

Career and Academic Connections

A Division of  OKLAHOMA
CareerTech

GUIDE FOR
**Youth/
Pre-Apprenticeship**

WORK-BASED LEARNING
TOOLKIT

*This Guide is
Recommended
for Grades:*





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INTRODUCTION

for Developing Youth/Pre-Apprenticeship

Definition

Youth Apprenticeship/Pre-Apprenticeship is a program designed to prepare individuals to enter and succeed in a registered apprenticeship program. Pre-apprenticeship models allow individuals to master essential basic skills; they are then directly accepted into apprenticeship programs, often receiving credit for prior experience. Basic essential skills could include training in math, literacy, communication and other pre-vocational and vocational skills that are essential for success in a registered apprenticeship program. Through a variety of unique designs and approaches, pre-apprenticeship programs can be adapted to meet the needs of differing populations being trained, the various employers and sponsors they serve and specific opportunities within the local labor market. Pre-apprenticeships have formal relationships with one or more registered apprenticeship programs.

Introduction

What is a youth/pre-apprenticeship? Youth/pre-apprenticeship is an evolving concept in the U.S. with no single, legal definition. Generally, such a program meets the same four criteria of a registered apprenticeship program, but is designed specifically for apprentices who are enrolled as high school students at the start of the program. Because these programs involve high school students, youth/pre-apprenticeship programs typically function as a partnership across employers, high schools and postsecondary institutions. Youth apprenticeship is a cost-effective option because of the tuition-free programs offered to high school students at CareerTech institutions. Recruiting youth early in the talent pipeline will allow students to gain communication, problem-solving and teamwork skills. This facilitates a healthy transition into society and the Oklahoma workforce.

Youth/Pre-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 credentials.

An intermediary can help coordinate the activity of key partners to support employers and the success of apprentices.



TEACHER CHECKLIST

for Youth/Pre-Apprenticeship

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

Before the Youth/Pre-Apprenticeship

- Identify interested and qualified students.
- Make community partner contacts and have them register in **OKCG Connect 2 Business** and/or **Oklahoma Works**. <https://okcg-c2b.kuder.com/> or <https://oklahomaworks.gov/>
- Meet with community partners and discuss expectations for the experience.
- Distribute the **Youth/Pre-apprenticeship Application** and **Youth/Pre-apprenticeship Plan and Agreement**.
- Collect signed and completed **Youth/Pre-Apprenticeship** forms.
- Coordinate and implement orientation activities for students. Train students to prepare them for the youth/pre-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 Youth/Pre-Apprenticeship

- Provide student a time sheet or journal to keep track of the 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 Youth/Pre-Apprenticeship

- Provide opportunities for reflection/journaling throughout the experience.
- Make sure the student and worksite representatives have a chance to complete a **Youth/Pre-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 steps.
- Publicly recognize student work by allowing students to present projects to school board or administration.
- Review the project and plan for the following semester.
- This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



STUDENT CHECKLIST

for Youth/Pre-Apprenticeship

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

Before the Youth/Pre-Apprenticeship

- Complete the **Youth/Pre-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 **Youth/Pre-Apprenticeship Permission** form to be signed.
- Turn in signed **Youth/Pre-Apprenticeship Permission** form.
- Provide any contact information for your worksite supervisor and your teacher that can improve communication.

During the Youth/Pre-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 Youth/Pre-Apprenticeship

- Complete and send thank-you note to worksite supervisor/community partner. Electronic methods are acceptable.
- Complete **Youth/Pre-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.



WORKPLACE CHECKLIST

for Youth/Pre-Apprenticeship

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

Before the Youth/Pre-Apprenticeship

- Indicate your interest in participation in youth/pre-apprenticeship by completing your business profile on **Connect 2 Business** at <https://okcg-c2b.kuder.com>.
- Determine who will be the person working most closely with the students and the teacher.
- Interview and select the student for youth/pre-apprenticeship.
- Inform staff that a student youth/pre-apprenticeship will be at the workplace.
- Review support materials provided by the teacher. This will help guide your role with students for the youth/pre-apprenticeship.
- Provide a workplace orientation for student(s).

During the Youth/Pre-Apprenticeship

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

After the Youth/Pre-Apprenticeship

- Complete the **Youth/Pre-Apprenticeship Evaluation** and send it to the school.



