

Career and Academic Connections

A Division of  OKLAHOMA
CareerTech

GUIDE FOR
**Apprenticeship/
Registered
Apprenticeship**

WORK-BASED LEARNING
TOOLKIT

*This Guide is
Recommended
for Grades:*





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INTRODUCTION

for Apprenticeship

Introduction

What is a apprenticeship? Apprenticeship is a highly-formal job training experience that involves studying with a master of the trade or experienced mentor on the job. In Oklahoma, an apprenticeship program that is not registered with the U.S. Department of Labor is not regulated by a state or federal agency. Registered Apprenticeships refer to those programs which are registered with the U.S. Department of Labor (DOL). Registered Apprenticeship programs are a written plan designed to move an apprentice from a low or no skill entry-level position to full occupational proficiency. Registered apprenticeship is an employer-driven, “earn while you learn” model that combines on-the-job training with related technical instruction, resulting in an industry-recognized national certification upon completion. Apprenticeships are full-time, paid positions that provide specialized training in specific occupational skills. Apprentices receive on-the-job training (OJT) from an experienced mentor at the job site that is supplemented by related technical instruction. DOL recommends a minimum of 2,000 hours of on-the-job training and 144 hours of related technical instruction per year of an apprenticeship.

Apprenticeship / Registered Apprenticeship Learning Overview

Employers work with education partners to identify skills requirements, build training plans, and deliver paid on-the-job training. High schools enable student participation, on-the-job learning, and postsecondary related instruction, while helping students meet graduation requirements. Postsecondary institutions deliver related instruction and assess learning that leads to postsecondary credit and credential attainment. An intermediary can help coordinate the activity of key partners to support employers and the success of apprentices.

To register your Apprenticeship go to <https://www.sos.ok.gov/wlp/default.aspx> and click on **New Registration**.

To make students aware of opportunities and connect them to Work-Based Learning programs go to <https://okcg-c2b.kuder.com> and establish a **Business Profile** and list **Opportunities** then **Connect** with education to create a seamless talent pipeline from education to employment.



OVERVIEW

for Apprenticeship

Determining the Right Apprenticeship Model and Program Design

Apprenticeship programs can be customized to meet both the needs of the business and the apprentices. Flexibility in the apprenticeship model is a key component to its success.

Your state apprenticeship representative can provide assistance in determining the right apprenticeship model, and how to customize apprenticeship programs to fit for each industry and employer. While the information in this section is provided to further the understanding of the apprenticeship model, contact the apprenticeship representative in your state for assistance (<http://www.doleta.gov/oa/contactlist.cfm>).

The following are the three types of program design for apprenticeships:

- **Time-based Programs.** Apprentices complete a required number of ours in on-the-job training and related instruction.
- **Competency-based Programs.** Apprentices progress at their own pace. They demonstrate competency in skills and knowledge through proficiency tests, but are not required to complete a specific number of hours.
- **Hybrid Approach.** Through a hybrid of time-based and competency-based models, apprentices have a minimum and maximum range of hours based on the successful demonstration of identified and measured competencies.

The following are common models used for apprenticeship programs:

- **Pre-apprenticeship to Registered Apprenticeship Model.** Pre-apprenticeship programs provide basic skills training, work readiness, and other foundational skills to prepare youth or adult workers to succeed in Registered Apprenticeship programs. Pre-apprenticeship programs have formal partnerships with one or more Registered Apprenticeship programs. Participants begin a Registered Apprenticeship program once they have met the basic qualifications for entry into the apprenticeship.
- **Traditional Apprenticeship Model.** Apprentices receive both related instruction and OJT concurrently throughout the program.
- **Front-loaded Apprenticeship Model.** Apprentices complete some related instruction or classes before starting on the job, in order to learn critical skills needed the first day at the job site. The related instruction may be provided by the employer or a partner, such as a community college.
- **Segmented Apprenticeship Model.** Apprentices alternate between related instruction and OJT.

The program design and model selected will be driven by many factors, including the industry and occupation, the skills needed by apprentices, and the employer's work processes.



OVERVIEW

for Apprenticeship

Apprenticeship should, to the extent possible, be incorporated into employers' existing training and human resource approaches.

Most apprenticeship programs have some minimal entry requirements which will need to be factored into the design of the apprenticeship strategy. These requirements will vary by program, but examples include a minimum age, certain educational attainment (e.g. a high school diploma or GED), attainment of a work readiness certificate, or certain physical requirements.



TEACHER CHECKLIST

for Apprenticeship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Apprenticeship

- Identify interested and qualified students.
- Make community partner contacts and have them register in **OKCG Connect 2 Business** and or resister with [Oklahoma Works**](#).
- Meet with community partners and discuss expectations for the experience.
- Distribute the **Apprenticeship Application** and **Apprenticeship Plan and Agreement**.
- Collect signed and completed **Apprenticeship** forms.
- Coordinate and implement orientation activities for students. Train students to prepare them for the apprenticeship. Prepare students to be safety and health conscious.
- Using [OKCareerGuide.org](#), review all ICAP materials.
- Start Journaling career information.
- Determine a communication strategy for the experience.

During the Apprenticeship

- Provide student a timesheet / journal to keep track of experience.
- Maintain ongoing communication with workplace partner and/or worksite supervisor. Review the **Teacher Tip Sheet** for suggestions.
- Meet with students and worksite supervisors at their workplaces and observe workplace activities.
- Communicate with the worksite supervisor and monitor workplace activities according to schedule.

After the Apprenticeship

- Provide opportunities for reflection / journaling throughout the experience.
- Make sure student and work site have chance to do **Apprenticeship Evaluation**.
- Coordinate and implement concurrent learning activities at school.
- Support students in working toward achieving ICAP objectives.
- Maintain ongoing communication with community partners.
- Support students in their next step.
- Publicly recognize student work, by allowing them to present project to school board or administration.
- Review the project and plan for the following semester.
- Document and record the experience.

**are standards that are required for Registered Apprenticeship



STUDENT CHECKLIST

for Apprenticeship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Apprenticeship

- Complete the **Apprenticeship Application**.
- If you need help finding a youth / pre-apprenticeship after looking on [Connect 2 Business](#) or [Oklahoma Works**](#), let your teacher know.
- Get **Apprenticeship Permission** form to be signed.
- Turn in signed **Apprenticeship Permission** form.
- Provide any contact information for your worksite supervisor and your teacher that can improve communication.

During the Apprenticeship

- Journal on the connection between what is learned at school and at the experience.
- Participate in ongoing reflection activities and skill building classroom assignments.

After the Apprenticeship

- Complete and send thank-you letter for worksite supervisor.
- Complete **Apprenticeship Evaluation** and Journal activities.
- Update your resume on [OKCareerGuide.org](#) based on any new skills and experience.
- Update your **My Documents** on [OKCareerGuide.org](#) with any documentation of your project.

