



Planning for Youth
Apprenticeship: A

CALENDAR

for Participants

Wisconsin Youth Apprenticeship

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Planning for Youth Apprenticeship: A Calendar for Participants

Authors:

- » Cheryl Hanson, Coordinator, Work-Based Learning
Western Wisconsin Technical College
- » Sherri Torkelson, School-to-Work Initiative Coordinator
Eau Claire Area School District
- » Debra White, School-to-Work Director,
Wolf River School-to-Work Partnership, a division of the Shawano Area
Chamber of Commerce

Consultants:

- » Herbert J. Grover, The Center for Education and Workforce Competitiveness,
University of Wisconsin-Green Bay
- » Lyle C. Martens, The Center for Education and Workforce Competitiveness,
University of Wisconsin-Green Bay

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Foreword

School-to-work initiatives are at the heart of restructuring the way educational content is taught. This is a time of transition and change affecting the way we connect education, employment, and lifelong learning.

This calendar has been developed to outline a systemic approach to implementation of kindergarten through grade twelve career development and work-based learning opportunities. A clearly defined educational plan must be integrated throughout the program development process.

When school districts decide to become involved in offering work-based learning opportunities, planning needs to occur early in a student's educational program. Integrating career development throughout the curriculum to offer exploratory activities in the middle grades and work-based opportunities in business and industry during the last two years in high school involves a comprehensive community effort.

Since youth apprenticeship opportunities require a strong partnership including parents, students, labor, business and local school districts, a school calendar of well planned activities can help provide a successful experience for all involved, especially the students.

This calendar will help work-based learning partners to understand their involvement in Youth Apprenticeship programs. The calendar is designed to be used as a recommended process for establishing youth apprenticeship opportunities. It includes a suggested list of activities and responsibilities for each of the partners. All school districts and partnerships must review their goals and make final decisions appropriate for their community.

Lyle C. Martens

Wisconsin Youth Apprenticeship: Calendar of Activities and Responsibilities

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Career Awareness and Preparation for Youth Apprenticeship:

A Planning Guide for School Districts

Youth Apprenticeship 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, and
- » helps them develop their personal skills and abilities in the years leading up to their application to a youth apprenticeship 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. Schools, parents and communities 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 a career awareness process that will assist students in making appropriate choices regarding participation in Youth Apprenticeship 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 a career center. 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 post-secondary institutions
- Guest speakers
- Tours and visits to businesses and industries
- Classroom assignments

— Interviews of people in various occupations

All students in Wisconsin public schools are required to participate in the Wisconsin Student Assessment System in 4th, 8th, and 10th grades. These tests include an important component on personal interests and aptitudes. The results of these tests should be shared with students and parents to assist in making informed choices regarding course selection and exploration of career options.

Students should be encouraged to identify goals for their high school experience as well as for their future careers. Career plans, four-year plans, curriculum maps, and cluster mapping are all valuable tools to help students maximize their high school experience. 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.

Career Awareness and Preparation for Youth Apprenticeship:

A Planning Guide for Students

The following is a suggested guide for students (and their parents) who are interested in participating in a Youth Apprenticeship program. Variations will occur depending on the consortium and/or school district.

» **Ninth grade**

- Participate in career exploration opportunities.
- Utilize career exploration information and materials — WCIS, ACT, and others.
- Attend parent/student information meetings regarding Youth Apprenticeship options.
- Review Youth Apprenticeship informational material, including curriculum maps.
- Meet with guidance counselor to develop or review four-year plan and make adjustments to include courses required for the Youth Apprenticeship program of choice.
- Stay on target to graduate.
- Maintain a passing Grade Point Average (GPA).

» **Tenth grade**

- Participate in career fairs, job shadowing, and other career exploration experiences.
- Attend parent/student information meetings regarding Youth Apprenticeship.
- Review and revise four-year/career plan during course registration process for 11th grade; coordinate with WSAS testing results and other personal career interest inventories and aptitude tests.
- Meet with Youth Apprenticeship coordinator and/or instructor(s).
- Apply for desired Youth Apprenticeship program for following year.
- Complete Youth Apprenticeship application process by the deadline identified by consortium.

