

Workflow: Applying to become a Registered Apprenticeship Program with the Department of Labor

Step 1: Outline Your Program

- Decide on the program structure:
 - Time-based, Competency-based, or Hybrid.
- Define entry requirements (e.g., age, education, skills).
- Create a training plan that includes:
 - On-the-Job Training (OJT) activities.
 - Related Technical Instruction (RTI) through training providers.

Step 2: Build Partnerships

- Identify a Program Sponsor (your organization or an intermediary).
- Engage education providers for classroom instruction.
- Connect with workforce development agencies for recruitment and funding support.

Step 3: Develop Program Standards

- Establish:
 - Work processes and competencies.
 - Wage progression schedule.
 - Safety and equal opportunity compliance.
- Prepare documentation for U.S. Department of Labor review.

Step 4: Submit Your Program for Registration

1. Go to [Apprenticeship.gov](https://www.apprenticeship.gov) from the main page or employer page. The employer page is for employers or any organization that is seeking to serve as the sponsor for an apprenticeship.
2. Click [Express Interest](#) to create an account and provide initial details through the Standards Builder section of the website.
3. You'll be connected with a Department of Labor representative who will:
 - Review your program standards.
 - Ensure compliance with federal regulations (29 CFR 29).
 - Guide you through the registration process.

Step 5: Complete Formal Registration

1. Submit required forms and agreements to the appropriate agency, as advised by the assigned Department of Labor representative.
2. Required forms could include:
 - **Apprenticeship Standards** for the occupation you are registering
 - **Work Process Schedule (WPS)** or OJT outline, detailing the on-the-job training structure, tasks, and skills to be learned
 - **Appendix A – Program Description** that explains how the apprenticeship will be delivered, including selection process, training content, and pay schedule
 - **Appendix B – Program Outlines** that List the related instruction (classroom or online) and supplemental instruction (if applicable)
 - **Appendix C – Probationary Period** that details the probationary period for apprentices, including evaluation criteria
 - **Appendix D – Apprentice Wage Schedule** which shows the wage progression for apprentices and journeyworkers
 - **Appendix E – Journeyworker Wage Schedule**
 - **Appendix F – Apprenticeship Ratio** that specifies the ratio of apprentices to journeyworkers
 - **Appendix G – Equal Employment Opportunity and Affirmative Action Compliance**
 - **Appendix H – Reciprocity of Apprenticeship** which explains how the program meets reciprocity requirements for other states
 - **Appendix I – Educational Assistance** describing any educational assistance provided to apprentices
 - **Appendix J – Collective Bargaining Provisions (if applicable)**
 - **Appendix K – Signatures** of the program sponsor, apprenticeship intermediary (if used), and any other required signatories
3. Once approved, your program will be officially recognized as a Registered Apprenticeship Program.

Step 6: Launch and Maintain

- Begin recruiting apprentices.
- Track progress in Registered Apprenticeship Partners Information Data System (RAPIDS).
- Enrolled apprentices must be entered in Registered Apprenticeship Partners Information Data System (RAPIDS) within 45 days of their hire date or the launch date of the Registered Apprenticeship Program if the apprentice is already employed.
- Each region will be assigned a designated point of contact for Registered Apprenticeship Partners Information Data System (RAPIDS) to provide support for Registered Apprenticeship Partners Information Data System (RAPIDS), if needed.
- Maintain compliance and update program standards, as needed.

Typical Timeline: 4–8 weeks for registration, depending on completeness of documentation and state-specific requirements.

3.5 Eligible Training Provider List and Gulf Coast Provider Network Overview and Application Process

Workforce boards and career centers rely on the statewide Eligible Training Provider List to guide job seekers toward training options that lead to recognized credentials and employment in in-demand occupations. Similarly, the local Gulf Coast Provider Network serves as a regional resource, connecting local employers and job seekers with training providers that align with the Gulf Coast labor market. This network helps ensure that training opportunities reflect regional workforce needs and meet local performance benchmarks. Because these two lists are used by Workforce Solutions Career Offices with job seekers, it's important that all training providers (colleges, trade schools, etc) and the sponsor of a Department of Labor-Registered Apprenticeship Program be included. Job seekers are directed to these programs because they are listed on the Eligible Training Provider List and the Gulf Coast Provider Network.

For employer sponsors and training providers, being included on these lists is also critical if any funding support is needed. Placement on the Eligible Training Provider List and the Gulf Coast Provider Network opens the door to Workforce Innovation and Opportunity Act funding, making programs more affordable for participants and attractive to businesses seeking to upskill their workforce. To access funding and ensure program eligibility, employers and providers must join both the statewide Eligible Training Provider List and the local Gulf Coast Provider Network. It is important to note that being included on the Eligible Training Provider List and the Gulf Coast Provider Network do not guarantee funding support. Inclusion on these lists is simply one requirement to become eligible for funding, should it be available.

The Statewide Eligible Training Provider List (ETPL) and the Gulf Coast Provider Network both serve as comprehensive directories of training providers and programs approved at the state and local level to receive Workforce Innovation and Opportunity Act (WIOA) funding. These lists signal credibility and compliance with state and federal standards, increasing visibility among job seekers and workforce partners. Using these lists guarantee that individuals using Workforce Innovation and Opportunity Act resources enroll in high-quality programs that meet rigorous performance and compliance standards. Ultimately, inclusion on these lists strengthens talent pipelines, support apprenticeship development, and ensure accountability through ongoing performance tracking.

Employer sponsors and training providers can choose to start the application process to be placed on the Eligible Training Provider List and the Gulf Coast Provider Network at the same time that they begin the Registered Apprenticeship application process with the Department of Labor or they can wait until receiving approval to become a

Department of Labor Registered Apprenticeship program and then start the application process to be placed on the Eligible Training Provider List and the Gulf Coast Provider Network. Each option has benefits and drawbacks.

	Pros	Cons
Applying for the Eligible Training Provider List and Gulf Coast Provider Network at the same time as application for recognition as an apprenticeship with the Department of Labor	The applications and required documents are similar, making the application process for both more efficient.	- Managing the application process for multiple agencies at the same time can become cumbersome, especially if multiple departments need to be included in the process. - If approval to be included on the Eligible Training Provider List and Gulf Coast Provider Network occurs prior to the Department of Labor apprenticeship approval, it will require an additional step of adding the Registered Apprenticeship designation on the Eligible Training Provider List and Gulf Coast Provider Network.
Applying for the Department of Labor Apprenticeship Program and waiting for approval before applying to be on the Eligible Training Provider List and Gulf Coast Provider Network	Approved Department of Labor Registered Apprenticeships experience less wait time after submitting their applications to be included on the Eligible Training Provider List and the Gulf Coast Provider Network because they have already been vetted by the Department of Labor.	- Waiting for Department of Labor approval prior to applying for the Eligible Training Provider List and the Gulf Coast Provider Network could extend the application process by many weeks. - The organization applying to be included on the Eligible Training Provider List and Gulf Coast Provider Network will be required to gather all needed documents again, possibly duplicating time and effort for the employer.

The workflows below provide the steps required to apply for both the Eligible Training Provider List and the Gulf Coast Provider Network. Workflows A1 and A2 are for organizations that are not yet registered apprenticeships with the Department of Labor.

Workflow B is for organizations who have already been approved through the Department of Labor as a Registered Apprenticeship Program. In this situation, an employer who is designated as the sponsor of the Registered Apprenticeship Program should also apply to be included on both lists. This workflow is typically expedited since the Department of Labor has already provided approval for the Registered Apprenticeship Program.

Finally, Workflow C is for employer sponsors or training providers who have already been approved to be included on the Eligible Training Provider List and/or the Gulf Coast Provider Network and would like to add a new course or location.

Workflow 1A: Application to be on the Eligible Training Provider List (Non-Apprenticeship Training Providers)

Step 1: Determine Eligibility

- Ensure your training program aligns with the Texas Workforce Commission and the Gulf Coast Workforce Board's [High Skills, High Growth List](#).
- Your organization must:
 - Be licensed or exempt under Texas Education Code Chapter 132.
 - Be accredited by a recognized body (if applicable).
 - Have a documented partnership with local employers within the last 12 months.
 - Be able to provide verifiable student performance data (unless exempt for initial eligibility).

Step 2: Prepare Required Documentation

- Gather and prepare to submit:
 - Provider and campus information.
 - Program curriculum and course descriptions.
 - Certificate of approval from the regulating body or proof of accreditation.
 - Documentation of employer partnership (e.g., letters of support, advisory committee minutes).

- Total number of students and student-level performance data (via Student Data Report from the Texas Workforce Commission). Performance standards should meet or exceed the following:

Performance Standards for All Former Students	2025 ETP Reporting Period 7/1/2023-6/30/2025	2026 ETP Reporting Period 7/1/2024-6/30/2026	2027 ETP Reporting Period 7/1/2025-6/30/2027
Employed Quarter 2 Post Exit*	70%	70%	70%
Employed Quarter 4 Post Exit*	70%	70%	70%
Median Earnings Quarter 2 Post Exit**	\$7,800	\$7,800	\$7,800
Credential Rate	50%	55%	60%
Completion Rate	60%	60%	60%

* Students reported without a valid Social Security Number (SSN) will be included as "not employed."

- If the training program is new and has no students yet, some data may not be submitted.
- All private post-secondary training programs must ensure they become accredited through the [Texas Workforce Commission's Career Schools and Colleges process](#). Applicants must complete the application with the [required documents](#) and fees. Application fees depend on the size of the school and number of staff applications submitted. Certificates of approval are usually issued within 90 days. Public post-secondary schools in Texas are exempt from this process.
- Training providers who are new to the list can utilize the Texas Workforce Commission's [Eligible Training Provider Tool](#) for additional guidance.

Step 3: Submit to Local Workforce Board Representative

- Email wfvendor@workforce.com to request application to be included on the Eligible Training Provider List.
- A response email may request a meeting and/or request information listed above.

Step 4: Local Board Review

- The Financial Aid Payment Office (FAPO) serves as the intermediary between the Gulf Coast regional requests and Texas Workforce Commission approval. As such, the Financial Aid Payment Office completes an initial review of all required information. The Financial Aid Payment Office (FAPO) may request additional information or clarity on submitted information.
- To qualify as a training provider, organizations must be:
 - Be an Institutions of Higher Education that provides a program which leads to a recognized postsecondary credential such as associate degrees, baccalaureate or higher, certificates of completion
 - U.S. Department of Labor Registered Apprenticeship Programs

- Public or Private providers of training services, which may include:
 - 1) Community-based organizations.
 - 2) Joint labor-management organizations; and
 - 3) Eligible providers of Adult Education and Literacy activities under Title II of the Workforce Innovation and Opportunity Act
- A Financial Aid Payment Office staff member will use the Initial Training Provider Tool to compile details of the submission.
- Verify the applicant organization's financial stability through evidence of one or more of the following:
 - positive equity or net worth balance;
 - a current ratio of at least one-to-one; and
 - stockholder's equity or net worth exceeding the amount shown for goodwill, if applicable, under assets in the balance sheet.
 - Less than 30% of their income comes from Workforce Solutions
- A site visit (either prescheduled or unannounced) will be conducted by Financial Aid Payment Office (FAPO) to assess:
 - Quality and suitability of training facilities and alignment with Section 18 ADA Compliance requirements.
 - Trainer experience and qualifications
 - Availability of trainer professional development
 - Inclusion of technology in programming
 - Review of class and attendance policies
 - Confirm accreditation from education or industry group
 - Student attendance and progress data
 - Availability of supportive services (i.e. tutoring, counseling, career advising, etc)
- After all requirements are met, the Financial Aid Payment Office (FAPO) will submit documents to the Texas Workforce Commission for review.

Step 5: Texas Workforce Commission Review

- Upon review of documents, the Texas Workforce Commission will send a Student Data Report (SDR) to employer for completion.
- The employer completes the Student Data Report and returns to the Texas Workforce Commission.
- Upon review and approval, the Texas Workforce Commission adds approved programs to the state-wide Eligible Training Provider List.
- Annual renewal to be included on the list requires a renewal package submission that contains performance data, financial documentation, and acknowledgment of Eligible Training Provider List terms.

Typical Timeline: 4–8 weeks for registration, depending on completeness of documentation and state-specific requirements.

Workflow 2A: Application to be on the Gulf Coast Provider Network (Non-Apprenticeship Training Providers)

Once approved to be included on the Eligible Training Provider List, an employer or training provider can apply to be included on the local Gulf Coast Provider Network list. To qualify for funding through the workforce board, a training provider must be on both the Eligible Training Provider List and the Gulf Coast Provider Network.

Step 1: Submit to Local Workforce Board Representative

- Email wfvendor@workforce.com to request application to be included on the Gulf Coast Provider Network. The email should indicate that the applicant has already been approved to be placed on the Eligible Training Provider List.
- A response email may request a meeting and/or request information listed above.