**are standards that are required for Registered Apprenticeship



WORKPLACE CHECKLIST

for Apprenticeship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Apprenticeship

- Indicate your interest in participation in apprenticeship by completing your business profile on [Connect 2 Business](https://okcg-c2b.kuder.com) at <https://okcg-c2b.kuder.com>. To register your apprenticeship program go to <https://www.sos.ok.gov/wlp/default.aspx> and pay the fee.
- Determine who will be the person working most closely with the students and the teacher.
- Interview and select the student for apprenticeship.
- Inform staff that a student apprenticeship will be at the workplace.
- Review support materials provided by the teacher. This will help guide your role with students for the apprenticeship.
- Provide Workplace orientation for student(s).

During the Apprenticeship

- Confirm the communication strategy.
- Communicate successes and opportunities for improvement during the apprenticeship so the teacher can use them to enhance the value of classroom connections.

After the Apprenticeship

- Complete program **Apprenticeship Evaluation** and send to the school.

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BEFORE

The Apprenticeship

Identify Interested and Qualified Students

Apprenticeships are most successful when students are motivated to participate and prepared to learn. Have a plan for how you will recruit students who want to take part in meaningful work-based learning experiences. Ask students to apply for the opportunity your class or program offers—this application process lets students know what you expect from them and what they can expect from the program.

Prior to students requesting apprenticeships they should become familiar with these skills and attributes by completing the [OKGC Assessments](#). This assessment and the supporting classroom activities will help students to become conscious of those they currently have and those they need to continue to develop.

Make sure the student is aware of the time commitment of the apprenticeship program which includes at least 2000 hours of on-the-job and 144 hours of related technical instruction per year.

Make Industry Partner Contacts

Partner contacts are made by different staff members at each school.

If assistance is needed to locating Industry partners, use the [Connect 2 Business](#) located within [OKCareerGuide.org](#). If making contact with new business and agencies have them register on [Connect 2 Business](#) at <http://okcg-c2b.kuder.com>.

Meet with Community Partners

Project coordinators should meet with industry partners to discuss their expectations of the experience. Make sure that the specific expectations regarding student attendance and behavior are clearly articulated in the **Apprenticeship Contract** that will be signed by student, parents/guardians and partner. Provide the industry partner with an orientation to the **Apprenticeship Evaluation** tool and the other supporting documents included in this guide.

Secure Placements for Students

In many on-the-job training programs, students should have paid placements. This can work especially well for **registered apprenticeships**** when the workplace partner and worksite supervisor are willing to participate in the program.

Distribute Work-Based Learning Permission Form and Work-Based Learning Contract

When students participate in learning opportunities outside the classroom, it is important to ensure that the expectations of all parties are clear and agreed upon. **The Apprenticeship Permission Form** and the agreement to roles and responsibilities outlined in the **Apprenticeship Contract** clarify up front what is expected of all partners. Sign documents yourself and distribute the documents to students, parents/guardians and workplace partners.



BEFORE

The Apprenticeship

Coordinate and Implement Orientation Activities for Students

Students benefit more from apprenticeship when they have spent some time assessing their own skills and needs. During the classroom orientation you can help students with this process and teach them how to develop ICAP objectives and draft their Apprenticeship Plans. At this point students should demonstrate that they are prepared to enter the workplace understanding appropriate dress, timeliness and communication strategies. The classroom orientation is also a good time to introduce safety standards and child labor laws.

Meet with Students to Clarify Grading Standards Using the Apprenticeship Grading Rubric

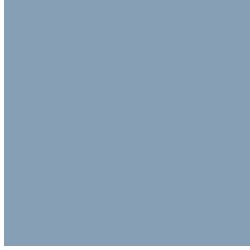
Setting the evaluation parameters with students ahead of time gives them the information they need to plan for their own success. Spend some time discussing the grading structure within the apprenticeship program. **The Apprenticeship Grading Rubric** allows you to set priorities for evaluation so students understand how their work will be measured and reflected in their grade. It is not necessary that the components be weighted exactly the same for all students. This rubric, and the process of discussing with each student his/her own particular learning needs, allows for fair evaluation of students within the apprenticeship framework.

Determine a Communication Strategy for the Experience

Communication between all partners is critical for success. Sharing e-mail addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact each other. Ideally, the student, teacher and worksite supervisor should feel comfortable contacting one another whenever the need arises.

Make sure everyone understands who the key contact person at the workplace will be and who will monitor student progress. Communicate the number and type of visits the worksite supervisor can expect. Arrange for the initial face-to-face appointment to occur with both the student and the worksite supervisor. Sometimes it is difficult to arrange appointments with both the worksite supervisor and the student at the same time, but it is very important that you make every attempt to do so. These meetings are not just about monitoring and compliance, but can be rich opportunities for assuring the success of the experience for all parties.

After you have secured placements, students should contact their worksite supervisors to set up an appointment for their workplace orientations. At these orientations, students will also discuss their learning objectives with their worksite supervisors.



BEFORE

The Apprenticeship

Collect the signed Apprenticeship Permission Form and Apprenticeship Contract from Enrolled Students. Keep These in Your Files Until the End of the Apprenticeship

Building the Classroom Connection provides information and activities that can be used in the classroom to support learning at the workplace. As you review the suggested activities, be thinking about how you can structure classroom experiences to help students benefit more from work-based learning experiences.

Determine a Communication Strategy for the Experience

Communication between all partners is critical for success. Sharing e-mail addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact one another. Ideally, the students, teacher and community partner should feel comfortable contacting each other whenever the need arises. Make sure everyone understands who will be the key contact person at the site and who will monitor student progress.

Secure Signatures of Students, Parents/Guardians and Community Partners on the Apprenticeship Contract and Apprenticeship Permission Form

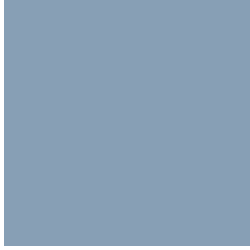
The **Apprenticeship Permission** form are critical to ensuring the safety and legality of students' involvement in service learning projects.

Prepare Students to be Safety and Health Conscious

Issues of health and safety are crucial in the project site. While site-specific safety and health training provided by the school and employer are critical, students also should have the opportunity to develop and practice general safety and health skills that they will carry with them from job to job. Students can be trained to monitor safety and health issues for both their community partners and themselves, providing an additional skill set for future employment. These skills include recognizing hazards in any workplace, understanding how hazards can be controlled, knowing about their rights to a safe workplace and communicating effectively when problems arise at work. Students should be prepared to ask their supervisor questions about safety.

