

Office of
**Work-Based
Learning**

DELAWARE
TECHNICAL COMMUNITY
COLLEGE

DELAWARE EMPLOYER PLAYBOOK



**Best
Practices
For
Work-Based
Learning**

INTEGRATING STUDENTS INTO THE WORKPLACE

Office of Work-Based Learning

DELAWARE
TECHNICAL  COMMUNITY
COLLEGE



DELAWARE EMPLOYER PLAYBOOK

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Letter from Mark Brainard

Delaware Technical Community College (Delaware Tech), in partnership with our Delaware Pathways partner organizations, is committed to expanding education and employment opportunities for all Delawareans. We know that connecting youth to early work experiences can have a positive impact on their interest in continuing education, subsequent employment, and future earning potential. We also know that an employer's ability to effectively on-board diverse talent contributes to their annual growth and the state's economy.

To help grow our state's talent pipeline, we established the **Office of Work-Based Learning (OWBL)** at Delaware Tech in 2017 to serve as an intermediary between school districts and employer partners. The OWBL collaborates with schools to create and promote a continuum of work-based learning opportunities and provides support to employers by building capacity to on-board young talent into the workforce.

This Playbook aims to empower employers to develop their future workforce—and to ensure school districts and community partners have the support they need to develop industry and employability-skills before they graduate from high school. I encourage you to learn more about work-based learning, contact the OWBL, and find the right opportunities for your organization to get involved.

Dr. Mark Brainard

President, Delaware Technical Community College



What is Delaware Pathways?

- Delaware Pathways stems directly from the “Delaware Promise,” a commitment that by 2025, 65% of Delaware’s workforce will earn a 2- or 4- degree or professional certificate, matching the percentage of Delaware jobs requiring one.
- Delaware Pathways works hand-in-hand with key government and business partners to identify key Delaware industries with a growing shortage of skilled workers, and create Pathways to meet those future needs.
- Delaware Pathways recognizes four-year and two-year degrees and industry certifications with equal importance and weight, especially since Delaware’s skills gap has identified significant needs in low- and middle-skill jobs.

Key Employer-based Elements to Pathways:

- Alignment with a demand-driven occupation
- Influence a course sequence and instructional outline
- Opportunities to earn industry-recognized credentials
- Work-based learning experience prior to being hired
- Employer/Industry knowledge and best practice sharing for teachers

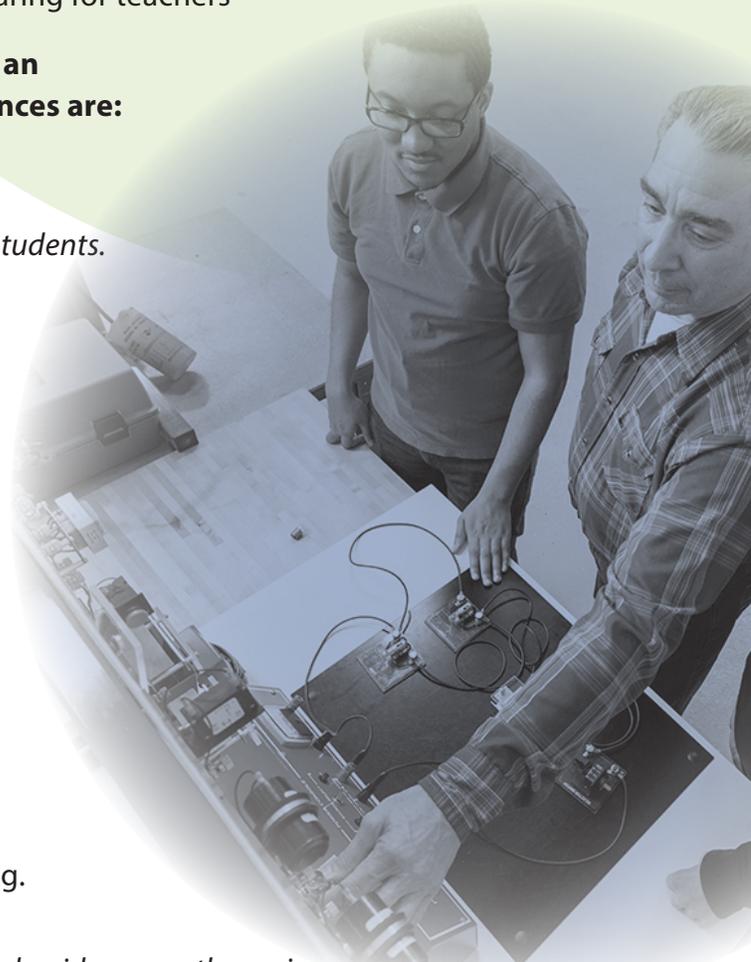
The top three program aspects directly impacting an employer’s ability to offer immersive WBL experiences are:

