



A SCHOOL'S GUIDE TO STARTING AN APPRENTICESHIP PROGRAM FROM THE IDAHO DEPT. OF LABOR:

School to Registered Apprenticeship Program

Career opportunities exist for students to start apprenticeships while in high school (usually 11th or 12th grade). School to Registered Apprenticeships are partnerships between schools and employers and include providing paid, on-the-job training combined with online and/or classroom instruction at a nearby high school or community/technical college. Students may simultaneously earn a diploma, college credits and industry-recognized credentials.

Contact your regional apprenticeship coordinator to learn more about starting a successful program.

<https://www.labor.idaho.gov/dnn/Job-Seekers/On-the-Job-Training/Apprenticeships/Employers>

A successful program:

- Uses instructional curriculum and job training plans developed by the employer, high school and post-high school technical instructional staff. Together, this team determines what skills each student will learn and the number of hours spent learning each task.
- Invites and encourages interested students to apply regardless of academic performance, work experience or financial means.
- Works with employers who provide student apprentices guaranteed full-time employment with benefits and guaranteed wage increases upon graduation.
- Requires student participants to continue classroom instruction at a local community college, with the employer paying a portion or all of the tuition and fees.
- Provides training for more than 800 careers and occupations. Students receive a U.S. Department of Labor Certificate of Completion. These credentials, recognized by industry professionals nationwide, identify an individual as highly skilled.

(Idaho Department of Labor, 2020)



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Steps for Starting an Apprenticeship Program

1. Research Industries in the Area

- Identify in-demand jobs in your region and search for relevant industries within a reasonable radius from your school, where most students would be able to transport themselves.
- Select industries and invite them to serve on technical advisory committees. Ask the industries if they offer opportunities for students: tours, job shadowing, internships, pre-apprenticeships, and/or apprenticeships.
- Seek out specific industries in areas of student interest for which your school has no existing classes or technical education programs.
- Host an open house for interested industries, students and their parents, technical education instructors, and school counselors.
- Seek out virtual opportunities for apprenticeships, such as cyber security or information technology companies.

2. Partner with a Company

- Develop a list of companies who practice a specific trade in a skill area.
- Work with companies to identify what the school can do to make a program easy to join and manage.
- Personally contact each company on your list.
- Highlight the benefits of apprenticeships for employers, while also making them aware of all responsibilities. Some benefits to highlight include greater employee retention, ability to tailor training programs, produce your own talent and saving money on an apprentice's wages while they are training.
- Hosting a student apprentice is a demanding commitment, so begin to develop a strong partnership with the companies that are ready to begin this process. It could be useful for a company to start by hosting site tours for students, having professionals allow students to do job shadows, and sending guest speakers to schools. Building this type of employer-school relationship can ease the transition to an apprenticeship relationship later.

3. Recruit Student Apprentices

- Reach out to students with information about apprenticeships, especially students who have completed some technical classes.
- Give a brief presentation about apprenticeships in technical classes.
- Hang flyers in the school that highlight the benefits of apprenticeships.
- Ask teachers to show a promotional video, such as this one from <https://idahoapprenticeships.org/employer-apprenticeships/>
- Invite current apprentices and/or professionals who have completed an apprenticeship program to speak to students in technical classes or in a school-wide presentation.
- Partner with guidance counselors. Request that they notify you if they learn of a student who has interest in an area in which your school has no technical education programs or classes.
- Host an open house for interested students and their parents, technical education instructors, counselors, and industries.



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4. Provide Student and Parent Orientation

- Meet with interested students and their parents/guardians to discuss the commitment of an apprenticeship program.
- Discuss the potential career with the student and the tasks they will be expected to learn and complete.
- Discuss the student's personal strengths and weaknesses and whether the apprenticeship is a good fit for the individual. This conversation could follow-up on a skills and interests survey, such as the FutureFindr from Next Steps Idaho. <https://nextsteps.idaho.gov/future-finder#!/welcome>
- Discuss the student's career goals with the student and their parents/guardians and how the apprenticeship can help them achieve their career goals.
- Ensure that the student has met all prerequisite skills and/or passed any prerequisite classes needed for the apprenticeship.
- Discuss appropriate clothing, professional behavior, and other soft skills that will be valuable at the work site. These modules from Idaho Digital Learning Alliance and the Idaho Workforce Development Council may be helpful. <https://wdc.idaho.gov/soft-skills-training/>
- Find out if the student and/or student's family will be able to provide transportation to the work site. The student may need assistance with transportation and/or other reasonable accommodations at the work site.