Coordinate and Implement Concurrent Learning Activities at School

The classroom component of apprenticeship continues to be important throughout the experience. The required 144 hours of related technical instruction can be delivered by the school but can be delivered by the business partner or other training organizations that the industry uses. Ongoing career research, reflection activities, career exploration and development of workplace skills provide school-based support to the community. OKCareerGuide.org can be used to help design classroom activities that support apprenticeship learning experience.

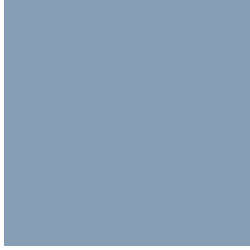


DURING

The Apprenticeship

Maintain Communication with Community Partners

Program quality and continuity are best maintained through ongoing communication with the community partners involved in the project. The partners themselves are assisting student learning and growth. It is important to provide partners with the support and encouragement they need and to encourage their participation. Let community partners know what classroom activities students are engaged in that can support their learning at the apprenticeship site. Keep them informed of the academic concepts students are working with at school so that apprenticeship opportunities can reinforce student learning.



AFTER

The Apprenticeship

Provide Opportunities for Reflection Throughout the Experience

It is important that students are given an opportunity to reflect before, during and after their apprenticeship learning project so they may shape the course of their learning and adjust their ICAP as they acquire more experiences. Reflection on students' attitudes and expectations prior to the experience is especially important.

Publicly Recognize Student Work

In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, are sometimes perceived as non-contributing members. Credit for their achievements, affirmation of the skills they have mastered, and appreciation for the time they have devoted to the work based learning should be acknowledged publicly.

Document and Record the Experience

Issue a document or certificate to students who successfully complete apprenticeship learning. This documentation validates the experience and can be included in student OKCareerGuide.org portfolios. Make sure that the documentation is uploaded to **My Documents** in OKCareerGuide.org. This can also be included in the students' ICAP documentation.



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Personalization of Tools Instructions

The Tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The Tools themselves are fillable form that can be extracted from the document to be uploaded to other sources to be filled out by students and workplace partners..



TOOLS

Teacher Checklist for Apprenticeship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Apprenticeship

- Identify interested and qualified students.
- Make community partner contacts and have them register in **OKCG Connect 2 Business** and or resister with [Oklahoma Works**](#).
- Meet with community partners and discuss expectations for the experience.
- Distribute the **Apprenticeship Application** and **Apprenticeship Plan and Agreement**.
- Collect signed and completed **Apprenticeship** forms.
- Coordinate and implement orientation activities for students. Train students to prepare them for the apprenticeship. Prepare students to be safety and health conscious.
- Using [OKCareerGuide.org](#), review all ICAP materials.
- Start Journaling career information.
- Determine a communication strategy for the experience.

During the Apprenticeship

- Provide student a timesheet / journal to keep track of experience.
- Maintain ongoing communication with workplace partner and/or worksite supervisor. Review the **Teacher Tip Sheet** for suggestions.
- Meet with students and worksite supervisors at their workplaces and observe workplace activities.
- Communicate with the worksite supervisor and monitor workplace activities according to schedule.

After the Apprenticeship

- Provide opportunities for reflection / journaling throughout the experience.
- Make sure student and work site have chance to do **Apprenticeship Evaluation**.
- Coordinate and implement concurrent learning activities at school.
- Support students in working toward achieving ICAP objectives.
- Maintain ongoing communication with community partners.
- Support students in their next step.
- Publicly recognize student work, by allowing them to present project to school board or administration.
- Review the project and plan for the following semester.
- Document and record the experience.

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TOOLS

Student Checklist for Apprenticeship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Apprenticeship

- Complete the **Apprenticeship Application**.
- If you need help finding a apprenticeship after looking on [Connect 2 Business](#) or [Oklahoma Works**](#), let your teacher know.
- Get **Apprenticeship Permission** form to be signed.
- Turn in signed **Apprenticeship Permission** form.
- Provide any contact information for your worksite supervisor and your teacher that can improve communication.

During the Apprenticeship

- Journal on the connection between what is learned at school and at the experience.
- Participate in ongoing reflection activities and skill building classroom assignments.

After the Apprenticeship

- Complete and send thank-you letter for worksite supervisor.
- Complete Apprenticeship Evaluation** and Journal activities.
- Update your resume on [OKCareerGuide.org](#) based on any new skills and experience.
- Update your **My Documents** on [OKCareerGuide.org](#) with any documentation of your project.

**are standards that are required for Registered Apprenticeship



TOOLS

Workplace Checklist for Apprenticeship

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Apprenticeship

- Indicate your interest in participation in apprenticeship by completing your business profile on [Connect 2 Business](https://okcg-c2b.kuder.com) at <https://okcg-c2b.kuder.com>. To register your apprenticeship program go to <https://www.sos.ok.gov/wlp/default.aspx> and pay the fee.
- Determine who will be the person working most closely with the students and the teacher.
- Interview and select the student for apprenticeship.
- Inform staff that a student apprenticeship will be at the workplace.
- Review support materials provided by the teacher. This will help guide your role with students for the apprenticeship.
- Provide Workplace orientation for student(s).

During the Apprenticeship

- Confirm the communication strategy.
- Communicate successes and opportunities for improvement during the apprenticeship so the teacher can use them to enhance the value of classroom connections.

After the Apprenticeship

- Complete program **Apprenticeship Evaluation** and send to the school.

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TOOLS

Apprenticeship Application

1. List the names of high school teachers we may contact for references:

- a. _____
- b. _____
- c. _____

Transportation

2. What means of transportation will you use to get to and from your apprenticeship?

Personal Vehicle _____ Parent's _____ Parent's Car _____ Other (explain) _____

Parent/Guardian Information

Parent/Guardian Name: _____

Address (if different from student): _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

What is the best time to contact you at home?

Day: _____ or Evening: _____ & Time: _____

I approve of the above transportation plan that will enable my son/daughter to participate in the internship program.

Parent/Guardian Signature: _____ Date: _____



TOOLS

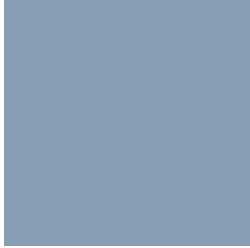
Apprenticeship Plan and Agreement

Student's Last Name:		Student's First Name:	
SSID Number:		Date of Birth:	
Address:			
	City:		
Cell Phone Number:		Email Address:	

School:	
Address:	
Phone Number:	

CTE Program Area:		Career Pathway/ ICAP Career Goal(s):	
Teacher:			
Name of Apprenticeship Coordinator/ Supervisor			

Company/Business Name:		Phone Number:	
Address:			
Work-Site Mentor:		Title:	
Student Work Schedule (Days and Hours):		Start and End Date:	
Total Hours Per Week:		Hourly Wage:	
Copy of Background Check: Work Site Mentor	Yes	No	



TOOLS

Apprenticeship Plan and Agreement

Based on the Apprenticeship type, complete the following:

General Workplace Competencies

	Attendance / Punctuality		Adaptability / Flexibility
	Appropriate Dress		Relationships with Co-Workers
	Attitude		Time Management
	Dependability		Quality of Work
	Initiative		Quantity of Work
	Ability to Follow Directions		Abides by Company Rules / Regulations
	Job Knowledge		Safety
	Cooperation		Use of Equipment

Technical Skills/Competencies (Harzardous Occupations*)

1.
2.
3.
4.
5.
6.
7.

