WISCONSIN YOUTH APPRENTICESHIP:
CALENDAR OF ACTIVITIES & RESPONSIBILITIES

WISCONSIN YOUTH APPRENTICESHIP

SINCE 1991

STATE OF WISCONSIN
DWD
Department of Workforce Development

Wisconsin's Youth Apprenticeship (YA) coordinators are the backbone of the local YA program operations, coordinating the efforts of the many partners involved with serving students in the local consortium. This planning calendar includes suggested activities, responsibilities, and dates to help you coordinate your local YA program.

Special thank you to Cyndy Sandberg, who has extensive background, interest and dedication to providing well planned work-based learning experiences for students. Her work in the development of this calendar is appreciated.

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The Department of Workforce Development (DWD) has developed "Program Operation Guidelines" to assist partnerships in implementing YA programs. New programs must ensure that an appropriate consortium, counsel, or local oversight body has been established or designated to oversee local activities.

Fully utilizing the entire academic year to inform students and parents and recruit qualified applicants for YA will avoid last minute frustrations, poor planning and rushed decision making. The activities are outlined by month, but many apply in multiple grades, 9th – 12th. Actual coordination of tasks will be divided differently between regional and local coordinators, depending on the organization of each consortium or partnership.

YA is an option that can truly be accessible to all students if a career awareness process is in place which:

- Helps youth understand themselves and their potential
- Helps them make good life decisions
- Helps them develop their personal skills and abilities in the years leading up to their application to a YA program

Ideally, a career awareness approach at all levels of education will include student exposure to a range of possible career options and guidance in selecting a program of study in high school, preparing students to make informed post-secondary choices. The school, parents and community members should all play a constructive role in this process.

This section is intended to serve as a guide for districts to use in planning, developing and implementing academic and career awareness through a process that will assist students in making appropriate choices regarding participation in YA or other work-based learning programs.

High School

Students must be offered a variety of career exploration opportunities. Classroom activities and counselor-directed activities should promote the use of Academic Career

Planning (ACP) activities where students can access career exploration materials. Career exploration and assessment tools are available in the form of computer programs, print information, post-secondary program materials, trade and apprenticeship publications, and many other sources.

Examples of group and individual experiences might include:

- Career fairs
- Job shadowing
- Tours of postsecondary institutions
- Guest speakers
- Tours of businesses and industries
- Classroom assignments
- Interviews of people in various occupations

Through the academic and career process students will complete various activities associated with a plethora of career options. The results of these activities are used by students and parents to assist in making informed decisions regarding course selection and exploring career options.

Students should be encouraged to identify goals for their high school experience as well as for their future careers through their ACP plan. Information regarding work based learning opportunities available in the district and the eligibility requirements for those programs should be included in all course selection and registration materials available to students.

For many students, the ACP process naturally leads to a career pathway. In Wisconsin, a high school career pathway includes the following components:

- Sequence of career and technical education courses
- Work-based learning
- Dual enrollment
- Industry recognized credentials
- Career and technical student organizations

PROGRAM	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY
ACTIVITY												
Explore options for providing related YA instruction.	■	■	■	■								
Finalize plans for delivery of related instruction, including instructor, location, distance learning options, virtual learning options, cost and payment, etc.			■				■	■				
Provide in-service opportunities on YA for stakeholders.	■	■	■	■	■	■						
Develop and disseminate information on YA to students, parents, employers.	■	■	■	■	■	■	■	■	■	■	■	■
Keep local consortium and appropriate advisory or steering committees and councils appraised of progress.			■		■				■		■	
Meet on a regular basis with appropriate committees, such as, YA Steering committee, Work Force Development Board Youth Committee, Technical College School to Career Council, Advisory Committees or other applicable groups.			■		■				■		■	
Establish a salary policy and tools for evaluations.		■	■									
Develop a process for student evaluation.		■	■									
Begin planning year-end event for graduating YA students; coordinate with other year-end activities in each district.		■	■	■								
Inform, students, parents, instructors, and mentors of date of year-end event.					■	■	■	■	■			
Hold special event for graduating YA Students.											■	■
Arrange for media coverage of events.									■	■	■	■
Ensure that local school boards have formally approved new programs.	■	■	■									
Confirm that YA appears as an elective option in high school course guides and registration materials.					■	■	■	■				
Confirm that YA is on the regional pathway map for the district.					■							
Submit state program grant application.									■	■		

PLANNING GUIDE FOR
STUDENT PARTICIPATION

Academic and Career Planning (ACP) is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, and careers for life after high school. It is part of DPI's overall vision for every student to graduate high school academically, socially, emotionally, and life ready.