Step 2: Prepare Required Documentation

- The Financial Aid Payment Office will complete review of the documents submitted to apply for the Eligible Training Provider List to ensure they meet local requirements.
- Except for institutions of higher education, training providers must gather and prepare to submit:
 - a. For Sole Proprietorship submit item a and item b or c.
 - 1) Include names of owners of record and copy of DBA if applicable AND
 - 2) IRS Form 1040 for the most recent year OR
 - 3) An audited balance sheet and income statement, or audit for the most recent year.
 - b. For a Partnership or Corporation (for profit entity) submit item a and item b or c.
 - 1) Copy of the Articles of Incorporation or Partnership agreement and DBA if applicable AND
 - 2) IRS Form 1065 (Partnerships) for the most recent year OR
 - 3) An audited balance sheet and income statement, or audit for the most recent reporting period.
 - c. Non-Profit submit item a and item b or c or d.
 - 1) IRS Tax exemption certificate (a copy of 501(C) 3) AND
 - 2) An A133 audit OR
 - 3) A copy of IRS Form 990 (most recent year's) OR
 - 4) An audited balance sheet and financial / income statement for the most recent reporting period.

- S Corporation are required to file form 1120s, which will generate a schedule K-1 for each owner. The individual owner then uses schedule K-1 to complete his or her return.
- Partnerships file a form 1065, and each partner receives an IRS schedule K-1 From that return. Each partner then reports the information from the schedule K-1 in his or her individual return.
- All sponsors and training providers submit a financial analysis indicating the percentage of income derived (or planned to be derived for new programs) from Gulf Coast Workforce Board, Workforce Solutions, and/or Texas Workforce Commission funding.
- Tax statements filed as a part of an application must be the final version of the most recent filings. Financial statements must be current or dated within the previous year and prepared by a Certified Public Accountant and shall identify the name, license number, and licensing state of the accountant and be in accordance with Generally Accepted Accounting Principles (GAAP).

Step 3: Submission of Documentation

Once gathered, the sponsor or training provider should be prepared to submit all information and documents. This includes copies of:

- Documents outlined in Step 2
- Licensure/accreditation or exemption from an approving body
- Proof of tuition-based courses available to the public
- Registered Apprenticeship standards and a Certificate of Registration for Department of Labor Registered Apprenticeships
- Proof of accreditation from the appropriate accrediting agency for Adult Education and Literacy language and basic skills programs
- Business Partner Documentation, if applicable (Texas Workforce Commission initial eligibility, Section 3.5)

Step 4: Contracting and Payment Setup

- The Financial Aid Payment Office will prepare a contract for training provider if they qualify for financial support.
- The training provider will be required to submit banking information for payments or reimbursements.
- The training provider will be formally added to all Workforce Solutions systems.

Step 5: Annual Renewal and Adding Training Programs/Additional Courses

- The sponsor and training provider must submit updated performance data, financial documentation, and employer support documentation.
- The training provider must submit current and ongoing information in the Student Data Report (SDR) via EDvera.

Workflow B: Application to be on the Eligible Training Provider List and the Gulf Coast Provider Network for Registered Apprenticeship Programs

This application process can be much faster if applicants have already been approved through the Department of Labor as a Registered Apprenticeship Program. This is because the Department of Labor standards to be recognized as a Registered Apprenticeship Program are as rigorous as the Texas Workforce Commission standards to be included on the Eligible Training Provider List and Gulf Coast Provider Network list.

Step 1: Apply to the Statewide Eligible Training Provider List

- The employer or training provider should email etp.helpdesk@twc.texas.gov to [request inclusion](#) on the Eligible Training Provider List.
- Once requested and received, the applicant should complete and submit the Initial Registered Apprenticeship Program Tool. Information requested includes sponsor and instruction site details, occupations, apprentice count, instruction method, and cost (if applicable). No student-level performance data or benchmarks are required.
- Registered Apprenticeship Programs are automatically eligible for the statewide Eligible Training Provider List and listed with the [RA] designation.

Step 2: Apply to be placed on the Gulf Coast Provider Network list

- Once a notification of approval to be included on the Eligible Training Provider List has been received, the employer or training provider should email WFVendor@wrksolutions.com to [request inclusion](#) on the Gulf Coast Provider Network list.
- Once requested, the applicant should submit Department of Labor Certificate of Registration (applicant receives this via email from the Department of Labor upon approval), apprenticeship standards, business structure documentation (DBA, articles of incorporation, etc.), and financial documentation if applicable. Employer or training provider partnership documentation should also be submitted if not already included.

Step 3: Contracting and Payment Setup

- Once approval is received from both entities, the Financial Aid Payment Office prepares a contract for eligible Registered Apprenticeship Programs.
- Applicants should submit banking information for financial support or reimbursements.
- Employers and training providers will be formally added to Workforce Solutions systems.

Step 4: Annual Renewal

- The employer or training provider must maintain their Department of Labor registration status.

- The employer or training provider must submit updated documentation if requested.
- The employer or training provider must notify Workforce Solutions of any changes to program structure or instruction.

Workflow C: Adding a New Course or Location to ETPL and GCPN (For Organizations Already Listed)

Step 1: Submit Request

- The employer sponsor or training provider should email etp.helpdesk@twc.texas.gov to request adding a new course or location to the Eligible Training Provider List (ETPL) and WFVendor@wrksolutions.com to request adding a new course or location to the Gulf Coast Provider Network (GCPN).
- The email should include basic details about the location or new course in the email (course name, description, duration, cost, and delivery method).

Step 2: Documentation Review

- A member of the Financial Aid Payment Office will contact the organization to request any necessary documentation.
- The organization must provide all requested information promptly. This may include:
 - Updated course details
 - Instructional materials or curriculum outline
 - Cost structure and payment terms
 - Any additional compliance documents

Step 3: Contracting and Payment Setup (If Applicable)

- If the new course requires contracting or payment arrangements, the Financial Aid Payment Office will initiate the process.
- The organization may need to submit banking information for financial transactions or reimbursements again.

Step 4: Annual Renewal

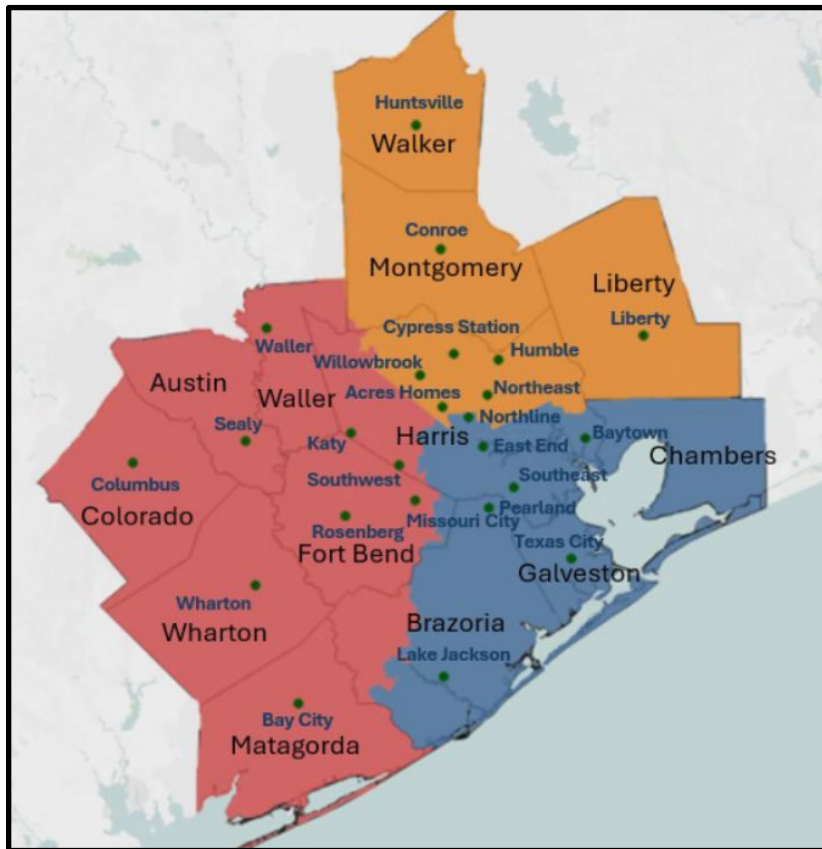
- All courses listed on the Eligible Training Provider List (ETPL) and Gulf Coast Provider Network (GCPN) are subject to annual renewal.
- The organization must:
 - Maintain compliance with Texas Workforce Commission standards.
 - Submit updated documentation if requested.
 - Notify Workforce Solutions of any changes to course structure or delivery.

3.6 Workforce Funding and Employer Handoff

Workforce Solutions and Adult Education and Literacy Consortium funding originates from the U.S. Department of Labor (DOL), primarily through programs authorized under the Workforce Innovation and Opportunity Act (WIOA). These funds are allocated to states based on formulas that consider factors like unemployment rates and population. In Texas, the Texas Workforce Commission (TWC) serves as the state administrative entity, receiving these federal funds and distributing them to local workforce development boards. Each board then uses its share to design and implement workforce services tailored to regional needs, such as job training, apprenticeships, and employer engagement, while adhering to federal and state guidelines for compliance and performance. Funding for regions covered by the Gulf Coast Workforce Board runs from October 1st to September 31st each year. Because of the vast number of employers and workforce individuals served in the 13 counties within the Gulf Coast region, funding can sometimes be depleted prior to September 31st. Additionally, the Gulf Coast Workforce Board establishes a dedicated number of employers and individuals within each category of funding (Adult, Youth, Dislocated Worker and Vocational Rehabilitation) each year. The goal of this step is to move employers and training providers from finalized commitment and compliance requirements to become active recipients of funding support within a Registered Apprenticeship Program. This step is completed to ensure efficiency and avoid unneeded time and effort for employers, apprentices, AEL Consortium Lead and Workforce Solutions staff.

Once an employer has completed an initial consultation and assessment with the Gulf Coast Workforce Board, received confirmation of approval for a Registered Apprenticeship Program from the Department of Labor, and have initiated the application to be included on the Eligible Training Provider List and the Gulf Coast Provider Network, the next step to pursue funding support through the Gulf Coast Workforce Board is to get final confirmation that funding is available. Confirmation of available funding must be secured before employers move towards seeking support through a Workforce Solutions Office or through the AEL Consortium. If funding is available and approval to move forward is secured, this is the stage where employers are handed off to a designated staff member at an assigned Workforce Solutions office or to the AEL Consortium Lead. Workforce Solutions offices and their designated staff members are assigned by region and determined by where the employer mostly conducts their business. The AEL Consortium covers 9 of the 13 Gulf Coast regional counties (Austin, Colorado, Fort Bend, Harris, Matagorda, Montgomery, Walker, Waller, and Wharton) so geographical distance does not determine who an employer is assigned to. The employer's staff can begin working with either organization once an introduction has been made.

Workforce Solutions Regions Map



Region	Designated Workforce Solutions Staff	Contract Manager	Contract Manager Contact	Contract Company
East	Catalina Sanchez, with Lorena Campa copied on email	Johnathan Benjamin	Johnathan.Benjamin@wrksolutions.net	BakerRipley
North	Melinda Quiroz or James Green	Jennifer Roberts	Jennifer.Roberts@wrksolutions.net	Serco
West	Atu Haywood	Sable Harris-Buck	Sable.Harris-Buck@wrksolutions.net	EDSI

Workforce Funding Confirmation Process

Internal Awareness and Coordination Guidance

To ensure a coordinated and efficient employer engagement process, all Gulf Coast Workforce Board staff should verify the availability of workforce funding opportunities prior to referring or handing off an employer to the Workforce Solutions Office. This process helps ensure that potential funding resources are reviewed and, when available, can be accessed to support employer workforce needs before moving to the next stage of engagement.

The funding confirmation step provides an opportunity to identify available workforce resources, avoid duplication of efforts, and ensure employers receive the most comprehensive support possible. Once funding availability has been confirmed, the employer can be transitioned to the Workforce Solutions team for further consultation and access to applicable funding programs.

Workflow: Funding Confirmation Prior to Employer Handoff to Workforce Solutions Office

Step 1: Submit Funding Confirmation Request to Employer Engagement

- A Gulf Coast Workforce Board staff member should send an email to Crosby.Brito@wrksolutions.net with the Employer Engagement manager and manager of the requesting team copied.
- The email should include:

Information We Need to Collect	Example	Who Needs this Information
Employer Name	<i>Johnie's Angels</i>	Employer Engagement
Sponsor Name (if different from employer)	<i>n/a</i>	Employer Engagement
Department of Labor status	<i>Registered</i>	Employer Engagement
GCWB RAP Agreement Complete	<i>Not Complete</i>	Employer Engagement
ETPL and GCPN status	<i>Education Provider (University of Houston - Downtown on both), Johnie's Angels not registered</i>	Employer Engagement
Employer Pre-screen Complete	<i>Complete</i>	Career Pathways
Systems and MOUs Complete	<i>Complete</i>	Career Pathways
Total Number of Apprentices Seeking Support (based on pre-screen)	<i>8</i>	Employer Engagement

Step 2: Employer Engagement Verifies Funding is Available

- An Employer Engagement team member verifies funding is available to support apprentices and employer in a newly identified Registered Apprenticeship Program.