- *Soft skills and professionalism training for students*
- *Training and resources for employers*
- *Online platform to post activities and find interested students.*

A goal of the Office of Work-Based Learning is to remove restrictions and relieve employer staff and teacher challenges to WBL by:

1. Serving as consistent point of contact for schools and districts, knowing who to approach with questions and help direct actions.
2. Setting clear expectations, roles, and responsibilities for all involved (i.e., school, student, employer), through project oriented agreements and guidelines.
3. Working with schools and their respective Career & Technical Education (CTE) leaders to ensure students are ready to work in a professional setting.

The Employer Playbook provides detailed information and guidance on the various ways your business can engage with students – Employers have a meaningful and important role to play in the lives of Delaware students and in shaping your, and Delaware’s, next generation workforce.



Value Proposition for Work-Based Learning

Companies work for a return on investment, individuals work for a return on family and community. Engagement in the Delaware Pathways Work-Based Learning program is about both.

- Delaware is Reinventing the Way it Prepares Young People for the World through Career Pathways
- Pathways is executed through collaborative efforts with the Delaware Dept. of Education, Delaware Dept. of Labor, Delaware Technical Community College, The Delaware Workforce Development Board, Rodel and United Way
- This collaborative effort connects K-12 public education, and higher education, with state and regional employment needs, creating Work-Based Learning partnerships
- Work-Based Learning is a model for enhancing classroom learning by connecting it directly to the workplace. Work-Based Learning is a key strategy for workforce development, facilitating a globally competitive educational system
- Alters the perception that school is the central place for learning by providing students with experience-based opportunities
- Employers play a critical role in students' career readiness and there are many meaningful ways to be involved
- Work-Based Learning experiences enable students to feel confident and prepared for their future, and employers gain a talented pool of homegrown job applicants they helped generate

Employers Benefit from Student Interaction:

- Create Your Future Workforce – Don't let retirements and lack of qualified candidates prohibit success
- Build a Stronger Community – A strong educational institution serves your workforce, their families, and the state's economic vitality
- Employee Culture and Morale – Employees benefit through mentoring students creating higher morale and improved work culture, ultimately leading to increased productivity
- Business & Community Networking – Build relationships and connections, shared interests and goals, increased awareness
- Giving Back – Provide employees opportunities to give back and volunteer, and share experiences and knowledge to our next generation



Schools Benefit from Employer Interaction:

- Ensure Pathway Program Relevance & Quality – Match your needs with instruction taught, provide workplace expectations and clarify needs
- Keeping Teachers Current – Share Industry best practices and technology advancements
- Community Advocate – Drive economic development through your support of education and Work-Based Learning partnerships
- Challenge the Status Quo – Education can suffer from rules and practices which may no longer be relevant in a globally competitive environment; Work with Pathways and enable Work-Based Learning to help lead Delaware education in the 21st century

Students Benefit from Employer Interaction:

Awareness

Inform students of jobs and careers available within programs of study and fields of interest