The following is a suggested guide for informing and engaging students, and their parents, who are interested in participating in a YA program. Variations will occur depending on the consortium and/or school district.

STUDENT	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY
ACTIVITY												
Recruit YA students and do YA presentations to students and parents.				▓	▓	▓	▓	▓	▓		▓	▓
Introduce all freshmen and sophomores to YA as an elective option.					▓	▓	▓					
Coordinate student decision-making with each school's schedule for 11th grade course registration.					▓	▓	▓	▓	▓			
Establish application deadlines.	▓	▓	▓				▓	▓	▓			
Distribute application packets to interested students, including application form, student data form, application procedures, brochures, facts sheets.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Assist and follow up student application process activities.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Screen applications for eligibility.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Coordinate with businesses to set dates for group or individual interviews.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Arrange for informational or practice sessions on interviewing for applicants.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Coordinate interviews.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Notify successful and unsuccessful applicants, suggesting alternatives for unsuccessful applicants.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Arrange for completion and signing of Education/ Training agreements for successful YA applicants.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Collect student data information from district and enroll the student with DWD YODA system.	▓	▓	▓	▓	▓	▓	▓	▓	▓			
Coordinate development of students' work and class schedules.			▓	▓	▓	▓	▓	▓	▓		▓	▓
Collect and submit completed On the Job Learning Guide to DWD for graduating YA students.	▓	▓	▓	▓							▓	▓

ENGAGING YA EMPLOYERS & MENTORS

Capitalizing on successful talent acquisition strategies in which employers are able to train and retain highly skilled workers is essential for program success. Properly planning and developing the work environment to support the hiring of high school juniors or seniors for a one or two-year apprenticeship:

- Enhancing what is being learned on the job.
- Encourages increased collaboration between Wisconsin businesses and workforce training partners.
- Fills current and ongoing skill requirements of Wisconsin employers.
- Places workers in positions with opportunities for professional growth and economic advancement.

The following are suggested activities and timeline for engaging employers and to help them create healthy and supportive work environments for the student that participate in a YA program.

EMPLOYER	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY
ACTIVITY												
Identify potential YA industry employers.	X	X	X	X	X	X	X	X	X	X	X	X
Meet with potential YA employers. Firm up commitments, share On the Job Learning guides and identify mentors.	X	X	X	X	X	X	X	X	X	X	X	X
Schedule routine mentor meetings with YA employers. This depends upon district class schedule: semester, trimester, or block.				X	X			X		X		X
Coordinate delivery of mentor training.		X	X							X		

CONCLUSION

Work-based learning coordinators have firsthand experience with the many and varied aspects of organizing and implementing YA programs. It can be an exciting, time-consuming, and complex process, but well worth the results. The components of this guide were developed to provide a timeframe for working with each of the "players" (students, school districts, parents, employers, and coordinators) as they create these opportunities in their local communities.

The Wisconsin YA team believes that work-based learning experiences provide maximum benefit to students when they are offered in the context of a comprehensive career awareness process. The primary purpose of this guide, however, is to provide practical suggestions as well as a recommended timeline of what activity should happen and when. The over-riding consideration should be meeting the needs of local communities. Ultimately, local input, flexibility and a commitment to problem-solving are not only essential ingredients of successful programs but will make the development of YA programs personally rewarding as well.

APPENDIX A:
EMPLOYER RECRUITMENT & SELECTION
SUGGESTED CONSIDERATIONS FOR LOCAL COORDINATOR OR STEERING COMMITTEE

I. Identify and select occupational areas for YA program development.

Questions to aid in industry selection:

- Does the industry currently have a shortage of skilled employees in certain areas?
- Does the industry anticipate a change over the short or long term?
- What are costs to recruit and train a new worker?
- What skills do new employees tend to lack?
- Is the industry having difficulty recruiting entry-level workers?
- Is the industry experiencing rapid technology change?

II. Identify employers within the industry selected by the steering committee.

Questions to aid in in targeting businesses:

- Is the business committed to the community?
- Does the business have a history of working on community based initiatives?
- Does the business have prior positive involvement in school business partnerships?
- Can the employer provide learning opportunities specified in the On-The-Job Training checklist?
- Are existing workers willing to support students in the workplace?
- What is the level of demand for better-trained, entry-level workers?

III. Recruit new businesses.

Be sure the partnership includes well-respected and trusted members of the community.

Recruitment options: Chambers of Commerce, Workforce Development Boards, Economic Development, and business peers help recruit and encourage new employer participation.