Step 3: Confirmation of Available Funding

- An Employer Engagement team member responds to all individuals included on the original email to notify them about availability of funding.

Step 4: Assignment of Workforce Solutions staff member to Employer

- If funding is available, the Employer Engagement staff member assigns a Workforce Solutions office and staff member based on the region where most business is conducted.
- The Employer Engagement staff member sends an email to notify the employer or training provider of their assigned Workforce Solutions office, the appropriate Workforce Solutions staff member, and that region's contract manager within 1 week of original request. All staff members from original email should be copied for visibility.

Step 5: Workforce Solutions Staff Initiates Communication with Employer

- The designated Workforce Solutions staff member responds within 48 business hours to set up an initial one-hour appointment with the employer and invites all copied individuals to the meeting.

3.7 Workforce Solutions Office Intake for Registered Apprenticeship Programs

Once an employer has set up an initial meeting with their designated point of contact at the Workforce Solutions office, there are a series of steps their designated point of contact will work through with the employer. During this phase, Workforce Solutions personnel or a member of the Employer Engagement team will gather as much information as possible to ensure the appropriate support is in place for the employer sponsor, training provider and the individual apprentices. Information and support provided is specific to the employer's needs, rather than a prescriptive and rigid set of steps. As such, the workflows capture an overview of the steps that must be completed before any funding determination is and these steps may be adjusted to meet individual needs. Completing these intake steps does not guarantee funding for either the employer sponsor, the training provider or the individual apprentice.

Workflow: Intake for Registered Apprenticeship Programs – Employer Sponsors and/or Training Providers

Step 1: Consultation with an Employer Engagement Team Member or Workforce Solutions Staff Member

- Employer and Training Provider Consultation
 - The designated intake staff member requests the employer and training provider to create a Work in Texas account prior to the one-hour consultation (directions available in appendix).
 - Employers can expect a one-hour consultation to be scheduled and should include the designated employer sponsor and/or training provider (and any additional relevant stakeholders) for the Registered Apprenticeship Program.
 - The designated intake staff member prepares and pre-fills forms to share at the one-hour consultation. These forms include:
 - Training outline
 - W-9 form
 - If employer or training provider has not already applied for or received approval as a Registered Apprenticeship Program, the designated intake staff member will provide guidance on how to begin this process during the one-hour consultation.
 - Proof of eligibility employer sponsors must provide can include:
 - At least one quarter of verifiable wages on at least three W-2 employees
 - Must be current on TWC and IRS taxes
 - Minimum starting wage must be 12.00/hour
 - Must provide Full-Time employment (30 hours or more per week)
 - Permanent, Non-Temporary or Seasonal employment

- Employers will be required to submit a variety of documents, depending on the type of funding they may be eligible for. Those documents can include, but are not limited to:
 - Training plans
 - Questionnaires
 - Descriptions of supervision and daily responsibilities of apprentices
 - Department of Labor certificate of approval
 - Agreements with Registered Apprenticeship partners
 - Proof of financial stability

Step 2: Eligibility Review

- All employer information is reviewed and verified for authenticity.
- The Eligibility team prioritizes funding streams by availability of funding.
- When funding is limited, the employer will be notified that funding will need to be adjusted.
- Regardless of funding eligibility or availability, the Gulf Coast Workforce Board can continue to offer technical support to the employer.

Step 3: Funding Notification

- Once eligibility is confirmed, the designated Workforce Solutions or Employer Engagement staff member reaches out to the employer sponsor and/or training provider to advise them of funding options.
- The funding recipient must select and confirm their funding support.
- The funding recipient will receive an agreement that must be signed by the appropriate personnel.
- Once the funding award offer has been accepted, the Financial Aid Payment Office will ensure all bank information is current and updated via the Eligible Training Provider List and the Gulf Coast Provider Network.

Step 4: Ongoing Apprenticeship, Apprentice and Credential Tracking

- Onboarding and Tracking
 - The employer sponsor and/or training provider will be required to track apprentice and training details. Training providers utilize Edvera to track apprentice-level progress and employers utilize RAPIDS (Department of Labor) to track apprentice information and progress. Workforce Solutions may also require additional documentation.
 - In some cases, for new hires only, the individual apprentice employment date and onboarding date should be recorded as the same date in the provided system. This applies to some employer-based reimbursements but is situation-dependent.
 - The employer must provide progress reports and capability measures at benchmark times or when requested.

- Employer Note - Apprenticeships must lead to stackable, industry-recognized credential so progress must be made with individual apprentices to complete a program and continue any funding, if any was provided.

Step 5: Performance & Reporting

- Credential completion and measurable skills gains (MSGs) are important internal performance metrics.
- Credential completion refers to the long-term goal in which the apprentice completes the program certification they are pursuing within the designated timeframe.
- Measurable Skills Gains are smaller, mid-range goals that indicate an apprentice is on track towards credential completion. These can include successful completion of a course or skill included in the apprenticeship program.
- The expectation is that there is at least 1 measurable skill gain per participant between July 1st – June 30th each year.
- Measurable skills gain and credential completion information is gathered by career advisors and noted in Work in Texas.

Timeline

- Minimum 3 weeks from intake to eligibility approval.
- Credential completion impacts long-term caseload and performance.

Workflow: Workforce Solutions Office Intake for Registered Apprenticeship Programs – Individual Apprentices (Information below includes some employer action)

Step 1: Apprentice Intake & Eligibility (to determine if apprentices qualify for supportive services or scholarships with a training provider)

- All apprentices are required to create a Work in Texas account.
- The employer is responsible for interviewing and screening apprentice candidates. The Gulf Coast Workforce Board may request, or be requested, to participate.
- If the Registered Apprenticeship required a higher education partner, the employer and higher education partner must collaborate to align their candidate criteria for acceptance into the Registered Apprenticeship Program.
- The employer completes background checks and any other additional requirements for employment within their organization.
- Employer ensures each candidate:
 - Creates a Work In Texas (WIT) account prior to Workforce Solutions screening appointments (instructions included in appendix)
 - Submit resumes to designated point of contact at Workforce Solutions office. The designated point of contact is the Workforce Solutions contact provided by the Gulf Coast Workforce Board staff member via email.

- Documents and can easily retrieve their designated Work In Texas account number
- While not required, the best practice for employers is to send all interested apprentice candidates a [survey](#) during the candidate screening process to gather background and demographic information. This survey helps inform both the employer and the Workforce Solutions office about potential funding prior to intake assessments.
- Workforce Solutions staff member collaborates with the employer to set up and schedule intake assessments of apprentices to screen qualifying factors to receive funding support. Each apprentice appointment is virtual and will be about one hour long.
- Employers should communicate assigned appointment times, provide private appointment space and time off for appointments, and advise apprentices on the required actions and documents needed for appointments. Those actions and documents needed are:
 - Create a Work In Texas (WIT) account prior to Workforce Solutions screening appointments (instructions included in appendix)
 - Submit resumes to designated point of contact
 - Apprentice's Work In Texas account number
 - I-9 or Employment Authorization Card
 - Driver's License
 - Proof of income (last 6 months)
 - Number of household family members (only immediate family counts)

Step 2: Apprentice Intake Assessments

- During the one-hour virtual meeting, candidates meet with a staff member from the Intake team to share the required information for intake.
 - Apprentice's Work In Texas account number
 - Resume (in case additional is needed)
 - I-9 or Employment Authorization Card
 - Driver's License
 - Proof of income (last 6 months)
 - Number of household family members (only immediate family counts)
- The Intake Assessment team will interview apprentices and may make requests for additional information during the intake assessment. Some of the information gathered includes:
 - Work history, career interests, and educational level
 - Financial goals for self-sufficiency
 - Potential challenges to employment or training completion
 - Need for support services, such as childcare assistance and transportation

- The individual's comprehension of the chosen occupation's requirements such as working conditions, hours, wages, physical demand, etc.
- Readiness and ability to undertake and complete training
- Ability to fulfill scholastic obligations during the training
- Ability to manage financial responsibilities during the training period
- Ability to overcome potential challenges
- Ability to address employment prerequisites including criminal background checks
- The Intake Assessment team documents all required information provided by the Apprentice within the Work in Texas platform and then forwards all documentation to the Eligibility Team.

Step 3: Eligibility Review

- The Eligibility Team reviews all documents and uploads them for authenticity.
- While reviewing intake assessment notes, the Eligibility team screens for Apprentice qualifying factors for funding.
- The Eligibility team prioritizes funding streams by availability of funding and assessment outcomes to determine whether Apprentices meet qualifications. Apprentices must be categorized under a designated Workforce Innovation Opportunity Act funding stream. Within each category, there are specific requirements to qualify for funding. The categories include:
 - Dislocated Worker
 - Youth (In School and Out-of-School)
 - Adult
 - Vocational Rehabilitation
- When funding is limited, Workforce Solutions prioritizes supporting apprentices with the greatest need and/or are at greatest risk of unemployment. This may necessitate using adjusted family income requirements.
- Apprentices that can be categorized for funding under Vocational Rehabilitation are connected to a team member with the Vocational Rehabilitation team by calling 832-681-2633 to provide more individualized support to each apprentice.

Funding Categories and Intake Requirements

WIOA Funding Category	Age & Other	Work Status	Selective Service	Income and Other
Dislocated Worker	18 years or older	Authorized to work in U.S., and 1. Terminated or laid off, eligible for or exhausted UI and	N/A	Income test not required for eligibility

		unlikely to return to industry or occupation; or 2. Terminated or laid off, sufficient employment to prove attachment to workforce or employer is not covered by unemployment law, and unlikely to return to industry or occupation; or 3. Lost job from permanent closure or substantial layoff of a plant, facility or enterprise; or 4. Employer announced facility closure; or 5. Was self-employed and now unemployed due to economic conditions or natural disaster; or 6. Displaced Homemaker; or 7. Spouse of an active-duty member of Armed Forces who lost employment due to permanent change in duty station; or		
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		8. Spouse of an active-duty member of Armed Forces who is unemployed, underemployed and has difficulty finding or upgrading employment		
Youth (In School)	A. 14-21 years old at eligibility determination, and B. Attending or enrolled in secondary or for-credit postsecondary school at eligibility determination, and C. Low-Income, and D. At least one of the following apply 1. Deficient in Basic Literacy Skills; or 2. Homeless, Runaway; or 3. In foster care or aged out of foster care; or 4. Pregnant/Parenting; or 5. Offender; or 6. Has a disability; or	Authorized to work in U.S.	If male, registered as required	Family income at or below 100% of poverty line or 70% lower living standard. Income test not required if customer meets one of the following criteria 1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following: TANF, SNAP, SSI, or other public assistance; or 2. Is a Foster Child; or 3. Is Homeless; or 4. Receives or is eligible to receive free or reduced-price lunch; or 5. Lives in a high poverty census tract.

	7. An English language learner who is deficient in Basic Literacy Skills			Note: customer with a disability must be determined a family of one for income determination purpose if the customer's family does not meet the income test and 1 through 5 above do not apply.
Youth (Out of School)	A. 16-24 years old at eligibility determination, and B. Not attending or enrolled in secondary or for-credit postsecondary school at eligibility determination and C. At least one of the following apply 1. School Dropout; or 2. Youth who (a) received HS Diploma/equivalent and (b) is low-income and (c) is Deficient in Basic Literacy Skills or is an English language learner; or	Authorized to work in U.S.	If male, registered as required	Note: OSY customers can attend and/or be enrolled in a non-credit postsecondary school at eligibility determination. OSY customers 21-24 years old are not subject to in-school educational requirements. Low income required only if using C. 2. or C. 9. from "Age & Other" column Family income at or below 100% of poverty line or 70% lower living standard. Income test not required if customer is 1. Customer receives or is a member of a

	3. Required to attend school but has not attended for at least the most recent complete school year's calendar quarter'; or 4. Homeless or Runaway; or 5. In foster care or aged out of foster care; or 6. Pregnant/Parenting; or 7. Subject to the juvenile or adult justice system; or 8. Has a disability; or 9. Requires additional assistance to complete an educational program, or to secure and hold employment (must also meet low-income requirements)			family that receives (currently or in the past six months) one of the following: TANF, SNAP, SSI, or other public assistance; or 2. Is a Foster Child; or 3. Is Homeless; or 4. Lives in a high poverty census tract.
Adult	18 years or older	Authorized to work in U.S.	N/A	Family income at or below 100% of poverty line or 70% lower living standard or is at or below 200% of poverty line when funds are available. Income test not required if customer meets

				one of the following criteria 1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following: TANF, SNAP, SSI, or other public assistance; or 2. Is a Foster Child; or 3. Is Homeless; or 4. Receives or is eligible to receive free or reduced-price lunch; or 5. Is Deficient in Basic Skills Note: customer with a disability must be determined a family of on for income determination purpose if the customer's family does not meet the income test and 1 through 5 above do not apply.
Vocational Rehabilitation (VR)	A student with a disability is between 14-22 years old and has supporting	Authorized to work in U.S.	N/A	Documentation of disability includes:

	documentation of a disability.			• Individualized Education Plan (IEP) • Receiving services under IDEA (Special Education) • Receiving services through a 504 plan, or • A formal diagnosis from a medical professional. The student must be enrolled in a secondary school, postsecondary school, or a recognized educational program. This includes a public, private, charter, homeschooling or other educational settings, including juvenile justice facilities.
--	--------------------------------	--	--	--

**Family income determination utilizes the Workforce Solutions published guidelines (see Appendix 4.2).*

Step 4: Scholarship and Funding Notification

- Scholarship & Financial Aid
 - Once eligibility is confirmed, a member of the Eligibility team will communicate status via an automated message to all stakeholders, including designated Workforce Solutions staff member, employer sponsor, apprentice and training provider.