BEFORE

the Youth/Pre-Apprenticeship

Identify interested and qualified students.

Youth/pre-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. An application process lets students know what you expect from them and what they can expect from the program.

Prior to students requesting youth/pre-apprenticeships they should become familiar with their skills and attributes by completing the **OKCG Assessments**. The assessments and the supporting classroom activities will help students to become conscious of the skills they have and those they need to continue to develop.

Make industry partner contacts.

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

If you need help to locate industry partners, use the **Connect 2 Business** at **OKCareerGuide.org**. If you are making contact with new businesses 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 **Youth/Pre-Apprenticeship Contract** that will be signed by student, parents/guardians and workplace partner. Provide the industry partner with an orientation to the **Youth/Pre-Apprenticeship Evaluation** tool and the other supporting documents included in this guide.

Secure placements for students.

In many on-the-job training programs, students may 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. The youth/

pre-apprenticeship program is typically not a paid program, but can be used as an avenue to move into a paid apprenticeship program.

Distribute the 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 **Work-Based Learning Permission Form** and the agreement to roles and responsibilities outlined in the **Work-Based Learning Contract** clarify up front what is expected of all partners. Sign documents yourself and distribute the documents to students, parents/guardians and workplace partners.

Coordinate and implement orientation activities for students.

Students benefit more from work-based learning 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 **Work-Based Learning 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 youth/pre-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 youth/pre-apprenticeship program. The **Youth/Pre-Apprenticeship Grading Rubric** allows you to set priorities for evaluation so students understand how their work will be measured and reflected in their grade. The components do not have to be weighted exactly the same for all students. This rubric and the process of discussing with each student his/her own particular learning needs allow for fair evaluation of students within the youth/pre-apprenticeship framework.



BEFORE *(continued)*

the Youth/Pre-Apprenticeship

Determine a communication strategy for the experience.

Communication between all partners is critical for success. Sharing email 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 appointments for their workplace orientations. At these orientations, students will also discuss their learning objectives with their worksite supervisors.

Collect signed work-based learning permission forms and work-based learning contracts from enrolled students. Keep these in your files until the end of the semester.

These documents are important to have on hand as they are the legal supports for having students participate in off-campus learning opportunities.

Review *Building the Classroom Connection*.

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.

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 youth pre-apprenticeship continues to be important throughout the experience. 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 youth/pre-apprenticeship learning experience.



DURING

the Youth/Pre-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 youth/pre-apprenticeship site. Keep them informed of the academic concepts students are working with at school so that youth/pre-apprenticeship opportunities can reinforce student learning.



AFTER

the Youth/Pre-Apprenticeship

Provide opportunities for reflection throughout the experience.

It is important that students are given an opportunity to reflect before, during and after their youth/pre-apprenticeship learning project so they may shape the course of their learning and adjust their ICAPs 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 noncontributing 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 youth/pre-apprenticeship learning. This documentation validates the experience and can be included in student portfolios.

Make sure that the documentation is uploaded to **My Documents** in **OKCareertGuide.org**. It 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 a fillable form that are separate documents that can be uploaded to other sources to be filled out by students and workplace partners.



TOOLS

Teacher Checklist for Youth/Pre-Apprenticeship

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

Before the Youth/Pre-Apprenticeship

- Identify interested and qualified students.
- Make community partner contacts and have them register in **OKCG Connect 2 Business** and/or **Oklahoma Works**. <https://okcg-c2b.kuder.com/> or <https://oklahomaworks.gov/>
- Meet with community partners and discuss expectations for the experience.
- Distribute the **Youth/Pre-Apprenticeship Application** and **Youth/Pre-Apprenticeship Plan and Agreement**
- Collect signed and completed **Youth/Pre-Apprenticeship** forms.
- Coordinate and implement orientation activities for students. Train students to prepare them for the youth/pre-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 Youth/Pre-Apprenticeship

- Provide student a time sheet or journal to keep track of the 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 Youth/Pre-Apprenticeship

- Provide opportunities for reflection/journaling throughout the experience.
- Make sure the student and worksite representatives have a chance to complete a **Youth/Pre-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 steps.
- Publicly recognize student work by allowing students to present projects to school board or administration.
- Review the project and plan for the following semester.
- This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



TOOLS

Student Checklist for Youth/Pre-Apprenticeship

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

Before the Youth/Pre-Apprenticeship

- Complete the **Youth/Pre-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 **Youth/Pre-Apprenticeship Permission** form to be signed.
- Turn in signed **Youth/Pre-Apprenticeship Permission** form.
- Provide any contact information for your worksite supervisor and your teacher that can improve communication.