- Interview for position with participating businesses. (Informational or practice sessions on interviewing would be beneficial.)
- Receive offer of employment or notification otherwise.
- Complete student data form and curriculum map, and sign Education/ Training Agreement for Department of Workforce Development after being offered and accepting a position.
- Fulfill requirements of employer prior to beginning employment after school year ends (employment applications, testing, etc.).
- Maintain a passing GPA throughout the year.
- Attend orientation session for all new Youth Apprentices and parents.
- Work with employer and Youth Apprenticeship coordinator to develop work schedule.
- Revise course schedule for 11th grade with Youth Apprenticeship coordinator, counselor and parent to accommodate work schedule and required classes.

» **Eleventh Grade**

- Continue to participate in career exploration opportunities in school.
- Begin Youth Apprenticeship competency achievement.
- Participate in regularly scheduled evaluation meetings with instructor, coordinator, mentor, and parents.
- Maintain a passing GPA in all courses.
- Work toward meeting employer's expectations as a valued, productive employee.
- Share any concerns or questions with mentor, instructor, counselor, or coordinator.
- Complete registration for 12th grade.
- Update career map/four-year plan.
- Complete class schedule with work schedule accommodations for next year.
- Check to assure completion of high school graduation credit requirements.
- Explore and begin to plan for post-secondary opportunities.

» **Twelfth Grade**

- Continue to participate in career exploration activities in school.
- Continue to work toward achievement of Youth Apprenticeship competencies.
- Participate in regular evaluations with mentor, instructor, coordinator, and parents.
- Finalize post-secondary plans.
- Maintain a passing GPA in all classes.
- Support and promote the Youth Apprenticeship program to others.
- Meet employer's expectations as a valued, productive employee.
- Work with mentor, instructor, and coordinator to complete competency portfolio.
- Obtain letter of recommendation from employer if leaving position after graduation.
- Participate in end-of-year completion/graduation events and receive statewide Certificate of Proficiency for Youth Apprenticeship.

Operational Calendar for Youth Apprenticeship Coordinators

The Department of Workforce Development has developed “Program Operation Guidelines” to assist partnerships in implementing Youth Apprenticeship 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 Youth Apprenticeship will avoid last minute frustrations, poor planning and rushed decision making. Actual coordination of tasks will be divided differently between regional and local coordinators, depending on the organization of each consortium or partnership.

The following suggestions are offered as both a timeline and a checklist of activities.

► August - December

- Identify potential employers within an industry. Refer to Appendix A, Employer Recruitment and Selection.
- Explore options for providing related Youth Apprenticeship instruction. Refer to Appendix B, Options for Related Instruction.
- Provide inservice opportunities on Youth Apprenticeship for teachers, administrators, counselors, and school board members.

Inservice recommendations include:

- Overview of Youth Apprenticeship
 - Panel of students, mentors, and program graduates, if available
 - Materials: flyers, local handbooks, DACUM charts, competency Checklists, Curriculum
- Introduce all freshmen and sophomores to Youth Apprenticeship as an elective option.
 - Recommendations include:
 - Letter and flyer from principal included in midterm or semester grades sent to parents

- Students released from class for presentation on Youth Apprenticeship
- Article in district's parent newsletter
- Presentations (with flexible meeting times) for parents and students
- Guidance counselors, special education teachers, vocational education teachers, teachers of related subjects to assist in informing students
- Develop and disseminate information/literature.
 - Logo/Letterhead
 - Brochures
 - Flyers or fact sheets that are easily reproduced
- Coordinate with special needs teachers to ensure that minorities and special needs students are informed of the program.
- Establish application deadline.
- Meet with and inform potential Youth Apprenticeship employers. Refer to Appendix A, Employer Recruitment and Selection.
- Keep local consortium and appropriate advisory committees or School-to-Work Council apprised of progress.
- Ensure that local school boards have formally approved new programs.
- Schedule routine mentor meetings in cooperation with participating industries for existing Youth Apprenticeship programs.
- Make sure that Youth Apprenticeship appears as an elective option in high school registration materials.

► **January - February**

- Review the Youth Apprenticeship option with sophomores when they receive results of Wisconsin Student Assessment test and begin course registration and planning.
- Continue student recruitment and presentations.
- Continue to provide informational sessions for interested students and parents.
- Coordinate student decision-making with each school's schedule for 11th grade course registration.