- Funding is always contingent on availability of funds and requirements of funding support being met.
- Email communication of eligibility status will include all supports the apprentice is eligible to receive (tuition reimbursement, training costs, test reimbursements, etc). All stakeholders are copied on this notification.
- The apprentice must accept or decline the funding offer.
- Once the funding award offer has been accepted, the Financial Aid Payment Office will follow up to ensure all bank information is current and updated via the Eligible Training Provider List and Gulf Coast Provider Network.

Step 5: Ongoing Apprentice and Credential Tracking

- Onboarding and Tracking
 - Apprentices who qualify and accept tuition support are required to attend a monthly check-in with a career advisor to ensure they are making progress throughout the entirety of their program. This may include attendance data, progress reports and/or test grade submissions. Progress and advising notes are captured by the career advisor in Work in Texas.
 - Career Advisors provide additional support measures, as needed, when apprentices are experiencing barriers to program completion.

Step 6: Performance & Reporting

- Credential completion and measurable skills gains (MSGs) are important internal performance metrics.
- Credential completion refers to the long-term goal in which the apprentice completes the program certification they are pursuing within the designated timeframe.
- Measurable Skills Gains are smaller, mid-range goals that indicate an apprentice is on track towards credential completion. These can include successful completion of a course or skill included in the apprenticeship program.
- The expectation is that there is at least 1 measurable skill gain per participant between July 1st – June 30th each year.
- Measurable skills gain and credential completion information is gathered by career advisors and noted in Work in Texas.

Timeline

- Minimum 3 weeks from intake to eligibility approval.
- Credential completion impacts long-term caseload and performance.

3.8 Adult Education and Literacy Consortium Intake for Registered Apprenticeship Programs

Apprentices who have completed fewer than 60 college credit hours and demonstrate skill deficiencies that may prevent entry into their chosen occupation may be eligible for Adult Education and Literacy (AEL) Consortium tuition scholarship funding.

Employers who believe their apprentices meet this eligibility criteria must initiate a referral to the AEL Consortium. Referrals may be made through a Gulf Coast Workforce Board staff member by emailing GCWBCareerPathways@wrksolutions.net. Apprentices seeking assistance may also submit a direct inquiry to GCWBCareerPathways@wrksolutions.net.

Upon receipt of the referral or inquiry, a Gulf Coast Workforce Board staff member will contact the employer and/or apprentice to discuss eligibility requirements and next steps. Eligible referrals will be forwarded to the AEL Consortium Lead for intake and assessment.

Following the referral, the AEL Consortium Lead will schedule an initial meeting with the employer and, when appropriate, the apprentice. During this meeting, the AEL Consortium Lead will review the tuition assistance eligibility requirements, explain the intake process, and outline the documentation required for consideration of scholarship funding.

To determine eligibility for tuition assistance, each apprentice must complete the intake process and provide all required documentation. The intake process includes the collection and verification of the following information and documents:

- Enrollment Form: Fully completed, signed, and dated
- Release of Information Form: Compliant with FERPA, allowing data sharing with authorized entities
- Education and Work History: Including U.S. and international experience
- Digital Literacy Questionnaire: To assess technology access and skills
- Support Needs Identification: Including accommodations for disabilities or language barriers

Additionally, each apprentice must complete either an assessment that follows the National Reporting System (NRS) guidelines or have an alternative placement tool in place that:

- Identifies basic skills deficiencies
- Supports career pathway placement
- Determines readiness for postsecondary education or training

If a determination is made that an apprentice qualifies for tuition support through the AEL Consortium, the AEL Consortium Lead will create a plan for apprentices to receive a tuition scholarship through one of the AEL Consortium providers (Region 6 ESC, Houston City College, San Jacinto College, and Lone Star College). All apprentices are placed into, or can continue with, instruction that supports their goals for employment, credential attainment, or postsecondary transition. Apprentices will be expected to:

- Participate in a one-hour intensive class to orient them to the program
- Obtain Measurable Skills Gains (MSGs), short-term milestones indicating skill progression, while completing coursework in the program
- Obtain credentials including certifications or educational milestones as they work towards their final certification

4. Appendices

4.1 Workflow: Creating an Employer Account in Work In Texas

Step 1: Account Setup

1. Go to WorkInTexas.com
 - Click Register below the Sign In button.
2. Select Option 3 – Create a User Account
 - Choose Employer & Agents.
3. Provide Required Information
 - Federal Employer ID (FEIN)
 - Primary company location and contact details
 - Unemployment Tax Account # (UI TAX ID)
4. Create Username & Password
 - Complete all required fields and submit.

Step 2: Sign In & Profile Management

1. Sign In
 - Enter username and password.
2. Update Employer Profile
 - Navigate: Quick Menu → Employer → Employer Profiles → Corporate Profile
 - Update tabs: General Information, Locations, Contacts/Users.

Step 3: Job Order Creation for Apprenticeship

1. Navigate to Manage Jobs
 - Quick Menu → Manage Jobs → Job Orders → Add New Job Order.
2. Enter Job Details
 - Job Title (include “Apprenticeship” for clarity)
 - Location & Contact Person
 - Job Description (use sample text if needed)
 - Skills, education, experience requirements.
3. Set Application Methods
 - Add application questions if needed.
 - Specify notification preferences.
4. Finalize & Post
 - Review details, upload to external sites if desired, click Finish.

Step 4: Applicant & Candidate Management

1. Manage Job Applicants
 - Services for Employers → Recruitment Services → Manage Job Applicants.
 - Review applicants, update status, rate candidates.
2. Search Candidate Résumés
 - Quick Menu → Candidate Search.

- Use Quick, Advanced, or Skills search.
- 3. Create Virtual Recruiter Alerts
 - Save search criteria for automated notifications.

Optional Enhancements

- Create reusable job order templates for future apprenticeship postings.
- Use Virtual Recruiter to automate candidate searches.

4.2 Financial Aid Income Guidelines

WIOA Adult

Effective: May 13, 2025

We use Work In Texas (WIT) to record and process applications for Workforce Solutions financial aid. Income eligibility limits are set in Work in Texas. Customers will be determined eligible using the Self-sufficiency income requirement. When funds are limited, Workforce Solutions staff must use the low-income limits to determine eligibility for WIOA Adult funding.

Family Size – Number of Persons in the Family	Annualized Income – Low Income	Annualized Income – Self-Sufficiency
One	\$15,650	\$31,300
Two	\$21,150	\$42,300
Three	\$26,650	\$53,300
Four	\$32,150	\$64,300
Five	\$37,650	\$75,300
Six	<i>\$43,643</i>	<i>\$87,286</i>
Seven	<i>\$49,968</i>	<i>\$99,936</i>
Eight	<i>\$56,293</i>	<i>\$112,586</i>
For each additional family member add this amount	<i>\$6,325</i>	<i>\$11,000</i>

WIOA Youth
Effective: May 13, 2025

Family Size – Number of Persons in the Family	Annualized Income
One	\$15,650
Two	\$21,150
Three	\$26,650
Four	\$32,150
Five	\$37,650
Six	<i>\$43,643</i>
Seven	<i>\$49,968</i>
Eight	<i>\$56,293</i>
For each additional family member add this amount	<i>\$6,325</i>

4.3 Visual Funding Examples

Funding Scenario 1

The school district acts as both The Registered Teacher Apprenticeship Sponsor and the Employer providing the On-the-Job Learning (OJL). The school district provides the supervised OJL required for progression toward certification (e.g., paraprofessional or teacher certification). The college serves as the related technical instruction (RTI) provider.

Because the school district is the employer, it may be eligible to receive WIOA On-the-Job Training (OJT) reimbursements for eligible apprentices enrolled in its Registered Teacher Apprenticeship Program.

Under WIOA, OJT reimbursements offset a portion of the apprentice's wages during training, are paid directly to the employer, and must be tied to eligible participants who meet WIOA criteria and have an OJT training plan in place.



Mike

Olivia

Mike and Olivia are enrolled in a Registered Teacher Apprenticeship Program.

Mike completes the WIOA Intake and Eligibility Assessment and does not meet the requirements for WIOA financial assistance (e.g., does not qualify under Adult, Dislocated Worker, or Youth eligibility criteria). Therefore, Mike can still participate in the apprenticeship program but does not receive a Workforce Solutions Training and Education Scholarship.

Olivia completes the WIOA Intake and Eligibility Assessment and does qualify for WIOA financial support under the appropriate funding stream. Based on eligibility and need, Olivia may receive a Workforce Solutions Training and Education Scholarship.

Per WIOA rules, the scholarship must be paid directly to the training provider (college), not to the apprentice.

WIOA OJT Reimbursements

School District Employer and Sponsor



Workforce Solutions Training and Education Scholarship



College and Related Technical Instruction Provider

Funding Scenario 2



College and Related
Technical Instruction
Provider

**Workforce Solutions
Training and Education
Scholarship**



Tom



Jane

Jane and Tom are both in Registered Teacher Apprenticeship Programs. They both meet eligibility requirements to receive Workforce Solutions Training and Education Scholarships (WIOA-funded financial assistance) through the Gulf Coast Provider Network. Each apprentice is enrolled in either the WIOA Adult or Dislocated Worker program and is issued an Individual Training Account (ITA) to support the cost of tuition and related training expenses at an approved college or eligible training provider.

In addition to training support, the employer sponsor will receive On-the-Job Training (OJT) funds. Through this arrangement, the employer receives reimbursement for a percentage of the apprentices' wages during the structured OJT training period, consistent with WIOA and DOL guidelines for allowable OJT costs and employer participation.

**WIOA OJT
Reimbursements**



School District Employer
and Sponsor

Funding Scenario 3

Jose and Jamelle apply for training at an ETPL-approved provider. They both receive Pell Grant funding, but it does not cover the full cost of tuition.

Jose completes a WIOA intake and eligibility assessment. Jose is eligible for WIOA and receives a Workforce Solutions Training & Education Scholarship (WIOA training funds) to pay the remaining tuition balance not covered by Pell. Payments go directly to the training provider, consistent with WIOA rules. Pell pays first (to the extent available); WIOA covers only the unmet, allowable tuition costs as last dollar support; no funds go to the participant.

Jamelle's Pell Grant does not cover full tuition. She is assessed and determined WIOA eligible. WIOA issues a Workforce Solutions Training & Education Scholarship to cover the remaining tuition (paid to the training provider).

Tuition will be paid from Pell first; WIOA scholarship fills the gap (to the provider).



Jose

Jamelle



College and Related
Technical Instruction
Provider



Workforce Solutions Training and Education Scholarship

In addition, the employer sponsor (e.g., a school district in a Registered Teacher Apprenticeship) provides paid On-the-Job Training (OJT).

The workforce board executes an OJT agreement for the eligible participant, enabling the employer to receive OJT wage reimbursement for a portion of the apprentice's wages during the training period.

OJT reimbursement is paid to the employer under the OJT contract for the eligible apprentice.

WIOA OJT Reimbursements



School District Employer
and Sponsor



Funding Scenario 4



College and Related
Technical Instruction
Provider



Jaydon

Jaydon is interested in participating in a registered apprenticeship program. He meets the eligibility requirements for the WIOA Youth program and is enrolling in a Registered Apprenticeship Program. As an eligible Youth participant, he qualifies to receive a Workforce Solutions Training & Education Scholarship (WIOA-funded training assistance), such as scholarships or Individual Training Accounts (ITAs), to cover tuition, fees, and other allowable training costs at an approved training provider listed on the Eligible Training Provider List (ETPL). As the Registered Apprenticeship Sponsor and employer, the organization may also receive WIOA On-the-Job Training (OJT) funds for Jaydon and any other qualifying apprentice.