During the Youth/Pre-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 Youth/Pre-Apprenticeship

- Complete and send thank-you note to worksite supervisor/community partner. Electronic methods are acceptable.
- Complete **Youth/Pre-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.



TOOLS

Workplace Checklist for Youth/Pre-Apprenticeship Application

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

Before the Youth/Pre-Apprenticeship

- Indicate your interest in participation in youth/pre-apprenticeship by completing your business profile on **Connect 2 Business** at <https://okcg-c2b.kuder.com>.
- Determine who will be the person working most closely with the students and the teacher.
- Interview and select the student for youth/pre-apprenticeship.
- Inform staff that a student youth/pre-apprenticeship will be at the workplace.
- Review support materials provided by the teacher. This will help guide your role with students for the youth/pre-apprenticeship.
- Provide a workplace orientation for student(s).

During the Youth/Pre-Apprenticeship

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

After the Youth/Pre-Apprenticeship

- Complete the **Youth/Pre-Apprenticeship Evaluation** and send it to the school.



TOOLS

Youth/Pre-Apprenticeship Application

References

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

a. _____

b. _____

c. _____

Transportation

What means of transportation will you use to get to and from your youth/pre-apprenticeship?

Personal vehicle Parent driving Parent's vehicle

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

Youth/Pre-Apprenticeship Plan and Agreement

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

School:			
Address:			
City:		State:	ZIP:
Phone Number:			

	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

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

Company/ Business Name:		Phone:	
Address:			
City:		State:	ZIP:
Worksite Mentor:		Title:	
Student Work Schedule (Days and Hours):		Start and End Date:	
Copy of Background Check: Worksite Mentor <input type="checkbox"/> Yes <input type="checkbox"/> No			



TOOLS *(continued)*

Youth/Pre-Apprenticeship Plan and Agreement

Based on the work-based learning type, complete the following:

Technical Skills/Competencies (Hazardous 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.

Occupational Safety Competencies

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

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



TOOLS *(continued)*

Youth/Pre-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 be punctual, dependable and loyal.
- Notify the employer and the coordinator as soon as possible if he or she is 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 youth/pre-apprenticeship plan/agreement developed by the teacher, coordinator and employer.

The teacher/coordinator agrees to:

- Prepare, with assistance of the training supervisor, a youth/pre-apprenticeship plan/agreement.
- Revise the youth/pre-apprenticeship plan/agreement as needed to improve the student's work experience.
- Visit the student on the job as often as appropriate to the youth/pre-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 youth/pre-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 work-based learning experiences.
- Abide by the youth/pre-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 youth pre-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.

TOOLS *(continued)*

Youth/Pre-Apprenticeship Plan and Agreement

The employer agrees to (continued):

- 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) employment 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 criminal background checks.
- Maintain confidentiality of student information in accordance with state and federal law.

If this agreement is for a paid Youth/Pre-Apprenticeship Learning Placement, the employer certifies that this student is covered by workers' compensation insurance; otherwise the student and school assume insurance coverage.

Signatures	Date
Employer:	
Principal:	
Student:	
Youth/Pre-Apprenticeship Coordinator (if applicable):	
Teacher:	
Parent/Guardian:	

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

- Employer
- Youth/Pre-Apprenticeship Coordinator
- Principal
- Teacher(s)
- Student
- 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 to discuss 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 email 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 Youth/Pre-Apprenticeship Contacts

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

Purpose of Visit:

- Observation of student
- Evaluation
- Other: _____
- Visit with worksite mentor
- Problem situation

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

Date of Visitation	Person Making Visit	Observations/Suggestions/Recommendations



TOOLS

Youth/Pre-Apprenticeship Evaluation by Student

Student Responsibility

Turn in this form to the teacher or youth/pre-apprenticeship coordinator at the end of the youth/pre-apprenticeship experience.