- Continue recruitment of business work sites. Refer to Appendix A, Employer Recruitment Selection.
- Establish application deadline.
- Distribute application packets to interested students, including application form, student reference forms, application procedure, brochures, fact sheets, Student Data Sheet.
- Begin planning year-end event for graduating Youth Apprentices; coordinate with other year-end activities in district.
- Inform students, parents, instructors, and mentors of date of year-end event.
- Schedule regular progress review meetings with students, parents, mentors, and instructors.
- Continue to meet with School-to-Work Council, Youth Apprenticeship Council, WIB, Tech Prep Council, Advisory Committee or other applicable group.

► **March**

- Firm up commitment of employers, share competency lists and identify mentor(s). Refer to Appendix A, Employer Recruitment and Selection.
- 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.
- Finalize plans for delivery of related instruction, including instructor, location, distance learning options, cost and payment, etc.
- Establish a salary policy and tools for evaluations.
- Develop a process for student evaluation.
- Continue to plan year-end event.

► **April - May**

- **Submit State program applications/renew existing applications.**
- Coordinate interview process.

Interview options include the following:

- Businesses receive all applications and set up interviews with selected students.
 - Coordinator schedules individual student interviews with panel of employers.
 - Coordinator schedules individual student interviews with individual businesses.
 - School coordinator may or may not be involved in final selection process.
- Notify successful and unsuccessful applicants, suggesting alternatives for unsuccessful applicants.
 - Arrange for completion and signing of Education/Training Agreements for successful Youth Apprenticeship applicants.
 - Options for signing ceremonies:
 - Arrange a continental breakfast with guest speaker, attended by student, parents, mentor, school personnel. (Program could include listing of students/businesses, reading of business biography as each party comes forward to sign the Education/Training Agreement.)
 - Hold hors d'oeuvres reception hosted by local business (guest speakers optional, signing coordinated by individual school coordinators).
 - Coordinate individual signings on as-needed basis.
 - Prepare or collect Student Registration Sheets and Curriculum Maps from school personnel for successful Youth Apprenticeship applicants.
 - Provide sample curriculum maps to schools.
 - Ensure that curriculum maps show number of credits students will receive.
 - Review for accuracy all documents which must be sent to Department of Workforce Development: Education/Training Agreements, Curriculum Maps and Student Registration Sheets.
 - Coordinate development of students' work and class schedules.
 - Collect and submit completed competency checklists to Department of Workforce Development for graduating Youth Apprentices.
 - Hold special event for graduating Youth Apprentices.
 - Coordinate with D WD to meet state timetable if certificates need to be returned by a special event date.

Options:

- Breakfast, combine with other school award event
- Program/speaker
- Combine graduation event with signing of Education/Training Agreements for new Youth Apprentices

- Arrange for media coverage of events.

► June - August

- Schedule orientation for new Youth Apprentices and parents.
- Send required documentation to the Department of Workforce Development.
- Coordinate delivery of mentor training.
- Ask worksite to inform other employees about the program before student begins working.
- Begin to identify and recruit industries for new and planned Youth Apprenticeship programs.

► Ongoing Activities

- Work with local technical colleges and universities to formalize procedures for Youth Apprentices to receive advanced standing credit.
- Schedule regular progress review meetings with students, mentors, and parents.
- Conduct evaluations regularly.
- Be aware of child labor laws and exemptions.
- Investigate development of new occupational areas.
- Network with other Youth Apprenticeship coordinators and state staff.
- Stay informed of legislation affecting Youth Apprenticeship program.
- Recruit business partners.
- Nurture the client (employers, students, parents, schools).

Calendar for Youth Apprenticeship Employers and Mentors: A Two-Year Timeline

► September - March

- Prospective businesses will be approached by partnerships that offer Youth Apprenticeship programs.
- Utilize appropriate channels to secure internal approval.
- Identify possible mentors.

► April - May

- Participate in interview process developed by local consortium schools.
- Conduct second interviews, as needed.
- Follow notification process developed by local consortium for both successful and unsuccessful applicants.
- Sign Education/Training Agreement for Youth Apprentice according to process developed by local consortium.