Employer and Sponsor

**OJT reimbursement is available when the apprentices qualify under the WIOA Youth category and are participating in the program's structured OJT component. These funds reimburse the employer for a portion of the apprentices' wages during the designated training period, in accordance with WIOA and DOL requirements for OJT contracts, training plans, and allowable costs.*

Funding Scenario 5



Carlos



Jamelle

Carlos and Jamelle complete the WIOA Intake and Eligibility Assessment; however, neither apprentice qualifies for a Workforce Solutions Training & Education Scholarship (WIOA-funded financial assistance). As a result, both apprentices are responsible for covering any tuition, fees, and related costs required by the college or training provider as part of their chosen certification pathway.



College and Related
Technical Instruction
Provider

The school district, acting as the employer, is registered as the Sponsor of its Registered Teacher Apprenticeship Program. As the Apprenticeship Sponsor and employer, the district provides the structured On-the-Job Training (OJT) necessary for each apprentice to obtain the required credentials, such as paraprofessional certification or full teacher certification.

Although the apprentices do not qualify for a Workforce Solutions Training & Education Scholarship (WIOA-funded training assistance), the school district may still be eligible to receive WIOA On-the-Job Training (OJT) wage reimbursements. These reimbursements are available when the apprentices are hired by the district and enrolled in the Registered Apprenticeship Program, provided the employer meets applicable WIOA requirements for OJT contracts, training plans, and allowable costs.



Funding Scenario 6

The College serves as the related technical instruction provider and sponsor of this Registered Teacher Apprenticeship Program.

The school district will be the employer and provide the on-the-job training necessary for the apprentice to become certified (this can be a paraprofessional certification or teacher certification).



College - Related Technical
Instruction Provider and
Sponsor



Maria



School District Employer
and On-the-Job Training
Provider

William and Maria are both enrolled in this Registered Apprenticeship Program. William completes an Intake Assessment and learns that he does not qualify for any WIOA financial support.

Maria completes an Intake Assessment and learns that she does qualify for financial support in the form of a Workforce Solutions Training & Education Scholarship (tuition reimbursement).

The tuition reimbursement scholarship goes directly to the college. The school district, the employer, can qualify to receive on-the-job training wage reimbursements for both William and Maria for receiving on-the-job training. The wage reimbursements go directly to the employer.



William

Funding Scenario 7

A third-party organization is the Related Technical Instruction provider (not an institution of higher education) and also serves as the Sponsor for the Registered Teacher Apprenticeship Program (RTAP). As the Sponsor, this organization is responsible for:

- Administering and maintaining the Registered Apprenticeship Program (RAP)
- Ensuring compliance with DOL apprenticeship standards
- Providing the required RTI for apprentices
- Supporting both the employer and any partnering training entities throughout the program.



Related Technical
Instruction Provider and
Sponsor

As the RTI provider and Sponsor, this organization delivers the instructional component of the apprenticeship and receives any allowable WIOA tuition or training reimbursements for which an apprentice qualifies.

The school district serves as the employer but is not the Sponsor of the Registered Teacher Apprenticeship Program. The employer provides all On-the-Job Training (OJT) necessary for an apprentice to obtain the required credential, such as a paraprofessional certification or full teacher certification.

The employer's responsibilities include:

- Hiring the apprentice
- Delivering structured OJT aligned with the RAP work processes
- Supervising and evaluating apprentice skill development



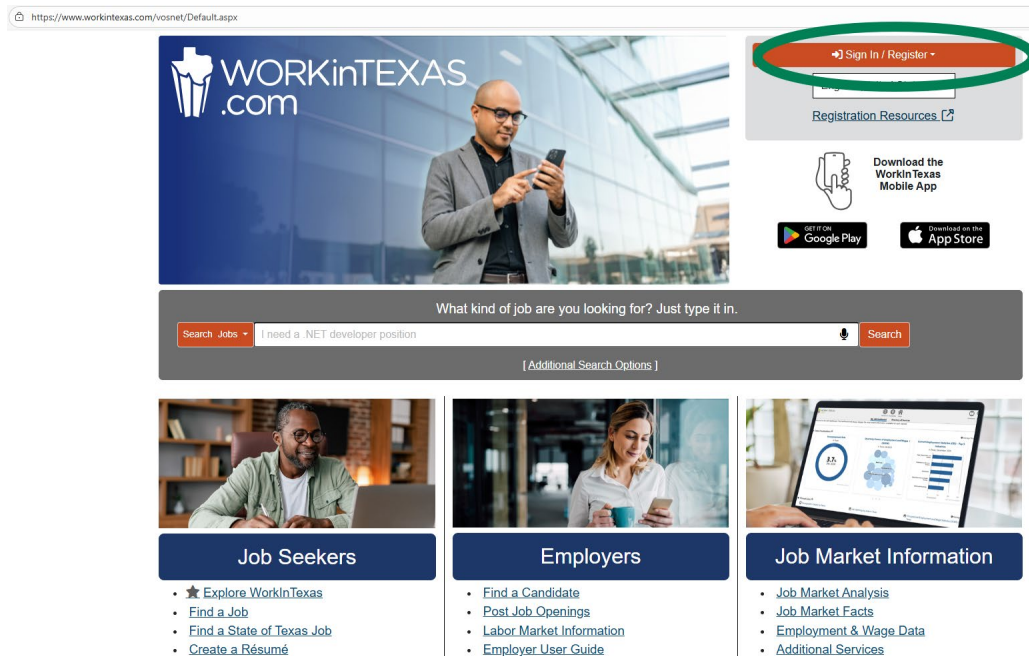
School District Employer
and On-the-Job Training
Provider

In this model, the Sponsor and employer maintain distinct roles consistent with DOL Registered Apprenticeship regulations. The Related Technical Instruction provider/Sponsor manages the RAP and provides the RTI.

The school district employer provides OJT, hires the apprentices, and may receive wage reimbursement through WIOA (Adult, Youth, or Dislocated Worker), depending on eligibility. Any WIOA training funds (such as ITAs, scholarships, or training reimbursements) flow to the RTI provider/Sponsor, since they deliver the instructional component. Any WIOA OJT wage reimbursements flow directly to the employer (the school district), never to the Sponsor or the apprentice.

4.4 Visual Guide Workflow: How to Create a Work in Texas Account for Apprentices

1. Go to the [Work in Texas website](https://www.workintexas.com). Click on “**Sign In/Register**” section of the website to create a new account.



2. Click on “**Individual Registration**” section of the webpage to begin the process of creating a Work In Texas account.

https://www.workintexas.com/vosnet/Default.aspx


WORKinTEXAS
 .com

[Sign In / Register](#)

- Individual**
- Employer
- Staff



Download the WorkInTexas Mobile App




What kind of job are you looking for? Just type it in.

[Additional Search Options]



Job Seekers

- ★ [Explore WorkInTexas](#)
- [Find a Job](#)
- [Find a State of Texas Job](#)
- [Create a Résumé](#)



Employers

- [Find a Candidate](#)
- [Post Job Openings](#)
- [Labor Market Information](#)
- [Employer User Guide](#)



Job Market Information

- [Job Market Analysis](#)
- [Job Market Facts](#)
- [Employment & Wage Data](#)
- [Additional Services](#)

- At the next page, you will click on “**Individual Registration**” again to confirm you want to register a new account.


WORKinTEXAS
 .com

Language: English (United States)

[Retrieve User Name or Password.](#)

If you would like to become a fully registered user with WorkInTexas and have access to all of our online services, select one of the following account types. If you are not sure if you need to register on the system, learn more about the benefits of registering on page: [Why Register?](#)



Individual

Register as this account type if you are an **individual** and wish to search for the latest job openings, post a résumé online, **find career** guidance, search for training and education programs, find information on local employers, etc.

If you would like to view WorkInTexas as a visitor to see what services are available, please select [Guest Access](#).

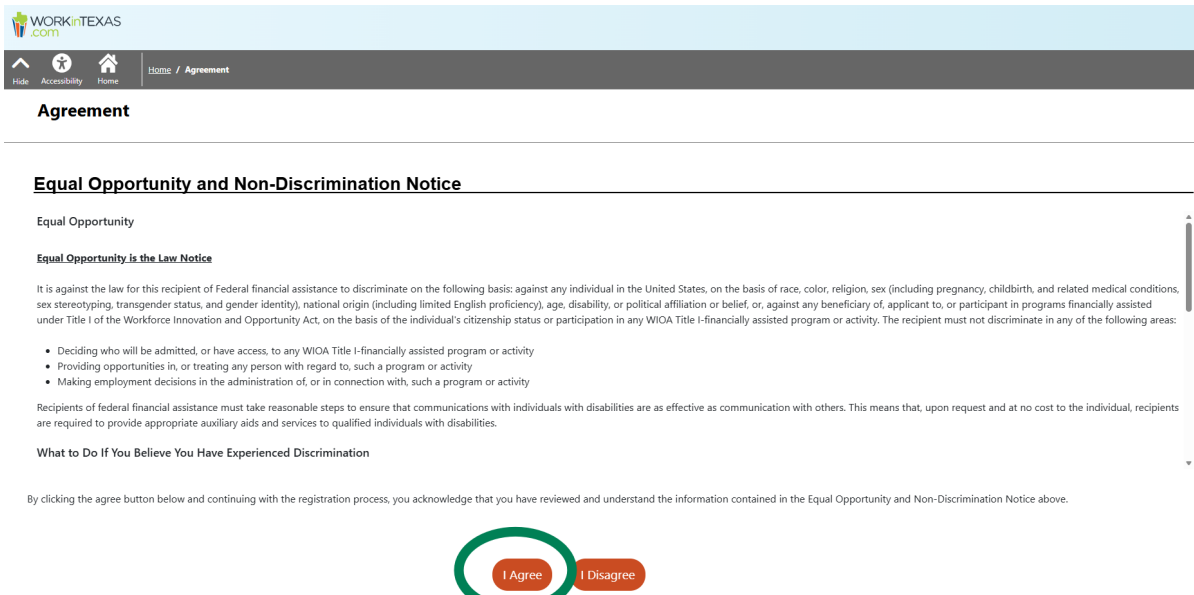


Employers and Agents

Register as this account type **on behalf of your company** or on behalf of another company acting as their agent with a valid Power of Attorney. Here you will gain access to industry data, labor market information and job applicants for your business. You can also **post job openings** online.

If you would like to view WorkInTexas as a visitor to see what services are available, please select [Guest Access](#).

- Click **"I Agree"** on the Equal Opportunity and Non-Discrimination Notice and **"Continue"** on the Privacy Agreement pages.



Agreement

Equal Opportunity and Non-Discrimination Notice

Equal Opportunity

Equal Opportunity is the Law Notice

It is against the law for this recipient of Federal financial assistance to discriminate on the following basis: against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity. The recipient must not discriminate in any of the following areas:

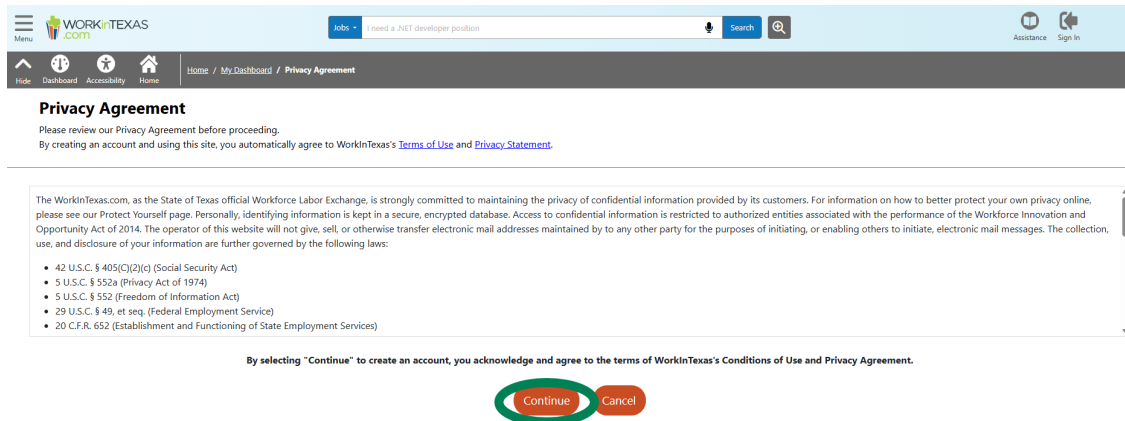
- Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity
- Providing opportunities in, or treating any person with regard to, such a program or activity
- Making employment decisions in the administration of, or in connection with, such a program or activity

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communication with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

What to Do If You Believe You Have Experienced Discrimination

By clicking the agree button below and continuing with the registration process, you acknowledge that you have reviewed and understand the information contained in the Equal Opportunity and Non-Discrimination Notice above.

I Agree **I Disagree**



Privacy Agreement

Please review our Privacy Agreement before proceeding.
By creating an account and using this site, you automatically agree to WorkInTexas's [Terms of Use](#) and [Privacy Statement](#).