*The addendum for "hazardous occupations" shall be completed if the co-op placement is associated with an exemption for hazardous occupations.

Occuoational Safety Competencies

1.
2.
3.
4.
5.
6.
7.

Student's Name:		School Year:	
-----------------	--	--------------	--



TOOLS

Apprenticeship Plan and Agreement

The student agrees to:

- be courteous and considerate of the employer, co-workers, and others
- keep the employer's best interest in mind and to be punctual, dependable and loyal
- notify the employer and the coordinator as soon as possible if they are not able to attend work and/or school
- keep such records of work experiences and wages (if applicable) earned as required by the school and to submit them on or before specified deadlines
- conform to the policies, procedures and regulations of the employer and the school
- maintain a satisfactory performance level while on the job
- abide by the Apprenticeship Plan/Agreement developed by the teacher, coordinator and employer

The teacher/coordinator agrees to:

- prepare, with assistance of the training supervisor, an Apprenticeship Plan/Agreement
- revise the Apprenticeship Plan/Agreement as needed to improve the student's work experience
- visit the student on the job as often as appropriate to the Apprenticeship experience to determine instructional needs and to ensure that the student receives job training and supervision, as well as a variety of job experiences
- maintain confidentiality related to the information gathered from the company/business
- adequately train and prepare the student for success, prior to the Apprenticeship placement

The parent/guardian agrees to:

- accept responsibility for the student's safety and conduct while traveling to and from school, place of employment and/or home
- support the concepts of apprenticeship experiences
- abide by the Apprenticeship Plan/Agreement for hazardous occupations, when applicable

The employer agrees to:

- take an active part in the training and supervision of the student while providing instruction in accordance with the Apprenticeship Plan/Agreement
- provide safety training as required by OSHA
- assist the teacher/coordinator in the evaluation of the student's performance on the job by completing the necessary evaluation forms, when required
- provide close supervision by an experienced and qualified person to avoid subjecting the student to unnecessary or unusual hazards
- give the same consideration to the student as given to other employees in regard to safety, health, general employment conditions and other regulations of the business
- comply with all regulations prohibiting discrimination on the basis of race, color, national origin, sex, disabilities, religion, marital status or age
- comply with all laws regarding (if applicable) and hours of minors and student learners
- contact the teacher/coordinator prior to the student's dismissal from employment
- pay the student/trainee when an employer/employee agreement is negotiated
- ensure that all supervising employees have completed a criminal background check
- maintain confidentiality of student information in accordance with state and federal law



TOOLS

Apprenticeship Plan and Agreement

If this agreement is for a paid Apprenticeship learning placement, the employer certifies that this student is covered by Worker’s Compensation Insurance otherwise the student and school assume insurance coverage.

Signatures		Date
Employer:		
Principal:		
Student:		
Apprenticeship Coordinator: <i>(when applicable)</i>		
Teacher:		
Parent/Guardian:		

Copies of this Apprenticeship Plan/Agreement have been sent to:

- Employer
- Principal
- Student
- Apprenticeship Coordinator
- Teacher(s)
- Parent/Guardian



TOOLS

Teacher Tip Sheet

Tips on Delivering New Information to Worksite Supervisors

- Be mindful of the supervisor's time constraints. Call well in advance to make appointments and keep them.
- Deliver new information in person.
- Don't overwhelm them with paper.
- Allow plenty of time for discussion of the new information.

Tips on Communicating With Worksite Supervisors

- Develop a back-up plan in case worksite supervisor is transferred to another department or location.
- Establish a steady pattern of e-mail communication.
- Encourage supervisors to call you with any questions.
- Balance requests for time and attention with offers to help.

Tips on Meeting with Worksite Supervisors

- Understand that worksite supervisors do not follow school schedules.
- Get to know the supervisor's downtime and take advantage of it.
- Set up the next meeting before ending the present one.
- Establish objectives of the next meeting before it occurs.

Tips to Ensure a Worksite Supervisor's Good Performance

- Have strong supervisors train or orient new supervisors.
- Conduct effective orientation and check-in meetings; clarify expectations.
- Provide feedback on a consistent basis; don't wait until there is a problem.
- Be a good listener; check for signs of anxiety or confusion.
- Send supervisors thank-you notes and other tokens of appreciation.

Tips on Ways to Assess the Learning Potential of a Workplace

- Observe or shadow your students at work; see it through their eyes.
- Review job descriptions; interview the supervisor.
- Participate in mini-internships and engage in work that students will be doing.



TOOLS

Log of Apprenticeship Contacts

Student's Name:	Grade Level:
School:	Program:
Employer:	Work Site Mentor:
WBL Start Date:	WBL Ending Date:

Purpose of Visit: Observation of student: _____ Visit with worksite mentor: _____ Evaluation: _____

Problem situation: _____ Other: _____

1. It is recommended that each site be visited at least one time before the student is placed to ensure the safety and proper training of the student.
2. Each student should be visited periodically at the work-site to check progress, attendance, appropriate work assignments, safety, etc. A minimum of one visit per nine weeks is recommended for all students.
3. Please document visitation below.

Date of Visitation	Person Making Visit	Observation/Suggestion/Recommendations



TOOLS

Apprenticeship Evaluation by Student

Date: _____

Student Responsibility: Turn in this form to the Teacher / Apprenticeship Coordinator at the end of the Apprenticeship experience.

Student's Name:	
Employer:	Contact Person:
Date Apprenticeship Began:	Date Apprenticeship Ended:

Evaluation

Scale: 1 - Poor 2 - Needs Improvement 3 - Average 4 - Good 5 - Excellent

Apprenticeship Experience	Rating				
Related to my career goal	1	2	3	4	5
Helped in planning my career	1	2	3	4	5
Still interested in this career	1	2	3	4	5
Received guidance and direction from the supervisor on site	1	2	3	4	5
Used time wisely	1	2	3	4	5
Assigned appropriate amount of work expected; appropriate quality of work	1	2	3	4	5
Emphasized work ethics	1	2	3	4	5
Provided Apprenticeship experience as outlined in agreement	1	2	3	4	5
Was of sufficient length	1	2	3	4	5
Was a positive experience overall	1	2	3	4	5

Remarks:

TOOLS

Apprenticeship Employer and Coordinator Evaluation Report

Student's Name:	Grade Level:
School:	Program:
Employer:	Contact Person: Telephone #:
Apprenticeship Start Date:	Apprenticeship Ending Date:

Student Responsibility: Turn in this form to the Teacher/Apprenticeship Coordinator at the end of each week of employment.