Exploration

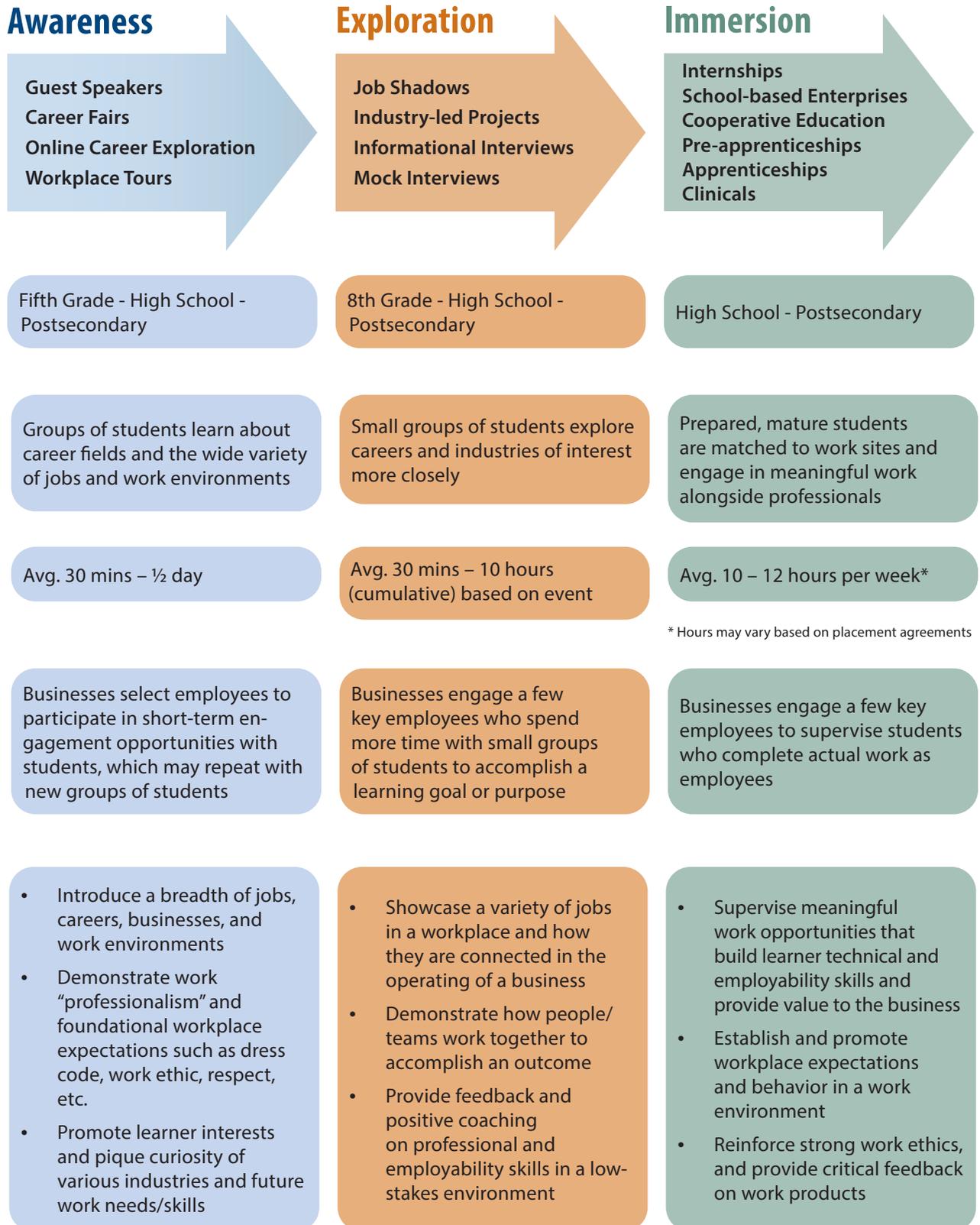
Engage students with your workplace, lead and share practices and expectations

Immersion

Teach through experience; Internship, collaborative and cooperative activities

What is the Right Kind of Engagement for My Business?

Businesses experience the best results when their goals for engagement align with the desired learning outcomes for students.. The following model is designed to give an overview of various types of engagements:





Awareness



Exploration



Immersion

Getting Started

What kind of time commitment, employee participation, and desired goals matter most to you and your business? The following information can help Employers plan more effectively while considering your engagement interests.



Awareness

Employers focus on helping students become more aware of different career options available at their organization and the general world of work they perform.

This includes serving as guest speakers in classrooms or at events and opening your business to tours.

Guest Speakers

Employees from your organization visit a classroom or hold a virtual conversation with students to share their expertise and personal experience.



Audience

Primarily middle and high school students



Typical Duration

Average 30 to 60 minutes per class. Depending on the number of repeated class sessions, total duration may last between 30 minutes to 1/2 day.



Goals

- Expose students to a breadth of careers, jobs, companies, and work environments.
- Share information and expectations of a professional workplace, such as dress code, work ethic, performance, activity level, typical interactions etc.
- Encourage students to learn more by exploring the jobs and skills in your industry that interest them.
- Encourage students to ask questions and to learn more about what is needed to be hired for different careers.



Time Commitment

One or more employees spend one hour or 1/2 day visiting one or more classrooms. Employees discuss topics such as:

- Skills required in their industry and specific careers and types of jobs
- Career paths typically taken by those in the field
- Tools, materials and equipment used
- Workplace environment and expectations.