Year 1:

► June - August

- Inform other employees about Youth Apprenticeship program, its goals, training expectations of employees, and hours and responsibilities of the Youth Apprentice.
- Have the Youth Apprentice begin working at a mutually agreed upon time (at the beginning, middle, or end of summer).
- Orient new Youth Apprentice to workplace, provide safety training, etc.
- Participate in the mentor training provided by your consortium.
- Make certain work the Education/Training Agreement is on file.
- Orient employees who have mentoring responsibilities to competency checklists.

► **September - May**

- Develop Youth Apprentice work schedule.
- Provide training and keep track of progress in competencies in state Skills Standards Checklist.
- Coordinate worksite training with classroom instruction as much as possible.
- Participate in progress reviews with student, local Youth Apprenticeship coordinator and parents.
- Meet regularly with student to discuss performance, schedules, and other issues.
- Attend mentor meetings.

Year 2:

► **June - August**

- Employ student full or part time.
- Continue to train student in competencies required by the program.

► **September - May**

- Continue training and participation outlined in first year of program.
- Provide guidance to Youth Apprentice in post-secondary options.
- Offer assistance to schools for recruitment of additional work sites.
- Complete training and fill out competency checklists with designated local Youth Apprenticeship contact.
- Participate in any recognition event organized by the school for graduating Youth Apprentices.

► **Ongoing Activities**

- Participate in ongoing evaluations as developed by the local consortium.
- Be aware of child labor laws and exemptions.
- Participate in regularly scheduled mentor meetings.
- Serve on Advisory Committee, if possible.
- Participate in planning activities for new Youth Apprenticeship programs.

Calendar of Responsibilities for Local Boards of Education

► September - May

- Approve Youth Apprenticeship program (including instructional cost).
- Approve credits to be offered for Youth Apprenticeship program.
- Explore options by which Youth Apprenticeship experiences satisfy other district graduation requirements.
- Assist with informing the community of local Youth Apprenticeship opportunities.

► April - May

- Annually review existing Youth Apprenticeship programs.
- Participate in any recognition event for graduating Youth Apprentices.
- Participate in events designed to recognize participating businesses for their contributions to education.

Conclusion

As work-based learning coordinators, we have firsthand experience with the many and varied aspects of organizing and implementing Youth Apprenticeship 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 each of the “players” (students, school districts, parents, employers, and coordinators) with a roadmap to follow as they create these opportunities in their local communities.

On a philosophical level we have tried to communicate our belief 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. In our opinion, local input, flexibility and a commitment to problem-solving are not only essential ingredients of successful programs, but will make the development of Youth Apprenticeship programs personally rewarding as well.

Appendix A:

Employer Recruitment and Selection

Suggested Considerations for the Local Coordinator or Council

► June-July

- I. Identify and select occupational areas for Youth Apprenticeship 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?

► August - October

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

Questions to aid 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 competency checklist?
- Are existing workers willing to support students in the workplace?
- What is the level of demand for better-trained, entry-level workers?

► November

- III. Recruit new businesses.

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

Recruitment options:

- Chambers of Commerce and business peers help recruit and encourage new employer participation.

- The work-based coordinator and school superintendent or principal visit the CEO, human resource manager, or other business representative with the authority to make the final decision.

Be prepared to answer the employer's questions:

- What is Youth Apprenticeship?
- 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 Youth Apprenticeship?
- 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 Youth Apprenticeship:

- 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.

► **December - January**

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

► **Monthly**

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 Youth Apprenticeship program.
- Reinforce their belief in the “product.”
- Encourage their advocacy at every opportunity.
- Take advantage of media opportunities.

Appendix B:

Options for Related Instruction

Suggested Considerations for the Local Coordinator or Council

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 Youth Apprenticeship 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
- Youth Options funding
- Regular technical college classes with tuition and materials fees assigned

III. Who delivers the instruction?

The person who delivers the related instruction must meet the qualifications outlined by the Department of Workforce Development 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



State of Wisconsin
Department of Workforce Development

Youth Apprenticeship Program
P.O. Box 7972, Madison, WI 53707-7972
Phone: 608.267.7944 Fax: 608.267.0330