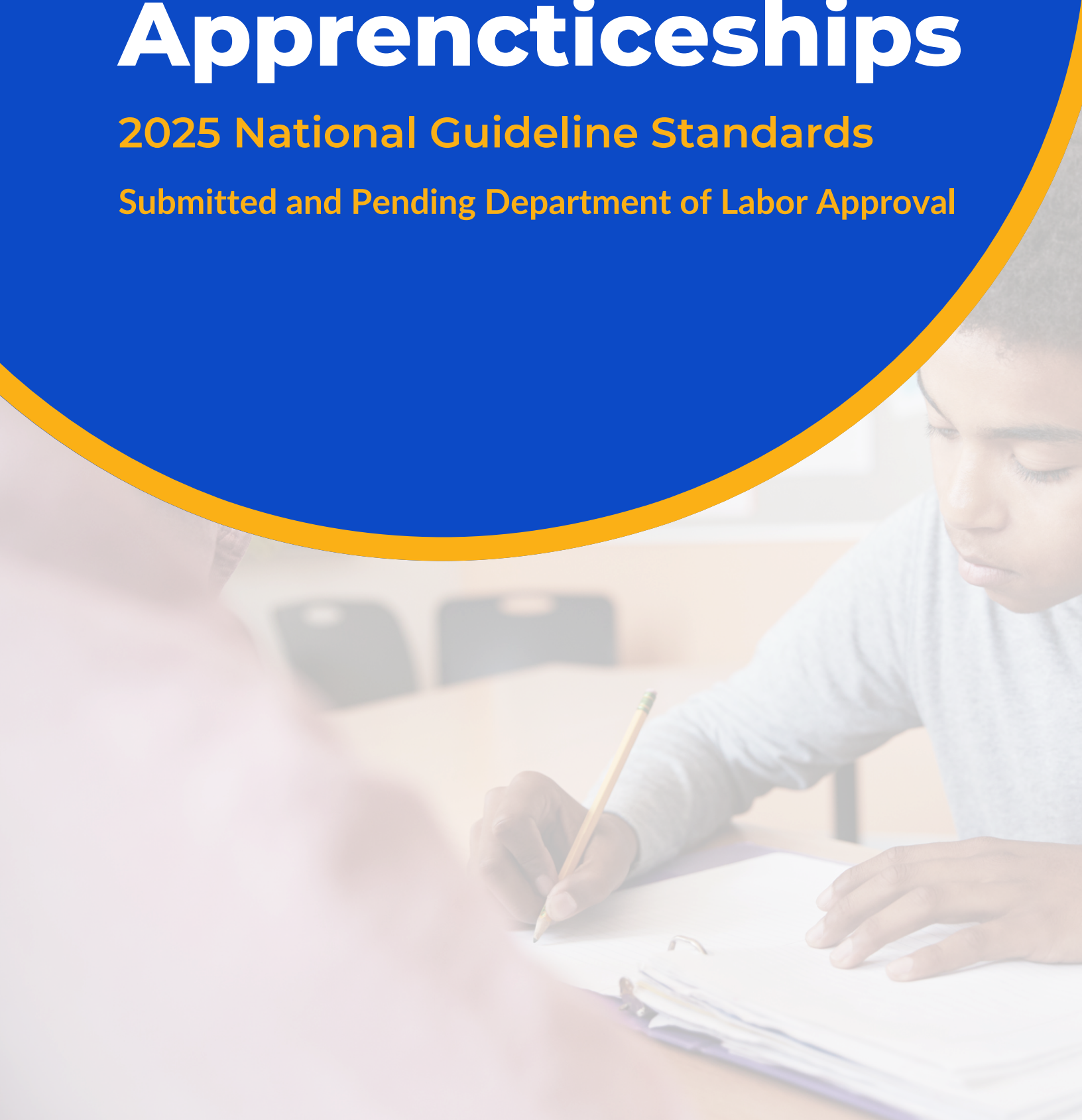# Tutor Apprencticeships

2025 National Guideline Standards

Submitted and Pending Department of Labor Approval

Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Appendix A

WORK PROCESS SCHEDULE
Tutors

O*NET-SOC CODE: 25-3041.00 RAPIDS CODE: 3087

This schedule is attached to and a part of these Standards for the above identified occupation.