Preparation

Professionals provide a few sentences about their jobs, career ladders and industry to teachers, who can introduce ideas and additional learning activities with the students in advance.



Follow-up

Students have the option of writing about what they learned and sharing their takeaways with the professional. Teachers and professionals may discuss additional ways to help interested students learn more. This may include sharing workplace pictures, visiting again and bringing workplace tools or uniforms, or arranging a workplace tour.



Career Fairs

Workplace professionals showcase their careers, career paths, and employability skills to students for the purpose of improving their awareness of career options and the steps necessary to attain them. Professionals bring equipment or other hands-on activities to an exhibit space, set up an interactive booth or display, and bring volunteers who can speak about a variety of careers and career paths.



Audience

Middle, high school, or postsecondary students



Typical Duration

3 – 6 hours, plus planning



Goals

- Expose students to a breadth of careers, jobs, companies, and work environments in your industry.
- Enable students to practice key professional networking skills including dressing professionally, greetings, personal introductions, and maintaining a conversation with professionals.
- Share information and expectations of a professional workplace, such as dress code, work ethic, work performance, activity level, typical interactions, etc.
- Encourage students to learn more by exploring the jobs and skills in your industry that interest them. Encourage students to further explore careers through potential work-based learning engagements that will immerse them in various professional workplaces.



Time Commitment

One or more employees spend a half day or full day showcasing their careers, answering student questions, and engaging students in hands-on activities. Depending on the number of attendees, multiple employees may switch out through the course of the fair. Employees discuss topics such as: the skills required in their industry and specific careers; career paths typically taken by those in the field; the tools, materials and equipment used; and, the workplace environment and expectations.



Preparation

Professionals will

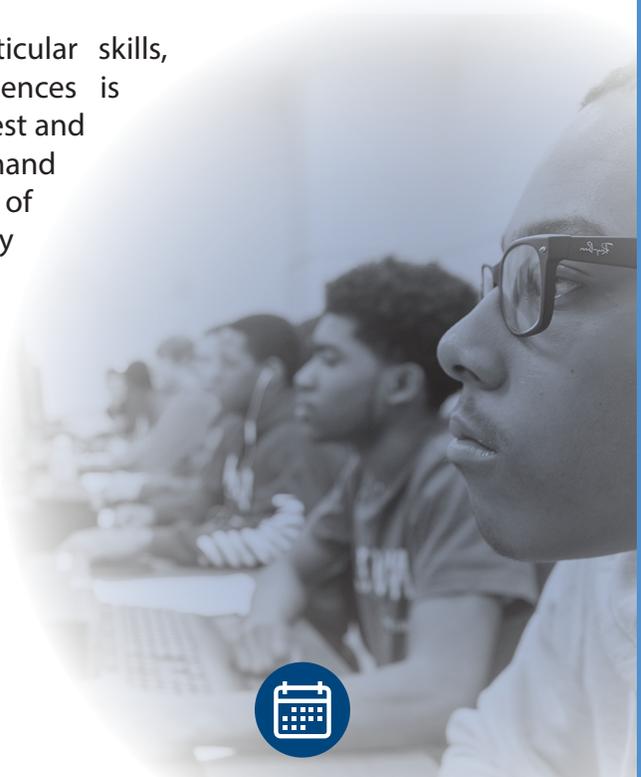
- Determine the careers they will showcase,
- Recruit volunteers from their organizations, and
- Communicate these careers to the career fair organizers to share with participating students in advance

Students will review the careers to be showcased, identify those that interest them, and conduct preliminary research to help them prepare questions in advance.



Follow-up

Students write an essay about what they learned and share it with their teachers. Students write thank you notes to professionals who participate and share what they found most interesting. Teachers and professionals may discuss additional ways to help interested students learn more through follow-up activities. This may include informational interviews or arranging a workplace tour.



Online Career Research

Information pertaining to the type of work, particular skills, specialized knowledge, and recommended experiences is compiled and posted online to facilitate student interest and research. Content is specific to high-skill, high-demand careers in Delaware and is intended to inform students of career options that may appeal to them, but which they may not otherwise be familiar.

This information provides students improved access to in-demand careers and the steps necessary to successfully attain them. It is beneficial to the employer and the economy by increasing the pool of a skilled workforce and improving public awareness of critical career opportunities.