Employer Responsibilities: Please complete the two tables below; share your ratings with the student; give this form to the student to return to the Teacher/Apprenticeship Coordinator. Thank you.

Evaluation

Scale: 1 - Poor 2 - Needs Improvement 3 - Average 4 - Good 5 - Excellent

Attendance/Punctuality	1	2	3	4	5
Appearance	1	2	3	4	5
Attitude	1	2	3	4	5
Dependability	1	2	3	4	5
Initiative	1	2	3	4	5
Following Directions	1	2	3	4	5

Cooperation	1	2	3	4	5
Adaptability/Flexibility	1	2	3	4	5
Relations with Co-Workers	1	2	3	4	5
Time Management	1	2	3	4	5
Quality of Work	1	2	3	4	5
Quantity of Work	1	2	3	4	5

Remarks:

	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Total Hours
Date											
Hours Worked											

Earnings (If Applicable)

Total Hours: _____ x Hourly Wage: _____ = Total Gross Earnings: \$ _____

Signature of Supervisor: _____ **Date:** _____



TOOLS

Apprenticeship Permission Form

I hereby give permission for _____ to participate in the Apprenticeship activity from (dates) _____ to _____ (times) _____ a.m. p.m. to _____ a.m. p.m.

I understand this apprenticeship activity will require the student to make up work for classes missed during this activity at _____ high school. Transportaion will be (check one):

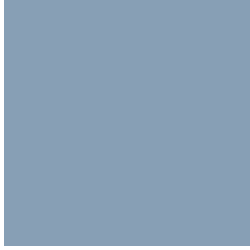
- Public transportation
- Private auto
- Rented vehicle
- Other

I realize that neither the school nor the faculty members are to be responsible or liable for any accidents that may occur.

Signature of Parent/Guardian _____ Date _____

Printed Name of Parent/Guardian _____

Emergency Phone Number _____



TOOLS

Apprenticeship Journal

The journal provides an opportunity for you to write about your learning experience. There are several ways that you can use your journal to examine your apprenticeship experience.

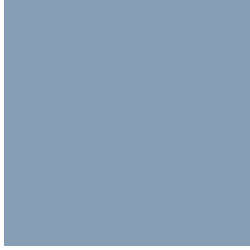
You may write about anything that relates to your experience in school or at the apprenticeship or about experiences outside school that relate to the “you” which comes to school and learning. If you choose, you may use any of the ideas listed below as starting points for your journal entry. You may wish to use them once only, or to repeat the topic if it seems useful or important.

While you may have entries about your ICAP experience the main thing you need to journal about is after the apprenticeship is to capture what you did and compare it to what you were expecting to learn about a possible career.

This journal is specifically designed to help you process the learning that happens as a result of your apprenticeship, though it is not a private journal. Your teacher will collect and check your journal as proof of your apprenticeship. It will also be used to write a career reflection.

Basic Guidelines

- All entries should be numbered and dated.
- Each entry should be a minimum of 75 words.
- Content should be thoughtful, detailed and honest.
- Writing should be legible and written in Standard English.
- You may address other issues not prompted below as they come up.



TOOLS

Apprenticeship Journal

Journal Prompts

- Describe one job, person or department at your apprenticeship that you would like to know more about. Why?
- Who at the workplace would you like to know more about? What do you need to ask that person to understand who he/she is as a person, or how he/she got to hold this job? Write down the questions you would ask this person.
- Discuss the academic knowledge that you are receiving in school and how it is useful to you in your apprenticeship experience.
- Write about something that you learned about one aspect of the industry in which you are serving.
- How does it feel to be in a new place?
- Write about a conflict, success or disappointment you're experiencing through your apprenticeship.
- Write a dialogue between yourself and someone at your apprenticeship that deals with a personal conflict.
- Describe in detail your apprenticeship site...the site, the location, and the general surroundings. What are your duties and responsibilities? Approximately how much time was spent during the experience on the various activities?
- What is the expected dress, work ethic and general behavior for professionals in your experience? Do these vary according to the day's duties? If so, how?



TOOLS

OKCareerGuide.org: Classroom Activity

This activity introduces students to the *OKCareerGuide.org assessments* and provides them with a self-assessment opportunity.

Explain to the students that while participating in their work-based learning opportunity they will learn about the job duties and associated skills needed to be successful. Next, ask the students what kinds of skills they think employers might want their employees to have. You might receive such answers as excellent reading and math skills, punctuality, neat appearance and honesty. List all responses on the board.

Explain to students that today's workplace requires a new type of employee, one who has excellent communication skills, actively engages in teamwork, has problem-solving abilities and continues to learn new ideas and technology. Make it clear that in order to be successful, they need to acquire the new skill sets that today's employers are seeking.

Tell the students that there are basic skills and qualities employers want their employees to have. Stress that their potential earning power is related to their knowledge and skills. Tell them that they are now going to determine what kinds of skills and qualities they already have by conducting a self-study. Have them log into OKCareerGuide.org. Create an account if you do not have one or take the skill assessment again.

After the students have finished the **Skills Assessment**, ask how many of them had a range of skills (i.e., high in technology but low in systems). Explain that everyone has strengths in different areas. To get a good job, they will need to have at least a three (which is average), in all of the basic job performance skills. Their chances of being hired increases with additional threes and fours. Challenge them to look for these skills when doing the apprenticeship.

Lead the students in a discussion about the skills assessment.

Questions for Discussion

1. What about your responses was a surprise to you?. What stands out as a need to you have?
Where did you build the skills and competencies that you believe you have?
2. Were you aware that you were building this skill or competency as it was happening?
Which skills and competencies does school help you develop?
3. If you are currently employed, which skills and competencies seem most important to your performance on the job?
4. Which skills and competencies seem most important for success in school?

TOOLS

Optional Apprenticeship Evaluation

_____ Schools appreciates your feedback and reflection on Apprenticeship experience. This evaluation is designed for all partners in the experience. Please select N/A for any question that is not applicable to you or the type of experience you participated in.