The WorkInTexas.com, as the State of Texas official Workforce Labor Exchange, is strongly committed to maintaining the privacy of confidential information provided by its customers. For information on how to better protect your own privacy online, please see our Protect Yourself page. Personally, identifying information is kept in a secure, encrypted database. Access to confidential information is restricted to authorized entities associated with the performance of the Workforce Innovation and Opportunity Act of 2014. The operator of this website will not give, sell, or otherwise transfer electronic mail addresses maintained by to any other party for the purposes of initiating, or enabling others to initiate, electronic mail messages. The collection, use, and disclosure of your information are further governed by the following laws:

- 42 U.S.C. § 405(C)(2)(c) (Social Security Act)
- 5 U.S.C. § 552a (Privacy Act of 1974)
- 5 U.S.C. § 552 (Freedom of Information Act)
- 29 U.S.C. § 49, et seq. (Federal Employment Service)
- 20 C.F.R. 652 (Establishment and Functioning of State Employment Services)

By selecting "Continue" to create an account, you acknowledge and agree to the terms of WorkInTexas's Conditions of Use and Privacy Agreement.

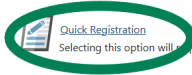
Continue **Cancel**

- Click on **"Quick Registration"** on the next page to begin creating a profile.

Individual Registration Type

Please select a registration method from the options below.

Individual Registration Type



Selecting this option will require minimal information to get you started but will limit your access to system features.

- Plan to spend about 30 minutes completing your Work in Texas profile. Required information includes:

Registration

Please enter the following information and click the Save button when you are finished. Be sure to remember your User Name and Password. You will need them to access this system again.

Login Information

*
User Name:

Enter User Name (3 - 20 characters, and must include characters, letters or numbers. Allowable characters are + @ . - -).

*
Password:

Must be between 8 and 20 characters in length.
One upper case character.
One lower case character.
One numeric character.
1 Special Character. (Allowable characters are ! @ # \$ % ^ * . and +).

*
Confirm Password:

Security Question 1:

None Selected

Security Question Response 1:

Security Question 2:

None Selected

Security Question Response 2:

Security Question 3:

None Selected

Security Question Response 3:

Name

?

First Name:

Middle Initial:

Last Name:

Social Security Number

Do not enter dashes (for example, 999001111)

Social Security Number (SSN):

Re-enter Social Security Number:

Phone Number

?

Primary Phone:

-

Extension:

E-mail Address

?

Primary E-mail:

[Create E-mail Account](#)

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[Menu](#)

[Jobs](#)

[Search](#)

[Sign In](#)

[Home](#)
[Dashboard](#)
[Agreement](#)
[Privacy Agreement](#)
[Individual Registration Type](#)
[Registration](#)

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Sex:

☐ Female
 ☐ Male
 ☐ I do not wish to answer.

I am currently in Foster Care or I have aged out of Foster Care System

☐ Yes, Currently in Foster Care
 ☐ Yes, I have aged out of the Foster Care System
 ☐ No

Citizenship

Citizenship

None Selected

Disability

Do you have a disability?

☐ Yes, I have a disability.
 ☐ No, I do not have a disability.
 ☐ I do not wish to answer.

Providing this information is optional and refusal to provide disability information will not subject you to any adverse treatment. Information regarding your disability status will be kept confidential as provided by law and will be used only in accordance with the law. Please note that for some programs, the information is needed to determine eligibility. Note too that you may be eligible for additional support services and programs if you have a disability.

Education Information

Your Highest Education Level Achieved:

None Selected

Are you attending school?

None Selected

Spouse or Caregiver of a U.S. Military Member

Spouse or family caregiver of a Military member or Veteran may be entitled to State and Federal benefits. Please answer the following questions.

Are you the spouse, family caregiver, or widow(er) of someone who served or is serving in the Armed Forces?

☐ Yes
 ☐ No

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Military Service

Veterans may be entitled to additional State and Federal benefits. Please answer the following questions.

* Are you a Veteran or have you served or are you currently serving in the U.S. Military?

☐ Yes
☐ No

Ethnic Origin ?

* Are you of Hispanic or Latino heritage?

☐ Yes
☐ No
☐ I do not wish to answer

- After filling out all of the required information for your profile, be sure to click on **“Save”** to capture this information.

Are you of Hispanic or Latino heritage?

☐ Yes
☐ No
☐ I do not wish to answer

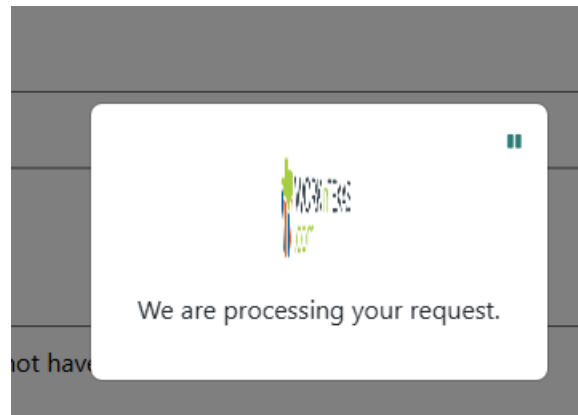
Race ?

* Race - Please check all that apply:

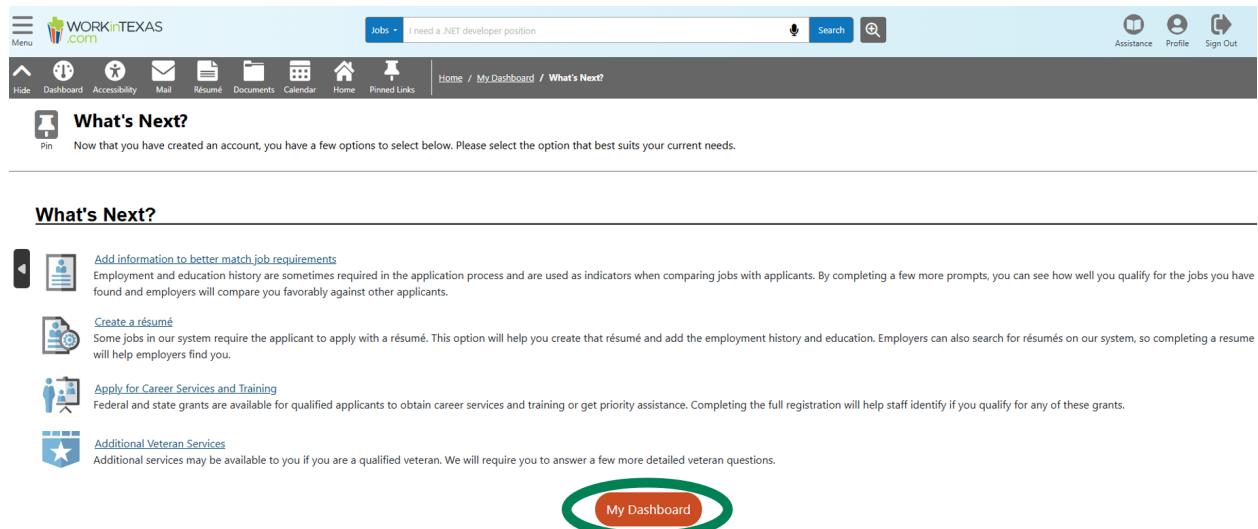
☐ African American/Black
☐ American Indian/Alaskan Native
☐ Asian
☐ Ethnic Hispanic or Latino
☐ Hawaiian/Other Pacific Islander
☐ White
☐ Middle Eastern/North African
☐ I do not wish to answer.



8. FYI Only - During completion of the profile, the system sometimes experiences a delay while it auto-saves and user will see a **spinning Work In Texas logo**. This is normal and the user will be able to continue working once the processing completes.



9. Click on **"My Dashboard"** and log out of the system. Congratulations, you're done! A representative from the Workforce Solutions office will be in touch soon.



4.5 Email Template to Apply to be Included on the Eligible Training Provider List

To: etp.helpdesk@twc.texas.gov

Subject: Request for Inclusion of [*Training Program Name*] on the Eligible Training Provider List (ETPL)

Dear ETPL Coordinator,

I am writing on behalf of [*Employer Name*] to request inclusion of [*Program Name*] on the Eligible Training Provider List (ETPL).

Our organization has partnered with [*College/Training Provider Name*] to upskill our workforce through a [*describe program type*] certification program. This program delivers high-quality instruction, industry-specific curriculum, and measurable outcomes that align with our hiring and training needs. ***Additionally, we have already been approved by the Department of Labor as a Registered Apprenticeship Program.***

By adding this program to the ETPL, more individuals will have access to training that directly supports local workforce demands and enhances employment opportunities in our region. We respectfully request that [*Employer's Name*] [*Program Name*] be reviewed and approved for inclusion on the ETPL. Please let me know if you require additional documentation, performance data, or letters of endorsement to support this request. Thank you for your consideration, and for your continued efforts to connect employers, training providers, and job seekers in building a stronger workforce.

Sincerely,

[Your Full Name]

[Your Job Title]

[Employer Name]

[Phone Number]

[Email Address]

4.6 Email Template to Apply to be Included on the Gulf Coast Provider Network

To: WFVendor@wrksolutions.com

Subject: Request for Inclusion of [*Training Program Name*] on the Gulf Coast Provider Network (GCPN)

Dear GCPN Coordinator,

I am writing on behalf of [*Employer Name*] to request inclusion of [*Program Name*] on the Gulf Coast Provider Network (GCPN). Our program has already been approved ***by the Department of Labor as a Registered Apprenticeship Program in addition to being included on the Eligible Training Provider List.***

Our organization has partnered with [*College/Training Provider Name*] to upskill our workforce through a [*describe program type*] certification program. This program delivers high-quality instruction, industry-specific curriculum, and measurable outcomes that align with our hiring and training needs. By adding this program to the GCPN, more individuals will have access to training that directly supports local workforce demands and enhances employment opportunities for our region. We respectfully request that [*Employer's Name*] [*Program Name*] be reviewed and approved for inclusion on the GCPN. Please let me know if you require additional documentation, performance data, or letters of endorsement to support this request. Thank you for your consideration, and for your continued efforts to connect employers, training providers, and job seekers in building a stronger workforce.

Sincerely,
[Your Full Name]
[Your Job Title]
[Employer Name]
[Phone Number]
[Email Address]

4.7 Registered Apprenticeship Interest Form

This form is used to collect initial information from employers or training providers interested in starting a Registered Apprenticeship program.

Section 1: Organization Information

- Business/Organization Name: _____
- Business Type:
 - ☐ Public
 - ☐ Private
 - ☐ Nonprofit
 - ☐ Other: _____
- Industry Sector: _____

Section 2: Contact Information

- Primary Contact Name: _____
- Title/Role: _____
- Phone: _____
- Email: _____

Section 3: Interest in Registered Apprenticeship

- Briefly describe why you are interested in starting a Registered Apprenticeship or receiving support:

- **Do you currently have any structured training programs in place?**
 - ☐ Yes
 - ☐ No
 - ☐ Unsure

Section 4: Additional Details

- Approximate number of positions you would like to include in an apprenticeship program: _____
- Preferred start timeframe:
 - ☐ Within 3 months
 - ☐ 3–6 months
 - ☐ 6+ months

Consent

☐ I agree to be contacted by the Gulf Coast Workforce Board regarding apprenticeship support and resources.

4.8 Employer Workforce Intake Assessment

- These questions should be used during an employer intake meeting (Section 3).
- Additional information-gathering questions can supplement the intake assessment, but the answers to the questions below are the baseline information required.
- Based on responses, Employer Engagement team should recommend one or more workforce strategies.
- All responses should be documented for follow-up and program alignment.

Use this form during employer consultations to identify workforce challenges and provide WIOA-aligned recommendations.

Employer Information

Company Name:		Contact Name:	
Phone/Email:		Date:	
Industry:		Worksite Location(s):	
Employer Type (Public or Private)		High-Skills, High-Demand?	

Section 1: Hiring Needs

1. Are you struggling to find qualified candidates for open positions?

- ☐ Yes
- ☐ No
- ☐ Sometimes

Recommendation if Yes: Execute On-the-Job Training (OJT) contracts to offset wage costs while training new hires. **If No:** focus on retention or upskilling strategies.

2. Do you have entry-level roles that could be filled by individuals with minimal experience?

- ☐ Yes
- ☐ No

Recommendation if Yes: Consider Registered Apprenticeships or Work Experience programs. **If No:** pursue Customized Training for specialized skills.

Section 2: Retention & Upskilling

3. Are you experiencing high turnover or skill gaps among current employees?

- ☐ Yes
- ☐ No

Recommendation if Yes: Use Incumbent Worker Training (IWT) to upskill staff and improve retention.

4. Do you anticipate layoffs or restructuring?

- ☐ Yes
- ☐ No

Recommendation if Yes: Engage Rapid Response and IWT to avert layoffs; consider Dislocated Worker OJT for impacted hires.

Section 3: Training Capacity

5. Do you have internal capacity to train new hires (trainers, SOPs, mentorship)?

- ☐ Yes
- ☐ No
- ☐ Limited

Recommendation if Yes: Leverage OJT or Apprenticeships to formalize training and receive wage reimbursement. **If No/Limited:** partner via Customized Training or Individual Training Accounts (ITAs).