1.	APPRENTICESHIP APPROACH

☐   Time-based   ☒   Competency-based   ☐   Hybrid

2.	TERM OF APPRENTICESHIP

The term of the competency-based Tutor Apprenticeship is 2 years with an on-the-job learning (OJL) attainment of 4,000 hours, supplemented by the minimum required 288 hours of related instruction.

3.	RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice-to-journeyworker ratio is no more than 10 Apprentices to 1 Journeyworker.

4.	APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which ranges from $13.00/hr to $38.00/hr. This range is estimated based on the May 2023 10th percentile and 90th percentile hourly wage data for Tutors from the Bureau of Labor Statistics.[1]

Tutor Apprenticeship programs have local market context, minimum wage requirements, and other factors that determine the appropriate wage schedule, which may fall outside of the range above and must be considered when determining the wage for apprentices.

Wages must show at least one **progressive** increase during the apprenticeship.

Sample Wage Schedules

Below are three examples of wage schedules that programs can use to determine the wage schedule that meets their needs.

- **Wage Schedule A, 2-Year Term Example: $15.00 wage at completion**
  1st 6 months + competencies = $10.00   2nd 6 months + competencies = $12.50
  3rd 6 months + competencies = $14.00   4th 6 months + competencies = $15.00

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[1] U.S. Bureau of Labor Statistics. *Occupational employment and wages, May 2023: 25-3041 Tutors*. (accessed 12 June 2025) https://www.bls.gov/oes/2023/may/oes253041.htm

- **Wage Schedule B, 2-Year Term Example: $20.00 wage at completion**
  1st 6 months + competencies = $15.00   2nd 6 months + competencies = $17.50
  3rd 6 months + competencies = $19.00   4th 6 months + competencies = $20.00

- **Wage Schedule C, 2-Year Term Example: $35.00 wage at completion**
  1st 6 months + competencies = $30.00   2nd 6 months + competencies = $31.50
  3rd 6 months + competencies = $33.50   4th 6months + competencies = $35.00

5. PROBATIONARY PERIOD

Each applicant selected for apprenticeship shall serve a probationary period that is reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship. The probationary period shall not exceed 25 percent of the maximum range of hours established by the program, but in no case shall the probationary period exceed one year.

6. WORK PROCESS SCHEDULE

See attached Work Process Schedule.

The sponsor may modify the work processes to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval. The included work process schedule is a recommended starting point.

7. RELATED INSTRUCTION OUTLINE

See attached Related Instruction Outline.

8. SELECTION PROCEDURES

See attached Selection Procedures.

WORK PROCESS SCHEDULE
Tutors

O*NET-SOC CODE: 25-3041.00 RAPIDS CODE: 3087

APPROXIMATE HOURS 2,000

Model: Competency-Based

Competency: Professionalism
Key Activities
1. Join a collaboration meeting or other event established by your site and your supervisor to introduce yourself and review school partner expectations, determine logistics, and ask questions.
2. Follow the schedule provided for tutoring sessions, coaching, or other routines, including assigned duties and meetings.
3. Respond consistently to information requests from supervisors and co-workers digitally, in accordance with federal, state, and local regulations.
4. Utilize FERPA guidelines to ensure the separation of personal and professional relationships.
5. Follow and demonstrate the policies and procedures as outlined in the Employee Handbook, School-level handbook, and agency code of ethics if applicable.
6. Complete all training and collaborate with instructional coaches on building out your lesson plan or related instructional tools.
7. Actively participate in and attend training sessions or professional meetings to collaborate with colleagues, reflect on practice, and develop or maintain professional knowledge.
8. Seek out and collaborate with school partners to review appropriate student data to inform instructional planning, in accordance with federal, state, and local regulations.
9. Utilize technology and related software to perform work tasks where appropriate, i.e., Microsoft Office, Google Meet, and Zoom.
10. Communicate effectively with key stakeholders, including school or program staff, mentor, colleagues, students, and parents/guardians.
11. Communicate students' progress to students and others as required and in adherence with federal, state, and local regulation, including but not limited to parents or teachers in written progress reports, or in person, or by phone, and/or by email.