Name: _____ School or Organization: _____

I am a: Student Teacher/Coordinator Workplace Partner/Supervisor

Please rate the following: 1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree

The materials I received were helpful for preparing and supporting the experiences.	1	2	3	4	N/A
The <i>How-to Guides</i> were helpful in planning and coordinating this experience.	1	2	3	4	N/A
found the OKCG Skills activities helpful in guiding my work.	1	2	3	4	N/A
understand how academics connects to activities experienced at the workplace.	1	2	3	4	N/A
Program materials in the toolkit were helpful for preparing and supporting worksite supervisors/partners.	1	2	3	4	N/A
understood my role in working with the teacher.	1	2	3	4	N/A
understood my role in working with the worksite supervisor.	1	2	3	4	N/A
understood my role in working with the student.	1	2	3	4	N/A
received adequate support from the teacher.	1	2	3	4	N/A
received adequate support from the supervisor.	1	2	3	4	N/A
was able to get help from student, teacher and/or supervisor.	1	2	3	4	N/A
was successful in managing my time in all aspects of this experience.	1	2	3	4	N/A
The classroom was used to support reflection of workplace experiences through activities and supportive lessons.	1	2	3	4	N/A
Activities at the workplace were interesting and challenging.	1	2	3	4	N/A
enjoyed this experience and would like to offer/participate in Apprenticeship again.	1	2	3	4	N/A

Please list the tools, guides, activities and/or lessons that were particularly helpful:

Additional Comments:



TOOLS

Building the Classroom Connection

Introduction

This **Building the Classroom Connection** guide provides suggestions for orientation activities, reflection activities and classroom experiences that support apprenticeship and ideas for extending student learning beyond the apprenticeship experience.

Preparing Students for Work-Based Learning

A well structured classroom orientation lays the groundwork for a successful apprenticeship experience. You can prepare students for learning in the workplace by helping them assess their own interests and skills, with the **OKCareerGuide.org Classroom Activity** as well as learn about what to expect at the workplace and build an understanding of the various aspects of the industry they'll be working with.

The **OKCareerGuide.org Classroom Activity** tool identifies six aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful.

- **Tasks & Conditions:** Task and working conditions that are common to the careers within the industry where the apprenticeship will be located.
- **Interests, Skills & Work Values:** This looks at the work values, skills and interest that would make you successful in the career you will be apprenticing.
- **Education & Experience:** Suggested college majors and instructional programs that would make you successful and able to advance within the apprenticeship occupation.
- **Salary & Outlook:** Gives you the earnings you could receive based on the region or state you are doing your apprenticeship.
- **Related Occupations:** Allows you to explore related occupations that require similar skill to the apprenticeship you have chosen.
- **Additional Information:** Gives you information that may be required to work in certain occupations as well as organizations that support you in your career.

Prepare Students to Maximize Learning

Helping students develop a context for the workplace tour maximizes their learning once they are at the workplace. There are several ways to do this.

- Discuss expectations for the experience and what the students may learn beforehand.
- Discuss behavioral expectations that will allow students to make the most out of the activity.
- Discuss what students know about the company and how the industry impacts them.
- Support students in research of the company and the industry so that they can ask meaningful questions during the workplace tour.
- Have students prepare questions and individual learning objectives that they would like to accomplish during the workplace tour.

Also, introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the SCANS skills and All Aspects of an Industry.



TOOLS

Building the Classroom Connection

Supporting the Worksite Supervisor

The worksite supervisor essentially functions as an adjunct faculty member in apprenticeship experiences. One role of the teacher is to ensure that the worksite supervisor is trained and prepared to support the student in their learning. Clear procedures and regular communication among all partners are vital to this support. In your planning and preparation, make sure to provide worksite supervisors with materials that they can use to help maximize student learning. Through regular phone, e-mail and personal contact, you can support the worksite supervisors so that they also grow in their understanding of and ability to make the connection between academic and workplace learning.

Tips on Delivering New Information to Worksite Supervisors

- Be mindful of the supervisor's time constraints. Call well in advance to make appointments; and keep them!
- Deliver new information in person.
- Don't overwhelm them with paper.
- Allow plenty of time for discussion of the new information.

Tips on Communicating with Worksite Supervisors

- Develop a back-up plan in case the worksite supervisor is transferred to another department or location.
- Establish a steady pattern of e-mail communication.
- Encourage supervisors to call you with any questions.
- Encourage supervisor to communicate any instruction that needs to be added to the students education.
- Balance requests for time and attention with offers to help.

Tips on Meeting with Worksite Supervisors

- Understand that worksite supervisors do not follow school schedules.
- Get to know the supervisor's downtime and take advantage of it.
- Set up the next meeting before ending the present one.
- Establish objectives of the next meeting before it occurs.

Tips to Ensure a Worksite Supervisor's Good Performance

- Have strong supervisors train or orient new supervisors.
- Conduct effective orientation and check-in meetings; clarify expectations.
- Provide feedback on a consistent basis; don't wait until there is a problem.
- Be a good listener; check for signs of anxiety or confusion.
- Send supervisors thank-you notes and other tokens of appreciation.

Tips on Ways to Assess the Learning Potential of a Workplace

- Observe or shadow your students at work; see it through their eyes.
- Review job descriptions; interview the supervisor.
- Participate in mini-internships and engage in work that students will be doing.



TOOLS

Building the Classroom Connection

Concurrent Learning Activities

As the classroom teacher, you have the opportunity to help enhance and expand students' apprenticeship experiences beyond the hours they spend at the workplace. Students' experiences at the workplace should be integrated with activities inside the classroom. Classroom activities and assignments that can be completed at the workplace support the students' growing understanding of the Industry.

Organizational Chart

An interesting activity students can conduct at the workplace is to develop an agency/organization chart. This activity provides an opportunity for students to create a comprehensive view of the various roles, departments and divisions within the organization.

- Have the student create an organizational chart for the entire agency/organization and his or her division/department.
- Have the student indicate where their supervisor is on the organizational chart.
- Make sure the student lists the job title for each position and includes the names of the various people who hold the positions.
- Ask the students if they see the organization operating the way the chart suggests, i.e. whether communication and/or authority flows in the way depicted or if there are other people in the workplace who seem to have powerful responsibilities though they may not be at the top of the hierarchy.

The Importance of Reflection

Students involved in apprenticeship should reflect both verbally and in writing on what they have experienced and learned. This helps to internalize the learning and skills they have developed and promotes self-awareness and personal assessment.

Reflection refers to any process that a person uses to think critically about their experiences. Writing, reading, speaking, listening, discussing and presenting are all possible methods of reflection. It is in the act of reflecting that a person forms understanding from the experience, extends that understanding to other situations, and comes to "own" the knowledge he/she has acquired. For example, we are bombarded with experiences and bits of information every day, most of which we ignore or attend to in a cursory way. We learn the most from experiences that draw our attention, cause us to sit up and take notice, or make us step back and think.

Learning happens through a mix of theory and practice, thought and action, observations and interaction. Reflection is the key to getting meaning from any experience, and to linking experiences with specific learning standards and can be accomplished with the **Apprenticeship Journal**.