Section 4: Barriers to Employment

6. Do candidates face barriers such as transportation, childcare, tools, or uniforms?

- ☐ Yes
- ☐ No
- ☐ Unsure

Recommendation if Yes: Utilize WIOA Supportive Services in coordination with ITAs or apprenticeship participation.

Section 5: Industry & Growth

7. Is your business in an in-demand industry or experiencing growth?

- ☐ Yes
- ☐ No
- ☐ Stable

Recommendation if Yes: Prioritize Apprenticeships and Customized Training to build a talent pipeline. **If No/Stable:** use IWT to improve efficiency and competitiveness.

Notes & Follow-Up Actions

Action Item 1:	Target Date/Owner:
Action Item 2:	Target Date/Owner:
Action Item 3:	Target Date/Owner:
Action Item 4:	Target Date/Owner:

4.9 Registered Apprenticeship Application Checklist

Sponsor Information

- Legal name of sponsor (employer, consortium, or intermediary)
- Business address and contact details
- Program administrator name and role
- Type of sponsor (public, private, nonprofit)

Program Standards

- Standards of Apprenticeship document including:
 - Program administration policies
 - Equal Employment Opportunity (EEO) and Affirmative Action Plan
 - Minimum apprentice qualifications
 - Selection procedures and probationary period
 - Work-process schedule (on-the-job training tasks)
 - Related Instruction outline (classroom/technical training)
 - Apprentice-to-journey worker ratio
 - Wage progression schedule
 - Credit for prior learning policy
 - Safety and health training provisions
 - Complaint/grievance procedures

Required Forms

- ETA Form 671 – Apprenticeship Agreement & Program Registration
 - Part A: Apprentice details (name, DOB, SSN, demographics)
 - Part B: Sponsor details (occupation title, program type, term length)
 - Part C: Signatures (apprentice, sponsor, employer if different)
 - Part D: Agency use

Training Details

- Work-process schedule attached
- Related Instruction outline attached
- Training provider information (if applicable)

Compliance

- Affirmation of compliance with 29 CFR Part 29 & Part 30
- Recordkeeping and reporting procedures
- Grievance and complaint handling process

4.10 Apprentice Candidate Survey

Educator Pathways Interest Survey

About This Survey

At SCHOOL DISTRICT, we are committed to supporting staff members who are interested in growing their careers and expanding their impact. One way we do this is by helping employees explore pathways into teaching.

This survey is designed to better understand your background, interests, and the types of resources that could support you in becoming a certified teacher. Your feedback will help shape future programs, supports, and opportunities tailored to staff like you.

Your responses will remain confidential and will only be used to improve district programs.

Please complete all questions. Questions marked with (*) are required.

Section 1: Background Information

1. Which of the following best describes your current position? (*)

- Instructional Aide / Teaching Assistant
- Learning Facilitator / Coach
- Teacher Residency Participant
- Apprenticeship Participant
- Certified Teacher
- Other:

2. How many years have you worked in education? (*)

- Less than 3 years
- 3–5 years
- 6–9 years
- 10 or more years

3. What is the highest level of education you have completed? (*)

- Did not complete high school
- High school diploma or GED
- Some college (no degree)
- Associate degree
- Bachelor's degree
- Graduate degree (Master's or higher)

4. What is your age group? (*)

- Under 25
- 25–34
- 35–44
- 45–54
- 55 or older

5. How would you describe your race or ethnicity? (*)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino/a/x
- Middle Eastern or North African
- Native Hawaiian or Pacific Islander
- White
- Multiracial
- Prefer not to answer
- Other:

6. What is your gender identity? (*)

- Male
- Female
- Prefer not to answer
- Other:

7. Do you currently support dependents? (*)

- Yes
- No
- Prefer not to answer

8. If yes, how many individuals financially depend on you?

9. Did you attend schools within SCHOOL DISTRICT? (*)

- Yes
- No

10. Did you graduate from a high school in SCHOOL DISTRICT? (*)

- Yes
- No

11. What is your approximate household income? (*)

Under \$25,000

- \$25,000–\$49,999
- \$50,000–\$74,999
- \$75,000–\$99,999
- \$100,000–\$149,999
- \$150,000 or more
- Prefer not to answer

12. Are you the primary income earner in your household? (*)

- Yes
- No
- Prefer not to answer

13. What languages do you speak, in addition to English? (*)

Section 2: Interest in Teaching Pathways

14. How interested are you in pursuing a teaching career through a structured pathway program?

- Very interested
- Somewhat interested
- Not sure yet
- Not interested

15. If financial or programmatic support were available, how likely would you be to participate in a teacher preparation pathway? (*)

- Likely
- Unlikely
- Unsure

16. Which grade level would you most like to work with? (*)

- Early Childhood (PreK–3)
- Elementary (PreK–6)
- Middle School (4–8)
- High School (7–12)
- Not sure

17. What subject area(s) are you most interested in teaching? (*)

- Mathematics
- Science
- English / Language Arts
- Social Studies

- General elementary (self-contained)
- Not sure

18. Are there any additional certification areas you would consider?

- English as a Second Language (ESL)
- Special Education
- Bilingual Education
- None at this time

Section 3: Support Needs

19. What types of supports would be most helpful in achieving your goal of becoming a teacher?

- Tuition assistance or financial aid
- Transportation support
- Childcare assistance
- Academic guidance or tutoring
- Access to technology (laptop, internet, etc.)
- Mental health or wellness resources
- Help navigating college systems or applications
- Support with admissions and enrollment processes
- Other:

20. What obstacles might make it difficult for you to pursue teacher certification?

- Limited time due to work or family obligations
- Transportation challenges
- Lack of reliable technology
- Scheduling conflicts with courses
- Limited flexibility from employer
- Difficulty navigating education systems
- Uncertainty about certification steps
- Language barriers
- Other:

Section 4: Your Experience and Perspective

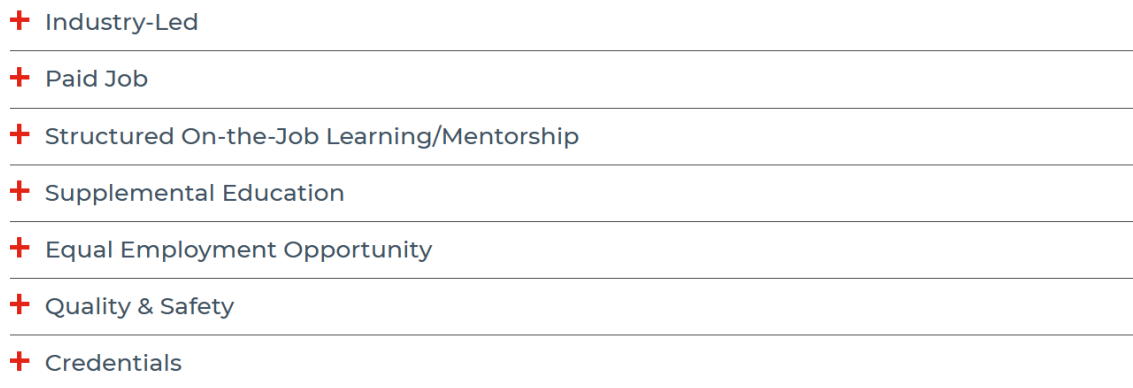
21. What inspired you to work for SCHOOL DISTRICT? (*)

22. If you could design the ideal support program for future teachers, what would it include?

23. Is there anything else you would like to share about your journey toward becoming a teacher?

4.11 Workflow: Creating a Department of Labor Account to Launch a Registered Apprenticeship Program

1. Go to the Department of Labor's [Create a New Program](#) website and click on the bar at the bottom of the page titled "Register Your Program."

A screenshot of a web form titled "Create a New Program". It features a list of seven program types, each preceded by a red plus sign and followed by a horizontal line indicating it can be expanded. The items are: "Industry-Led", "Paid Job", "Structured On-the-Job Learning/Mentorship", "Supplemental Education", "Equal Employment Opportunity", "Quality & Safety", and "Credentials".

- + Industry-Led
- + Paid Job
- + Structured On-the-Job Learning/Mentorship
- + Supplemental Education
- + Equal Employment Opportunity
- + Quality & Safety
- + Credentials

5. Launch and Manage Program

Our electronic apprenticeship registration tool called [the Standards Builder](#) will help you gather all the information needed to generate the registration package for submission to the U.S. Department of Labor. However, creating a successful apprenticeship program doesn't stop when you officially register your program. The U.S. Department of Labor also offers [multiple resources](#) to help you recruit talent, identify funding opportunities, and continue learning and growing from a community of business and educator peers.

A teal-colored button with the text "REGISTER YOUR PROGRAM" in white, capital letters. The button is highlighted with a green oval in the original image.

REGISTER YOUR PROGRAM

2. Click the toggle bar at the top of the page to select "Create an account." Enter your email address in the designated bar, select the correct language, place a check on the "I read and accept the Login.gov Rules of use" option, and click on the Submit button.



ENT BPMP is using Login.gov to allow you to sign in to your account safely and securely.

[Sign in](#) [Create an account](#)

Create an account for new users

Enter your email address

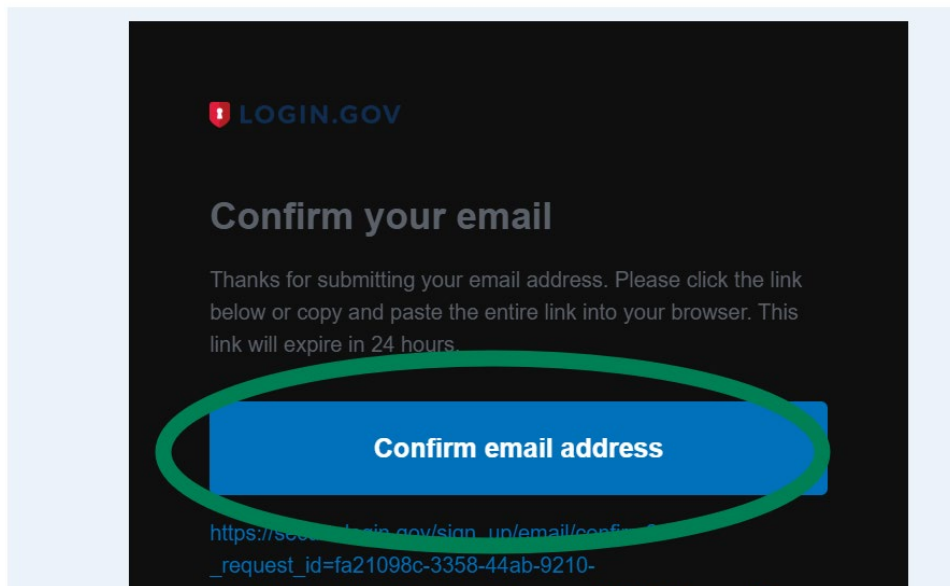
Select your email language preference
You will receive emails from Login.gov in the language you choose.

☒ English (default)
☐ Español
☐ Français
☐ 中文 (简体)

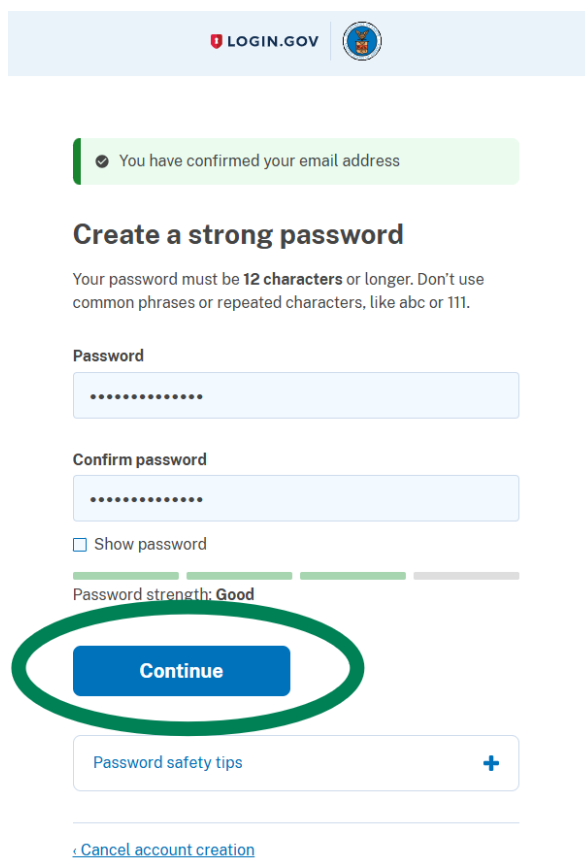
☐ I read and accept the Login.gov [Rules of Use](#)

[Submit](#)

3. You will be required to confirm your email address through an email from Login.gov. Be sure to check Spam folders if the email does not appear in your inbox. Once received, you should click on “Confirm email address.”