Audience

Middle, high school, or postsecondary students



Typical Duration

Average 2 – 3 hours for initial content compilation and review, plus annual content review for updates. Information is compiled at the discretion of the professional and may be updated annually or as needed.



Goals

- Promote academic, technical, and employability skills by promoting identified high-skill, high-demand careers for Delaware’s growing economy.
- Expose students to a breadth of careers, jobs, companies, and career pathways, which are available locally and statewide.
- Encourage students to learn more about their interests by exploring the jobs and skills through research and review.



Time Commitment

Employers participate in Delaware Pathways Industry Councils to inform the development and promotion of high-skill, high-demand careers. Annually, provided information will be reviewed and approved or edited as necessary to remain current. Non-Industry Council members may also suggest or submit content for review contacting the Office of Work-based Learning.



Preparation

Professionals collaborate with a Delaware Pathways Industry Council to select key in-demand careers that are strategically important for the state, compile relevant information regarding career pathways, necessary skills, postsecondary education, and work experience.



Follow-up

Professionals annually review online content for accuracy, relevance to the growing and changing Delaware economy, and completeness of content. Students write an essay about what they learned and share it with their teachers. Teachers and professionals may discuss additional ways to help interested students learn more through follow-up activities. This may include informational interviews or arranging a workplace tour.



Workplace Tours

Classes or small groups of students visit work sites. These tours are supervised and designed for students to see and learn about various jobs, equipment, and skills needed for a particular profession. Students learn about the company, as well as positively interact with employees and observe the work performed by people in those jobs.



Audience

Primarily middle and high school students



Typical Duration

Average 1 - 2 hours



Goals

- Expose students to a breadth of jobs within the company, multiple departments, and work functions.
- Introduce students to the company's values, objectives, and culture.
- Set expectations for the workplace, such as dress code, work ethic, respect, etc., while modeling these expectations in the students' presence.
- Encourage students to increase their knowledge base by engaging in meaningful conversations with employees and asking questions relevant to their job.



Time Commitment

Multiple employees allocate 10-20 minutes introducing students to their department, team, and workspace. Employees discuss topics such as: the skills required in their jobs; the career paths taken by those in their team; the tools, materials and equipment used; and how teams or departments interact with one another as part of the larger company.



Preparation

Employers provide basic information about their industry field, their company, and the various departments or functions involved. Teachers should use previously provided information to prepare students by establishing behavioral expectations and frame work assignments, including writing questions to ask while touring, as well as observations to make and then describe upon returning to the classroom.



Follow-up

Students write about what they learned and share their takeaways with the company. Teachers and employers may discuss additional ways to help interested students learn more. This may include job shadows or informational interviews.



Exploration

Employers focus on exposing students to their workplace through active, shared engagement. This includes engaging in mock-interviews, facilitating team or classroom projects, and offering to host job shadowing experiences at your workplace for students.





Audience

Middle, high school, or postsecondary students



Typical Duration

Average 30 minutes - 2 hours for employees and up to 8 hours total for the company



Goals

- Introduce students to a few jobs within the company or department and the work functions each perform.
- Provide an engaging activity or challenge to help students understand the decisions/work functions of a team or department.
- Provide time for students to discuss and debrief their observations of various work functions, interpersonal communications, workplace challenges and norms and provide clarifying comments or answers to those observations.
- Encourage students to talk with multiple employees and ask questions about career paths, educational requirements, and job functions.

Job Shadows

A small group of students, visit your organization to observe actual work processes and employee discussions on work assignments and directives. Students rotate through two or more worksites/stations while shadowing company representatives.



Time Commitment

Designated employees spend 30 minutes – 2 hours introducing students to their work functions, team, and workspace. Depending on the number of students and desired arrangements, this introductory time may repeat as students rotate through different work sites. Optimally, shadow placements are a 1-1 or 2-1 student/employee ratio. Employees actively showcase current projects and invite students to explore and consider decisions being made, external factors, and the expertise of the employees completing the work. Participating employees provide some type of pre-determined activity to help students engage in a project related to their work.



Preparation

Employers provide workplace expectations and basic information about the company and department where students will shadow. Prior to shadowing, employers and teachers discuss workplace activities for students. Teachers should prepare students to dress and engage professionally, ask informed questions, and make observations.



Follow-up

Students may write about their experiences and observations, including their assignments, company culture and workplace norms, and what they learned from shadowing employees. Students write thank you notes to professionals who participate and share what they found most interesting. Teachers and employers may discuss additional ways to help interested students learn more. This may include informational and mock interviews, industry-led projects, or internships.