Reflection is an essential part of apprenticeship. Reflection activities serve a number of functions during the course of an experience. These activities can be used along with the Apprenticeship Journal to:

- Help students think critically about their experiences;
- Help students make personal connections to their experiences and to their learning;



TOOLS

Building the Classroom Connection

- Guide the learning process and deepen or extend the learning that takes place;
- Integrate apprenticeship with academic content and learning standards;
- Cause students to think about and internalize the skills they use (such as interpersonal skills, planning skills) in apprenticeship;
- Provide a tool for students to use to self-assess (e.g., what they are learning, what they find difficult, how their group is functioning; etc); and
- Assess student learning, group process, or any other aspect of apprenticeship.

Reflection Throughout the Process

It is important that students are given an opportunity to reflect before, during and after their apprenticeship experience so they may shape the course of their learning and handle problems as they arise. Reflection on students' attitudes and expectations prior to the experience is especially important if students will be working in environments such as nursing homes, hospitals, hospices, animal shelters, homeless shelters and soup kitchens. All of these places can bring students face-to-face with an aspect of life that may be new and perhaps uncomfortable for them.

It is not enough to ask students to reflect. They must also get regular feedback on their reflective responses. Unfortunately, sometimes teachers collect reflective journal responses or ask students to do a formal verbal report or a final paper only at the conclusion of the program. This approach does not allow students to learn from their mistakes, correct assumptions, become a more careful observer or learn to challenge their stereotypes. Even if an adult diligently adds notes and comments to end-of-term reflections, students are less likely to read and learn from these notes and comments.

Ideally, the teacher and/or supervisor can provide feedback to student reflections on a weekly basis. This can be difficult when a teacher has multiple students engaged in apprenticeship, or when a workplace partner manages several staff members. One way for teachers to facilitate feedback on reflection is to institute peer read-around as a way of getting every paper read and helping to bring to the surface the larger questions and problems associated with apprenticeship and intellectual growth. This process converts the written reflective process into an oral reflective process.

Reflection Can be Sorted into Three Types:

- Cognitive reflection helps students examine the new knowledge and skills they acquire from their experience: information, data and alternative ways of knowing or perceiving. Curriculum links are usually addressed as part of cognitive reflection.
- Affective reflection leads students to examine what they feel as a result of an experience through their emotions or attitudes. Drafting a thank you letter to the workplace host offers an opportunity for affective reflection.
- Process reflection examines what students learn from experiencing a process: planning, consequences of one decision making scheme versus another or working with others.



TOOLS

Building the Classroom Connection

Journals are the most commonly used reflection tools, but it is important to recognize that there are several modes by which students can and should reflect. Verbal, written and performance reflections can all allow students scheduled, structured time to review, think about and analyze an experience to gain deeper understanding.

Journals can be used with students for multiple purposes. What is critical when having students use a journal is that you are clear about what the expectations are for the assignment. Consider whether or not the journal is for the students' own processing or if feedback and analysis from the teacher will be expected. This will affect what the students write and how each student will utilize the feedback. Whatever model of journaling you choose for students, they will need to know whether and for what purpose you will read the entries. In the Tools section, you will find one example of an apprenticeship journal assignment.

Personal journals can be useful to students as a place to simply capture their experiences and responses to those experiences, without regard for mechanics or specific learning outcomes. Personal journals should be snapshots filed with sights, sounds, smells, concerns, insights, doubts, fears and critical questions about issues, people and most importantly the student him/herself. A personal journal isn't a work log of tasks, event, times and dates. In a personal journal students should write freely, grammar and spelling should not be stressed in the writing (unless and until the student turns one of the entries into a final draft for the group or teacher). Honesty is the most important ingredient to successful personal journals.

Learning journals are places for students to reflect on experiences and articulate how those personal experiences help them learn, expand, reinforce or apply specific learning standards and or skills.

Learning journals can include:

- Descriptions of the experiences, research or other tasks done in the apprenticeship experience;
- Reflection on how these tasks directly or indirectly illustrate learning standards (e.g., What did I find out from my dig with the archeologist that illustrates human impact on the environment?);
- Reflection on where else the student sees evidence/applications of this learning standard;
- Thoughts about the implications of what the student has learned (e.g., What do I think archeologists will find in a thousand years based on our current impact on the environment?);
- Reflection on the skills that were learned or used in experiences (e.g., What did I learn about interpersonal communication from interacting with the archeologist? How did I use teamwork in the experience? How well did I do as part of the team and how could I improve?).

As part of the learning journal, students can also assess themselves, their learning and their group participation, progress on work tasks, improvements to be made, places where teacher or supervisor help is needed, questions for which they need answers or clarification.



TOOLS

Building the Classroom Connection

The Classroom Journal

In this exercise, students reflect upon their classmates' and teacher's journal entries. The collective experience is shared in this way without the necessity of face-to-face time. Prompt your students by writing the first entry. Then each day have a different student write an entry that reflects upon the most recent contribution before his/her own, and add new journal material for the student who gets the journal the next day to reflect upon.

Beyond the Apprenticeship Experience

The support teachers provide students after their apprenticeship experience is significant. Connecting the students' workplace experience to their next step helps keep the learning continuous and dynamic for both students and their supervisors.

Activities with Worksite Supervisors

The final visit with the worksite supervisor is a critical moment in the learning process. Take advantage of this meeting to help the student and worksite supervisor reflect together on the learning and growth that have taken place.

Have the student and the supervisor evaluate the experience using the **Apprenticeship Program Evaluation**. These documents will help you with your program's continuous improvement process.

Activities with Students

The following activities provide students with opportunities to take their experience to another level, making it significant to their personal career development and goals.

Connecting the Dots Between Academic and Workplace Skills

Divide students into two groups. Have one group brainstorm and list all the skills they observed being used during their apprenticeship experience, and the other brainstorm and list all the skills they use at school, both academically and socially. Reconvene and have students compare lists. What skills do they use in school that are used at the workplace? What opportunities do they have in school to further develop workplace skills? Discuss how students can develop workplace skills outside of school.

Seeing is Believing

Have students reflect on their observations during their apprenticeship experience and compare these with their high school experiences and/or expectations. Discuss selected topics (for example, How does workplace communication differ from that at the high school? How does the workplace dress code differ from the school's? How do employees' workspaces differ from students'—and what do students prefer? How does workplace technology differ from the school's?) Have students follow up with suggestions or an essay regarding how schools can prepare them for the transition between school and work.



TOOLS

Building the Classroom Connection

Oral Presentation

Students can complete an oral presentation of their experience for their class. Presentations can include observations about the workplace or the workplace host. Students can present about occupations they observed, skills they observed that were necessary to perform work duties; additional skills identified as desirable or beneficial to this occupation. Valuable presentations also include an analysis of additional necessary training, education and experience or steps that could be taken for students to develop a career pathway for this occupation. As students identify skills for each occupation, a giant or master list of skills can be developed, on which a new skill is added when mentioned and is checked when repeated. Discuss skills that are most common, skills that are often identified as necessary and skills that are most desirable. Have students identify how they can further develop skills listed.