Competency: Planning
Key Activities
1. Follow expectations for the creation of a series of lessons for personalized instruction in collaboration with instructional leaders.
2. Prepare lesson materials and technology (i.e., make copies, gather materials, set up learning stations, organize technology for student use) in a timely and consistent manner.
3. Seek out and use available data and information to personalize learning goals for students, in accordance with federal, state, and local regulations.
4. Choose the most effective materials and instructional approaches to support the lesson objective, engage students using responsive techniques, and provide opportunities for student-to-student interaction.
5. Prepare well-structured, sequential lesson plans or learning modules for tutoring sessions according to students' needs and goals.
6. Maintain records of students' assessment results, progress, feedback, or school performance, ensure confidentiality of all records, and prepare progress reports and distribute them to individuals in charge of parent communication.
7. Attend and bring required materials to the classroom, regular coaching sessions, and team meetings.
8. Work with the classroom teacher to review available data related to the students' goals and incorporate modifications to ensure effective intervention.

Competency: Relationship Building
Key Activities
1. During tutoring sessions, reinforce the rules and procedures for student learning and behavior as established by the classroom teacher or learning setting.
2. Establish and maintain a safe, caring, and healthy learning environment reflective of the student's context. Provide feedback to students, using positive reinforcement techniques to encourage, motivate, or build confidence.
3. Communicate with students using positive, professional, and compassionate language and tone with children when providing feedback, encouragement, and redirection.
4. Collaborate with classroom teachers and parents/guardians, when appropriate, regarding any behavioral issues that occur during tutoring or academic concerns.
5. Consistently attend tutoring sessions to build strong relationships with students.
6. Monitor and review student post-session survey data to improve practice and maintain a positive learning environment, in accordance with federal, state, and local regulations.
7. Reflect on the tutor's post-session survey data to improve practice and maintain a positive learning environment.

Competency: Instruction
Key Activities
1. Administer, proctor, or score academic or diagnostic assessments.
2. Individually and collaboratively analyze information and evaluate results to choose the best approach to solving academic or engagement challenges.
3. With guidance from program or school staff as appropriate, ensure that materials used for instruction are high quality, standards aligned, and appropriate for learning goals.
4. Implement lessons that are engaging, build upon each other, and use manipulatives or virtual equivalents, as well as research-based instructional strategies.
5. Use instructional frameworks consistently (e.g., Warm up, I do, We do, You do, Wrap up).
6. Implement quality formative assessments that are aligned to lesson objectives (when not provided by curriculum or other tools).

TOTAL MINIMUM HOURS____2000_____

RELATED INSTRUCTION OUTLINE
Tutors

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Related instruction for Tutor apprentices varies based on several factors, including but not limited to 1) the age or grade-level of students with which the apprentice works, 2) the academic subject in which the apprentice provides instruction (e.g., math, literacy), 3) the setting where the apprentice works (e.g., in a school, in a community center), and 4) the design of the program in which the apprentice works. The related instruction should be tailored to meet the factors identified above.

APPROXIMATE HOURS

Provider	
Name:	
Address:	
Email:	**Phone Number:**
Suggested Related Instruction Hours:	

Course Title	Contact Hours

TOTAL MINIMUM HOURS_____

SELECTION PROCEDURES
Tutors

O*NET-SOC CODE: 25-3041.00 RAPIDS CODE: 3087

The sponsor will ensure public notification of apprenticeship positions, the application period, and that a review of applications is conducted to determine qualified candidates. Applicants to the program must meet the minimum qualifications described in the Registered Apprenticeship Standards or published documents for the Registered Apprenticeship program.

The employer must approve all apprentices. In addition, apprentices must meet all admission requirements of the tutoring provider (if different from the employer), which may include participating in a competitive application process.

The selection process should be grounded in the following principles:
- Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.
- Mechanisms for the employer and the related instruction provider to vet and select candidates collaboratively.
- Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation.

Minimum qualifications for a successful applicant include, but are not limited to:
- High School Diploma or equivalent
- All required clearances to provide services to students as defined at the local or state level (for example, fingerprint-supported background check, Child Abuse clearances, etc.)

The Sponsor will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

The application process will be timed to allow candidates to gain admission to the tutoring program and the apprenticeship prior to the start of their on-the-job learning (OJL) experience. While most apprentices will begin OJL in the late summer or fall, programs may allow mid-semester or rolling starts, provided that mentor supervision and related instruction are in place. The application process should include a process to ensure an appropriate match between apprentices and journeyworkers, such as an interview.