Industry-led Projects

Employees collaborate with teachers to design a challenge or project related to their work and responsibilities. The project may span over multiple weeks as the professional provides technical knowledge (virtually and/or in person) and responds to student questions related to the technical aspects of the challenge or project. Engagement may culminate with the professional listening to student or team presentations at the conclusion of the project. During the project, students may collect information, model decision-making or creative processes, design and weigh feasible solutions, and present their findings through oral and visual means. A project may be assigned to multiple student teams simultaneously. Each student team can present their conclusions to the Employer at the end of the project timeline.



Audience

Middle, high school, or postsecondary students



Typical Duration

Average 6 - 10 hours (cumulative)



Goals

- Challenge students to think deeply about an issue or opportunity related to the workplace.
- Encourage students to talk with multiple workplace professionals to share their ideas and seek critical feedback.
- Reinforce employability skills like collaboration, communication, and critical thinking to resolve the challenge.

Time Commitment

One or more employees work with a class of students between 30 mins - 1 hour, 1 - 2 times per week, for the duration of the project. One employee typically acts as team lead to engage the teacher in planning the challenge. During final project presentations, multiple employees may participate as the audience.



Preparation

Employee(s) identify possible work challenges or projects and discuss with teachers. Both collaborate to frame the issue and steps students will need to take to resolve it. Employees visit the classroom or invite students to the workplace where they issue the challenge to “kickoff” the assignment. Teachers prepare students to engage professionally and to facilitate the classroom-based learning.



Follow-up

Students present their findings to the participating employees (other external stakeholders can also be invited) through formal presentations or some other formal event. Teachers and employers may offer students the chance to continue their learning through informational and mock interviews or internships.

Informational Interviews

A structured conversation conducted between one or more employees and a student. The conversations are intended to encourage students to explore specific career interests by researching, preparing and asking relevant questions of a workplace professional. Conversations may be conducted in person, by phone, or by web video.



Audience

Middle, high school, or postsecondary students



Typical Duration

Average 30 minutes - 2 hours



Goals

- Encourage students to inquire more deeply about their own career interests and experiences.
- Allow students to practice and improve their professional communications and networking skills.
- Provide valued information about the position and the academic and career paths and experiences needed to qualify for hire.



Time Commitment

One or more employees hold a 30-minute to 2-hour conversation with a student to answer specific questions about their career field or position, the skills and education required for entry and success, the long-term growth potential, and any personal or professional experiences that may benefit the student.



Preparation

Employees provide career-related and company-related information such as brochures, pamphlets, or web links to teachers for students to use in their research and preparation. Teachers provide students with time to consider what interests them most and to draft out questions relevant to the career field, specific positions, and required paths and experiences. Teachers ensure students are prepared to capture comments and responses utilizing appropriate software on a laptop or similar device.



Follow-up

Students formalize their notetaking into a legible document and submit it to the Teacher and/or employees for review and commentary. Teachers and employers may discuss additional ways to help interested students learn more. This may include mock interviews or internships.

Mock Interviews

A simulated employment interview between a student and a workplace professional. Conversations may be conducted in person, by phone, or web video; however, preference is an in-person interview. In all instances, the interview should mirror, as closely as possible, the look, feel, and conversation of an actual interview.



Audience

Middle, high school, or postsecondary students



Typical Duration

Average 1 - 2 hours



Goals

- Provide repetition to improve a student's comfort level in holding professional conversations, openly discussing their interests and abilities, and answering impromptu questions.
- Provide actionable feedback to help students improve their interview skills and professional etiquette.



Time Commitment

Two or more employees spend 1 to 2 hours with students, simulating an employment interview. Students rotate, in 20-30-minute segments, to different employers, submitting their resumes, practicing professional introductions, responding to commonly asked interview questions, and receiving feedback to improve their performance. Depending on the interview setting, the rotation process may vary.



Preparation

Employees introduce their company and profession through online communication with the classes or through guest speaker engagements with classes. Employees and teachers show students how to perform professional greetings, discuss appropriate and inappropriate work attire, and tips for strong resumes and interviews. Teachers provide students with time to draft potential responses to commonly asked interview questions and role-play with peers to prepare for mock interviews.



Follow-up

Employers recognize and celebrate students for their preparation and professional interview skills. Students send thank you letters or cards to participating employees as part of the appropriate protocol following an interview. Teachers and employers may discuss additional ways to help interested students learn more about the job or additional careers which may include internships.