4. Once you have confirmed your email, you should be automatically routed back to the website to create a password. Once you create and type in your password twice, you should click on “Continue.”



5. You will then be prompted to opt into an authentication method, as listed below. The minimum you can select is one authentication method, but two methods are recommended. Once you select your method, you should click “Continue.”

We recommend you select at least two different options in case you lose one of your methods.

☐

**Authentication application**
Download or use an authentication app of your choice to generate secure codes.

☒

**Text or voice message**
Receive a secure code by (SMS) text or phone call.

☐

**Security key**
Connect your physical security key to your device. You won't need to enter a code.

☐

**Government employee ID**
PIV/CAC cards for government and military employees. Desktop only.

☐

**Backup codes**
A list of ten codes you can print or save to your device. Because backup codes are easy to lose, choose this option only as a last resort.

Continue

6. You will then be prompted to enter the appropriate information required for your selected authentication method followed by clicking on the “Send code” button.
**Please note that the example below is for a text or voice message. The information required is different for each method so your screen may look different than the example below.*



Add a phone number

We'll send you a one-time code each time you sign in.

Message and data rates may apply. Do not use web-based (VOIP) phone services or premium rate (toll) phone numbers.

Phone number

How you'll get your code

☒ Text message (SMS)

☐ Phone call

You can change this anytime. If you use a landline number, select "Phone call."

Send code

This site is protected by reCAPTCHA and the Google [Privacy Policy](#) and [Terms of Service](#) apply. Read Login.gov's [Mobile Terms of Use](#).

[Choose another authentication method](#)

7. Type in the code you receive to authenticate your account and press "Submit."

Do not share this code. Login.gov will never call, text, or email you asking for it. [Learn how to identify fraud and report it.](#)

One-time code

Example: 123456

☒ Remember this browser

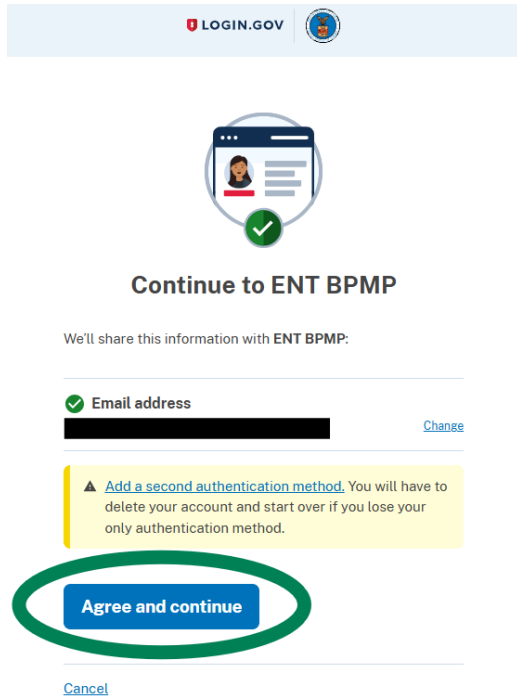
Select this to skip authentication on supported sites. **DO NOT** select "Remember this browser" if you are on a public or shared device.

Submit

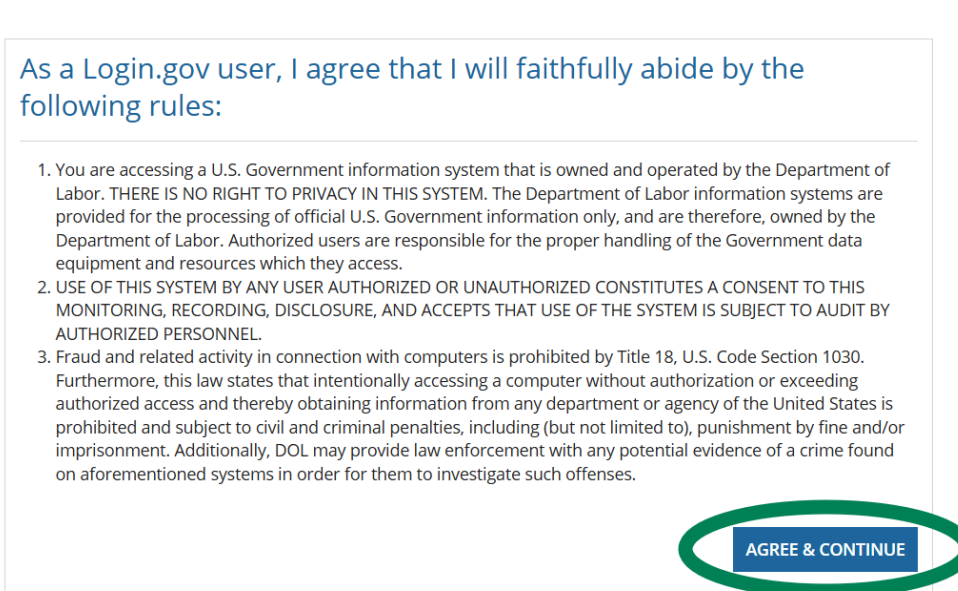
[Send another code](#)

Having trouble? Here's what you can do:

8. You will be prompted to continue to the ENT BPMP. This is part of the Department of Labor's website engine that will house your account. You must select "Agree and continue" to move forward.



9. You will next be prompted to read and agree to the Login.gov rules. You must click on "Agree & Continue" to move forward.

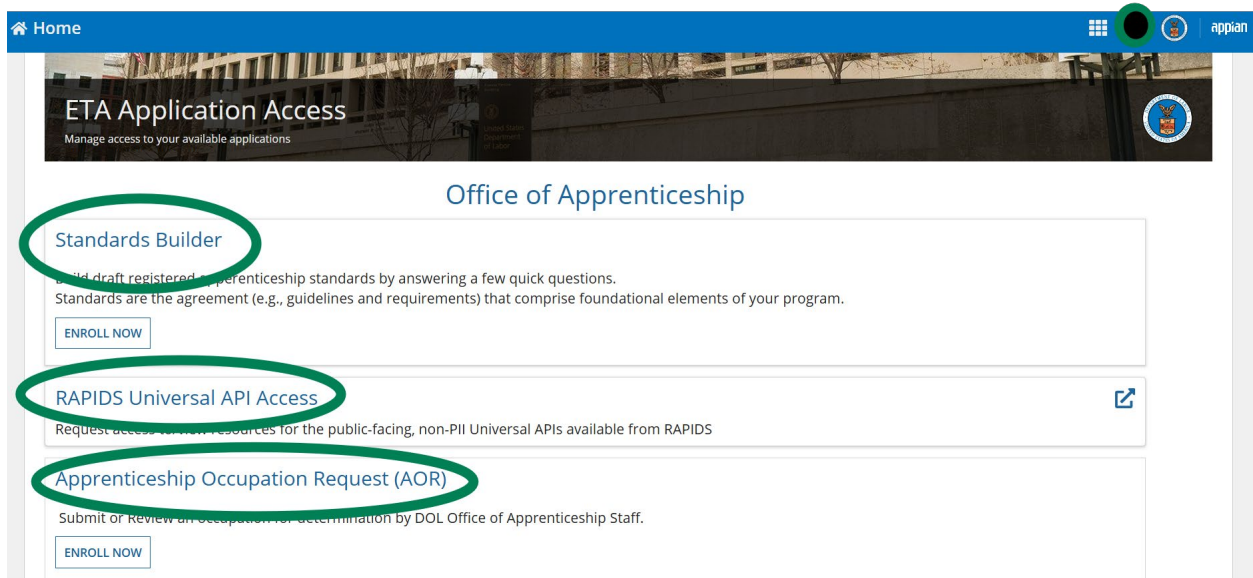


As a Login.gov user, I agree that I will faithfully abide by the following rules:

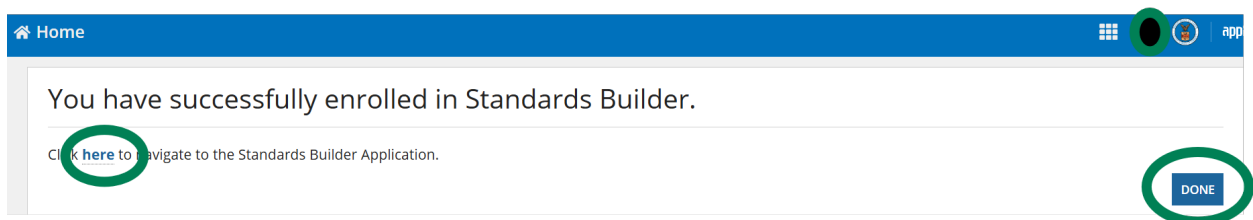
1. You are accessing a U.S. Government information system that is owned and operated by the Department of Labor. THERE IS NO RIGHT TO PRIVACY IN THIS SYSTEM. The Department of Labor information systems are provided for the processing of official U.S. Government information only, and are therefore, owned by the Department of Labor. Authorized users are responsible for the proper handling of the Government data equipment and resources which they access.
2. USE OF THIS SYSTEM BY ANY USER AUTHORIZED OR UNAUTHORIZED CONSTITUTES A CONSENT TO THIS MONITORING, RECORDING, DISCLOSURE, AND ACCEPTS THAT USE OF THE SYSTEM IS SUBJECT TO AUDIT BY AUTHORIZED PERSONNEL.
3. Fraud and related activity in connection with computers is prohibited by Title 18, U.S. Code Section 1030. Furthermore, this law states that intentionally accessing a computer without authorization or exceeding authorized access and thereby obtaining information from any department or agency of the United States is prohibited and subject to civil and criminal penalties, including (but not limited to), punishment by fine and/or imprisonment. Additionally, DOL may provide law enforcement with any potential evidence of a crime found on aforementioned systems in order for them to investigate such offenses.

AGREE & CONTINUE

10. You may be asked to review or correct profile information prior to gaining your final access to the Office of Apprenticeship website to begin creating your Registered Apprenticeship Program.
11. When you log in for the first time, you will see several options to explore. “Standards Builder,” “RAPIDS Universal API Access,” and “Apprenticeship Occupation Request (AOR)” can be selected.



12. Standards Builder



4.12 Workflow: Internal Process for Apprentice Entry and Documentation of Qualifying Individuals into AIMS

The Apprentice Information Management System (AIMS) is utilized by internal staff to track and manage award information for Texas Workforce Commission grants. While it is not expressly used for Registered Apprenticeship Programs, it is an important data management system to ensure employers are utilizing only one grant source and financial support is not being duplicated. Once an employer has been approved to receive funding through a specific Texas Workforce Commission grant, the following steps outline how that employer's apprentices are entered into the Apprentice Information Management System (AIMS) by the Gulf Coast Workforce Board's Employer Engagement team.

1. Letter of Commitment (LOC)
 - A member of the Employer Engagement team prepares the Letter of Commitment with the provided details which includes the expected number of apprentices for which the employer will receive wage reimbursements.
 - The employer confirms or adjusts the anticipated number of apprentices in the Letter of Commitment.
 - Upon employer agreement, the employer signs and returns the Letter of Commitment to the designated member of the Employer Engagement team.
2. Required Documentation
 - For each apprentice, the employer must also submit the following documents to the designated personnel within the Employer Engagement team:
 - Completed spreadsheet with apprentice details (provided by Employer Engagement team) including:
 1. Apprentice ID (available through Work In Texas account)
 2. Wage information
 3. Highest level of education
 - A W-9 form.
 - A voided check for direct deposit setup.
 - A direct deposit agreement (note: this is not the Memorandum of Understanding).
 - Please note that the spreadsheet includes anticipated apprentice numbers, some of which may already be employed.
3. Data Entry into Apprentice Information Management System

- The designated personnel on the Employer Engagement team enters apprentice information into the Apprentice Information Management System.
 - Data includes apprentice number from their Work in Texas account, wage, highest education level, etc.
 - Apprentice Information Management System is used internally to track apprentice data and manage funding allocations.
4. Funding Oversight
- The Apprentice Information Management System helps ensure apprentices are not receiving duplicate funding (e.g., across grants like Med Waste or Manufacturing) and to monitor grant balances.
 - Funding is tracked closely for funding availability.
5. Ongoing Updates
- The apprentice spreadsheet is updated regularly as new apprentices are added.
 - Some apprentices listed may already be receiving funding. If an apprentice is duplicated in the system or has already benefitted from funding towards an apprenticeship, the designated member of the Employer Engagement team will send the employer an email to notify them about apprentice ineligibility.
 - Employer is notified by an Employer Engagement team member when grant funds are exhausted.
6. System Notes
- The Apprentice Information Management System is used for data tracking within the Gulf Coast Workforce Board and is different than the Department of Labor-managed Registered Apprenticeship Partners Information Database System (RAPIDS).
 - Certification records are housed in the Apprentice Information Management System for most occupations. Additional certification storage systems may require staff members to locate certifications in other data platforms if they are not included in the Apprentice Information Management System (i.e. State Board for Educator Certification Lookup).