Student's Name:	
Employer:	Contact Person:
Date Youth/Pre-Apprenticeship Began:	Date Youth/Pre-Apprenticeship Ended:

Please rate your work-based learning experience:	Poor	Needs Improvement	Average	Good	Excellent
Related to my career goal					
Helped in planning my career					
Still interested in this career					
Received guidance and direction from the WBL supervisor on-site					
Used time wisely					
Assigned appropriate amount of work expected; appropriate quality of work					
Emphasized work ethics					
Provided work-based learning experience as outlined in agreement					
Was of sufficient length					
Was a positive experience overall					

Remarks:

TOOLS

Youth/Pre-Apprenticeship Employer and Coordinator Evaluation Report

Student's Name:		Grade Level:
School:	Program:	
Employer:	Contact Person: and Phone Number: ()	
WBL Start Date:	WBL Ending Date:	

Student Responsibility

Turn in this form to the teacher or youth/pre-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 or youth/pre-apprenticeship coordinator. Thank you.

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

	1	2	3	4	5
Attendance/Punctuality					
Cooperation					
Appearance					
Adaptability/Flexibility					
Attitude					
Relations with Co-Workers					

	1	2	3	4	5
Dependability					
Time Management					
Initiative					
Quality of Work					
Following Directions					
Quantity of Work					

Remarks:

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

Earnings

(If Applicable) Total Hours: _____ x Hourly wage: _____ = Total Gross Earnings: \$ _____

SIGNATURE OF SUPERVISOR

DATE



TOOLS

Youth/Pre-Apprenticeship Permission Form

I hereby give permission for _____

to participate in the youth/pre-apprenticeship activity from ____/____/____ to ____/____/____
(Dates)

____:____ a.m./p.m. to ____:____ a.m./p.m.
(Times)

I understand this work-based learning activity will require the student to make up work for classes missed during this activity at _____ high school.

Transportation will be (check one): Public transportation By private auto
 By 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

Youth/Pre-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 youth/pre-apprenticeship experience.

You may write about anything that relates to your experience in school or at the youth/pre-apprenticeship or about experiences outside school that relate to the you that 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 after the youth/pre-apprenticeship is what you did compared 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 youth/pre-apprenticeship, though it is not a private journal. Your teacher will collect and check your journal as proof of your youth/pre-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 *(continued)*

Youth/Pre-Apprenticeship Journal

Journal Prompts

- Describe one job, person or department at your youth/pre-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 youth/pre-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 youth/pre-apprenticeship.
- Write a dialogue between yourself and someone at your youth/pre-apprenticeship that deals with a personal conflict.
- Describe in detail your youth/pre-apprenticeship site—the site, the location and the general surroundings. What are your duties and responsibilities? Approximately how much time did you spend 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 OKCG 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 and create accounts if they do not have them or take the skill assessments again.

After the students have finished the skills assessment, ask how many of them had a range of skills (e.g., 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 community service or volunteer work.

Lead the students in a discussion about the skills assessment.

Questions for discussion

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

TOOLS

Optional Youth/Pre-Apprenticeship Evaluation

_____ Schools appreciates your feedback and reflection on youth/pre-apprenticeship. 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:	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The materials I received were helpful for preparing and supporting the experiences.					
The guide was helpful in planning and coordinating this experience.					
I found the OKCG skills activities helpful in guiding my work.					
I understand how academics connects to activities experienced at the workplace.					
Program materials in the toolkit were helpful for preparing and supporting worksite supervisors/partners.					
I understood my role in working with the teacher.					
I understood my role in working with the worksite supervisor.					
I understood my role in working with the student.					
I received adequate support from the teacher.					
I received adequate support from the supervisor.					
I was able to get help from student, teacher and/or supervisor.					
I was successful in managing my time in all aspects of this experience.					
The classroom was used to support reflection of workplace experiences through activities and supportive lessons.					
Activities at the workplace were interesting and challenging.					
I enjoyed this experience and would like to offer/participate in youth/pre-apprenticeship again.					

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

Additional Comments:



TOOLS

Laws 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 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 worksite and coordinate how the necessary safety instruction will be delivered to students. See the Occupational Safety and Health Administration fact sheet 1 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 following chart 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 fact sheet in this toolkit for more information.

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

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.

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 further information or answers to specific questions regarding state law, visit the Oklahoma Department of Labor Child Labor Unit website at https://www.ok.gov/odol/Employment_Issues/Child_Labor/index.html

For information on federal laws and guidelines, contact the U.S. 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.pdf>