Immersion

Employers focus on immersing students into their workplace through a structured internship or similar work assignment.

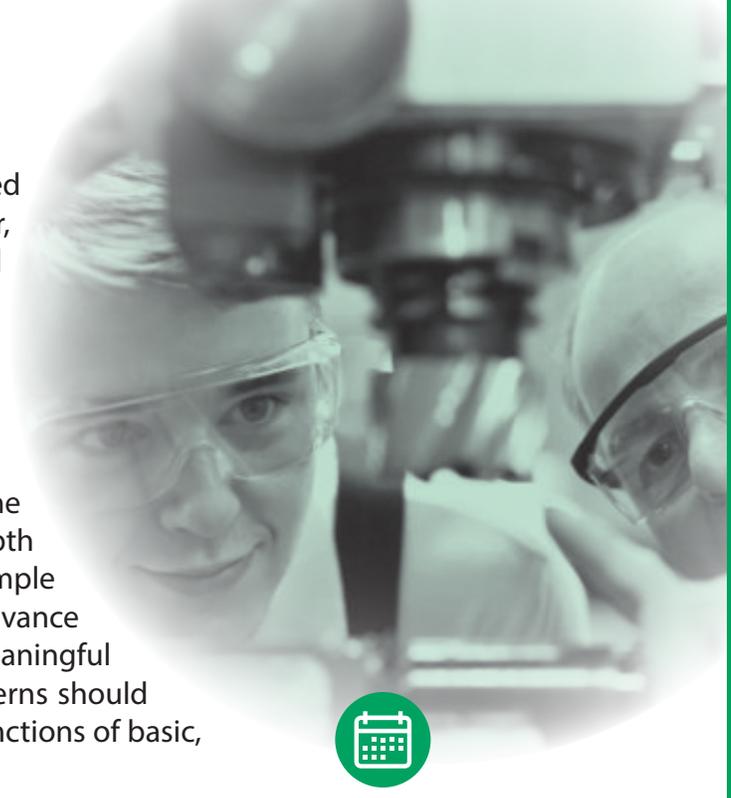
This includes ongoing exposure to various company worksites, relevant workplace assignments intended to demonstrate and advance their academic, technical and employability skills, and workplace professionalism as exhibited through dress code, work ethic, and appropriate behavior and interaction.



Internships

An internship can be paid or unpaid, completed during the school term or during the summer, and may allow the intern to gain credit toward graduation. Students may earn credit for their internship through their work-based learning course. Students who choose to do internships during the school year usually work part time, balancing work and classes.

Employers interview and hire students for the duration of the internship. The length and depth of the internship placement should provide ample opportunity for the student and employer to advance the student's skill sets, while participating in meaningful work assignments, duties, and experiences. Interns should routinely participate in activities beyond the functions of basic, entry-level employment.



Audience

High school or postsecondary students



Typical Duration

Average 10 – 12 hours per week.*

*Length of placement and total placement hours will vary based on agreement between employer and education provider.



Goals

- Assign meaningful work that is valued by company and demonstrates technical and employability skills.
- Provide valuable work skills and experiences to enhance short- and long-term career goals.
- Provide opportunities to demonstrate professionalism in a high-stakes environment.

Time Commitment

A designated employee serves as supervisor for the intern. The designated employee should not be entry-level and may have supervisory responsibility for more than one intern should the company hire more than one student to intern during the same period. The supervisor assigns meaningful tasks and responsibilities that are appropriate to the skill level of the student, provides ongoing coaching and feedback, and serves as the primary point of contact for the teacher. The supervisor works collaboratively with the teacher to ensure the student is meeting required experiences as identified by specific coursework assignments.



Preparation

Employers communicate the skills expectations they have for strong candidates and vet student applicants through an interview process. Teachers select and promote student candidates who possess the interests, skills, and mindsets appropriate for the internship.



Follow-up

Students present an overview of their work and knowledge gained through the internship to a public audience through professional presentations and/or a showcased event. Employers and teachers celebrate successful student internships and recognize achievement.

School-based Enterprises

A school-based enterprise (SBE) is an entrepreneurial operation managed and operated by students. SBEs are businesses housed in a school setting, which provide actual goods and/or services to meet the needs of the market. These businesses integrate academic content for subjects such as marketing, finance, hospitality, management, etc. For many students, they provide their first work experience; for others, they provide an opportunity to build management, supervision and leadership skills.