5. Work With Your Regional Apprenticeship Coordinator to Develop an Employer Agreement

- Inform the employer about qualities needed for an apprenticeship mentor at the work site and assist the employer to identify a mentor. The mentor should be skilled in both their craft and teaching/mentoring. The mentor should also have a disposition for working with young people.
- Consider providing formal training for mentors and employers, especially if setting up multiple apprenticeships.
- Working with your regional apprenticeship coordinator write an agreement that explains training competencies and goals of the apprenticeship and outlines the role of the employer and the role of the school. Both the company and the school should sign the agreement.

6. Build a Process for Application and Prerequisites

- Determine prerequisites for applicants, such as GPA, passing grades in relevant classes, attendance rate, and/or ability to provide their own transportation. Transportation may be a barrier for a student who would otherwise qualify for the apprenticeship, and some schools or employers have provided a transportation shuttle.
- The application process may include written questions for the applicant, teacher recommendations, and/or an interview with the student. The interview can be valuable to match personality, skills, and employer expectations to the applicant.

7. Write a Training Plan for Student Apprentices and Seek Approval

- The Student Apprenticeship Training Plan should be based on industry standards and include prerequisites, industry competencies, academic training that is tied to academic standards, and the process for evaluation. This plan should be developed in conjunction with participating industries. The school should also determine what academic credit the student will earn through completing the apprenticeship.



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- Here is a sample of Training Plan components from the Ohio Department of Education:

Written Plan: The program must have an organized, written plan (program standards) embodying the terms and conditions of employment, training, and supervision of one or more apprentices in an apprenticeable occupation. Some of the key components required in program standards are provisions that address:

- (1) The employment and training of the apprentice in a skilled occupation; the identified term of apprenticeship, whether completed as a time-based, competency-based or hybrid (and combination of time and competency) program;
- (2) An outline of the work processes in which the apprentice will receive supervised work experience;
- (3) Provision for organized, related instruction in technical subjects related to the occupation;
- (4) A progressively increasing schedule of wages;
- (5) Periodic review and evaluation of the apprentice's performance on the job and in related instruction;
- (6) A numeric ratio of apprentices to journeyworkers consistent with proper safety and supervision;
- (7) A probationary period reasonable in relation to the full term of apprenticeship;
- (8) Adequate and safe equipment and facilities for training;
- (9) Minimum eligibility requirements;
- (10) The placement of an apprentice under a written Apprenticeship Agreement;
- (11) The granting of advanced standing or credit when applicable;
- (12) The ability to transfer an apprenticeship from one program to another;
- (13) Recognition for successful completion of apprenticeship (Completion Certificate)

(Ohio Career & Technical Education, 2015)

8. Execute the Plan

- Set up a schedule of the student's work days at the worksite, considering how much time the apprentice needs to learn the necessary skills as explained in the Student Apprenticeship Training Plan. The student's schedule will depend on the employer's schedule and business hours. The apprentice's schedule should align with working conditions at the worksite.
- Visit the employer at the work site before the apprentice begins employment. Discuss the employer's questions. Preview the worksite and discuss with the employer how the student's safety will be prioritized. Discuss any accommodations the student may need and how they can be met. Discuss legal issues, risk management, health insurance, and accident coverage.
- Make sure that the apprentice is enrolled in classes that coordinate with skills needed at the worksite, such as the appropriate math level. It may be necessary for the apprentice to receive tutoring in skills that are not taught at either the worksite or the school.



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9. Supervise, Evaluate, and Reflect

- Check-in regularly with the student, ideally on a weekly basis. Ensure that the student is making adequate progress, conducting themselves professionally, and feels that their employer is adequately providing them with the learning opportunities as outlined in the training plan.
- Regularly connect with the mentor as well, to discuss the progress of the student and the employer's satisfaction with the program.
- Set formal checkpoints with the student and the mentor to evaluate the student's skills and competencies related to the industry standards. Use these evaluations to guide and modify the student's short-term training experience.
- Complete a final evaluation and/or assessment of how well the student achieved the competency goals in the training plan. Assist the student in identifying specific skills they have mastered that they can use to obtain a registered apprenticeship, job, or higher education.
- Seek feedback about the apprenticeship program with the employer, mentor, and student; use the feedback to identify areas of improvement for future apprenticeships.
- Formally thank the employer and encourage the apprentice to do so as well. The school may choose to present the employer with a certificate.
- Advertise successful completion of the apprenticeship in the news and community. The employer can receive recognition and promotion in the community, and other companies may become interested in joining the apprenticeship program in the future.

References

Idaho Department of Labor. (2020). Apprenticeship Services for Educators. Retrieved 26 June 2020, from <https://www.labor.idaho.gov/dnn/Job-Seekers/On-the-Job-Training/Apprenticeships/For-Educators>

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