Student Evaluation Meeting

After the students have received their evaluations and you have met with the students and worksite supervisors to discuss them, have a meeting with each student and go over the grading and evaluation rubric and discuss the student's grade.

Personal Action Plan

Have students determine an action plan for their own career. Have them determine what their next steps are in developing their skills, in selecting a formal educational path and in getting exposure in the workplace to experiences that will help them progress toward their goals. Work with them to develop a timeline and benchmarks. Have them identify which activities in their plan will be helpful to them even if their career goal changes.

Interview Anecdotes

Have students get into small groups. Provide common job interview questions to each group and ask each individual to construct a sixty-second story to respond to one of the questions using an experience from their apprenticeship experience to illustrate. These stories should illustrate the answer to the interview question with an anecdote. Have the students participate in interview panels and evaluate their peers.

The Next Step

At the end of the apprenticeship experience, it is important to support students in taking the next step. Whether in the classroom as a group activity, as part of an end-of-program presentation or in a writing assignment, students should be given an opportunity to plan their next step based on the learning they have experienced.

The classroom connection is an important component of any apprenticeship program. As a teacher, you are the partner who can see the whole picture and help the students to make the most of the experience. Take advantage of the classroom environment in order to help students learn from each other's experience and support one another in their growth and development both academically and in the skills and competencies.



FACTS SHEETS

Law Pertaining to Students

Unpaid Work-Based Learning Experiences

Students participating in unpaid work-based learning experiences, such as job shadows, field trips to a workplace and career awareness and exploration activities are not considered employees. Although child labor laws do not apply in these situations, every effort should be made to ensure that students are placed in safe workplaces, receive sufficient training and are doing or observing tasks with adequate supervision. Internships that are unpaid experiences must be carefully structured and closely monitored to ensure that the test of the Fair Labor Standards Act is being met.

Health and Safety

Whether or not a student in a work-based learning experience is considered in an employment relationship, the Occupational Safety and Health Act (OSHA) regulations that apply to the workplace also apply to the student. The school contract and employer have to define the health and safety issues at the work-site and coordinate how the necessary safety instruction will be delivered to students. See the Occupational Safety and Health Administration factsheet in this toolkit for more information.

Tasks Students Can and Cannot Do

The state and federal child labor laws specify the tasks students may and may not do for pay. The chart below indicates the tasks that students can and cannot do at different ages. Different rules apply to agricultural work. OSHA, the federal agency that enforces safety and health laws in workplaces, does not use age as a criterion, so all OSHA standards apply to student employees. See the Occupational Safety and Health Administration factsheet in this toolkit for more information.

¹ US DOL Fact Sheet No. 013, Employment Relationship under the Fair Labor Standards Act

FACTS SHEETS

Tasks 14- and 15-Year Olds

Can Do

- Office and clerical work.
- Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters.
- Cashiering, selling, modeling, artwork, work in advertising departments, window trimming and comparative shopping.
- Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
- Bagging and carrying out customers' orders.
- Errand and delivery work by foot, bicycle and public transportation.
- Clean-up work, including the use of vacuum cleaners and floor waxers and maintenance of grounds.
- Kitchen work, including the operation of machines and devices such as dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders and coffee grinders.
- Work in connection with cars and trucks if confined to the following:
 - Dispensing gasoline and oil.
 - Courtesy service.
 - Car cleaning, washing and polishing.
- Cleaning vegetables and fruits and wrapping, sealing, labeling, weighing, pricing and stocking in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.
- Any other tasks not prohibited by law.

Cannot Do

- Processing occupations such as filleting of fish, dressing poultry, cracking nuts.
- Laundering as performed by commercial laundries and dry cleaning.
- Cooking (except at soda fountains, lunch counters, snack bars or cafeteria serving counters) and baking.
- Occupations in manufacturing, mining or processing.
- Operation or tending of hoisting apparatus or of any power-driven machinery.
- Occupations in connection with
 - Transportation of people or property by rail, highway, air, on water, pipeline or other means.
 - Communications and public utilities.
- Construction, including repair performed on transportation media or at the actual construction site.
- Use of power-driven mowers or cutters.
- Work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
- Work in connection with maintenance or repair of machines or equipment or performed in or about boiler or engine rooms.
- All work requiring the use of ladders, scaffolds or their substitutes.
- Occupations that involve operating, setting up, adjusting, cleaning, oiling or repairing power-driven food slicers and grinders, food choppers and cutters and bakery-type mixers.
- Work in freezers and meat coolers and all work in preparation of meats for sale.
- Loading and unloading goods to and from trucks, railroad cars or conveyors.
- All occupations in warehouses except office and clerical work.
- Anything 16- and 17-year-olds cannot do.



FACTS SHEETS

Tasks 16- and 17-Year Olds

Can Do

- Anything 14- and 15-year-olds can do.
- Occasional and incidental driving of automobiles during daylight hours.
- Cooking including when food is prepared out of plain sight of customers.
- Pump gas at a gas station as well as perform some mechanical work.
- Clean, wash and polish cars.
- Work as a messenger for any telephone, telegraph or other messenger company in the distribution or delivery of goods or messages.
- Sell door-to-door.
- Work in manufacturing or processing (e.g., food processing, commercial laundry, dry cleaning).
- Any other tasks not prohibited by law.

Cannot Do

- Occupations in or about establishments' manufacturing or storing of explosives or articles containing explosive components.
- Driving large vehicles or functioning as an outside helper on large vehicles.
- Coal mining and logging occupations.
- Use power-driven woodworking, metal forming, punching or shearing machines.
- Operate cranes, derricks or hoists.
- Operate power-driven paper processing, meat processing or bakery machines.
- Occupations in roofing, excavation, wrecking, demolition and ship-breaking operations.

Resources

For information on federal laws and guidelines, contact United States Department of Labor Wage and Hour Division at (913) 551-5721.

Other Resources

OSHA Teen Worker's Website <https://www.osha.gov/youngworkers/index.html>

Fair Labor Standards Act and Minimum Wage and Overtime Hours under the Fair Labor Standards Act <https://www.dol.gov/whd/flsa/>

U.S. Department of Labor Website About Teen Workers <https://www.osha.gov/youngworkers/index.html>
<https://www.dol.gov/general/topic/youthlabor/statelaborlaws>

Employment Relationship Under the Fair Labor Standards Act <https://www.dol.gov/whd/regs/compliance/whdfs13>.

Apprenticeship Toolkit

<https://www.dol.gov/apprenticeship/toolkit.htm>