Be prepared to answer the employer's questions:

- What is YA?
- What programs are available?
- What are the benefits to me as the employer?
- How much will it cost?
- How much time will it take?
- What are the responsibilities of my business?
- Can we start now or will participation in the program require staff training?
- How long before we see benefits?
- What other firms have had success with YA?
- What support or assistance will I have from the schools?
- Are there grant or tax incentives for employers in this program?

IV. Provide answers to questions/barriers.

Demonstrate that YA:

- Is cost effective,
- Is easy to implement,
- Is a worthwhile investment of time and money,
- Will help solve problems and increase profits in the long term

Overcome barriers (real and perceived), such as:

- Lack of time,
- Lack of resources,
- Lack of knowledge regarding program implementation,
- Resistance to change in internal structure,
- Resistance from organized labor,
- No experience in teaching/coaching/mentoring,
- Negative attitudes about the educational system.
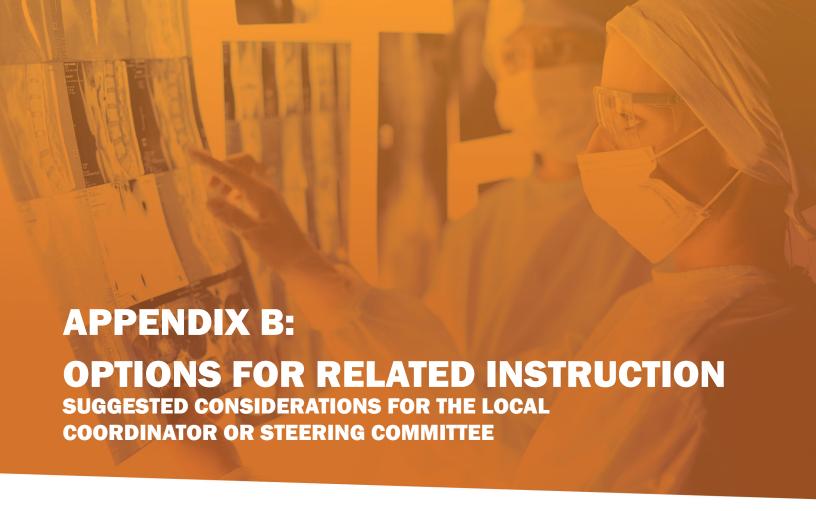
V. Finalize the agreement.

Be as specific as you can about the details, for example:

- Costs involved (student wages, mentor time, tools and supplies where appropriate)
- Education/Training Agreements
- Travel arrangements
- Liability/insurance
- Time commitments (length of program and administrative time)
- Commitment to the program (How many students are you willing to take?)
- Tentative starting date
- Awareness and understanding of mentor training requirement, mentor/instructor meetings, responsibilities in meeting competencies

VI. Nurture the employer.

- Keep selling the program.
- Check in regularly to support their decision to be involved.
- Make them feel comfortable with the program.
- Say "Thank You" often.
- Help them feel good about participation in the YA program.
- Reinforce their belief in the "product".
- Encourage their advocacy at every opportunity.
- Take advantage of media opportunities.
- Social Media

APPENDIX B:
OPTIONS FOR RELATED INSTRUCTION
SUGGESTED CONSIDERATIONS FOR THE LOCAL COORDINATOR OR STEERING COMMITTEE

The following options are offered only as ideas. The unique circumstances of each consortium will determine the local decisions that best meet local needs.

I. Scheduling Options

- 3-4 hour block once a week
- Daily
- Alternate days or weeks
- Evenings and weekends
- Periodic discussion groups and/or lab times

II. Financial Responsibility

State Guidelines assign responsibility for YA related instruction to the schools. Within those parameters there are many variations as to sources and allocation of funding, including the following:

- Instruction pro-rated among school districts based on the number of participating students
- Instruction partially subsidized by technical colleges
- Instruction provided or subsidized by participating businesses
- Instruction provided as part of pre-existing courses, thereby minimizing expense
- Regular technical college classes with tuition and material fees

III. Who delivers the instruction?

The person who delivers the related instruction must meet the qualifications outlined by the DWD in Program Operations Manual and comply with Wisconsin Department of Public Instruction and/or Wisconsin Technical College System certification requirements.

Instructors might be:

- Industry personnel
- High school teachers
- Technical college instructors
- A combination of the above

IV. Where is the instruction delivered?

Geography and student numbers will determine how and where instruction is delivered.

Possibilities include:

- Self-contained classroom (high school or technical college)
- Distance learning sites
- Class at an industry worksite or training center
- Combination of the above
- Online instruction – in person or web-based
- Virtual instruction
- Self-paced computerized instruction