SBEs may sell to consumers through a permanent location, a mobile kiosk, or online. Business services may be wide ranging, including: selling agricultural products/produce, providing basic financial services through a credit union branch, operating a convenience or spirit store, offering video production or graphic design services, crafting and selling handcrafted or artisan goods, providing computer technical support, and much more.



Audience

High school or postsecondary students



Typical Duration

Average 4 – 6 hours per week



Goals

- Create a hands-on learning experience in a controlled environment.
- Provide valuable work skills and experiences to enhance short- and long-term career goals.
- Provide opportunities to demonstrate professionalism in a high-stakes environment.



Time Commitment

Some SBEs are completely owned and managed by the students. In such cases, employers may support student learning through volunteers who mentor, provide technical expertise, and support student-led projects through professional advisement (such as advising on a marketing campaign.) Other SBEs are the result of a partnership between an established business and a school, where the business may provide donations of time, expertise, infrastructure, equipment, and/or financial support for the establishment of the enterprise (such as a school-based branch of a credit union.)

The commitment is determined by mutual agreement between the school and the business and most often includes a combination of the following:

- Student advisement or mentorship
- Professional expertise
- Volunteer time
- Physical infrastructure, signage, workplace build-out
- Donations of equipment, supplies, curriculum, etc.
- Financial support

A designated employee serves as the primary point of contact for the school and coordinates the agreed-upon logistics as appropriate.



Preparation

Based on the structure of the SBE, employers and school administrators agree upon the extent of the employer's commitment and create an environment that meets the learning needs of the students and the professional needs of the business. For SBEs that operate as an extension of an existing business, employers communicate the skills expectations they have for students who are involved in the SBE. They also set industry expectations for business operations and company oversight of the SBE. For school- or student-led organizations, teachers select and promote student candidates who possess the interests, skills, and mindsets appropriate for the SBE and who have demonstrated appropriate prior knowledge and experiences in classroom settings.



Follow-up

Students present an overview of their work and knowledge gained through the SBE to a public audience through professional presentations and/or a showcased event. Employers and teachers celebrate student achievement and recognize excellence in professionalism, business growth, and corporate and/or school values.

Cooperative Education

A cooperative education program (co-op) provides students with the opportunity to gain work experience in their career fields. Co-ops tend to be longer in duration, may meet full-time employment standards, and are typically completed by advanced level high school students and postsecondary students. At the secondary level, a co-op is typically available to senior students with the opportunity to earn high school credits through the completion of a semester-long work placement while also attending classes.

Nationally, co-ops vary significantly from program to program. Typically, co-ops last anywhere from three to 12 months. Some postsecondary co-op programs expect students to complete two or three experiences. As a result, students take longer to graduate, but exit with a year of work experience accumulated over the course of their postsecondary career. Ultimately, due to the substantial hours spent working, students are able to provide a significant contribution to an organization, such as completing large, substantial projects.



Audience

High school or postsecondary students



Typical Duration

Average 16 – 40 hours per week*

*Length of placement and total placement hours will vary based on agreement between employer and education provider.



Goals

- Assign meaningful work that allows students to apply knowledge and skills to real situations.
- Provide students the opportunity to be active learners, but also producers of knowledge.
- Provide opportunities to demonstrate professionalism in a high-stakes environment.
- Offer real-world experience relevant to career pathway to highlight on resume and ease transition to employment beyond graduation.



Time Commitment

A designated employee serves as supervisor for the co-op student. The student is hired into a position for a given period of time. The supervisor assigns meaningful tasks and responsibilities that are appropriate to the skill level of the student, provides ongoing coaching and feedback. The work expectations are aligned to the goals and academic pursuits of the student.



Preparation

Employers communicate the expectations they have for strong candidates and vet student applicants through an interview or related selection process. Students have typically completed most of their studies and pursue co-op experiences that bolster their knowledge and experience within their chosen fields.



Follow-up

Students use the co-op experience to pursue and transition from the world of school to the world of work. Students are able to meet workplace expectations, describe how their experience and their future goals are aligned, and articulate clear alignment between the experience and their selected program of study. Required follow-up is defined by the participating school and employer.

Pre-apprenticeships

A pre-apprenticeship program is designed to prepare students to succeed in an apprenticeship program. Students who complete a pre-apprenticeship program will often be able to enter an apprenticeship program at an advanced stage or pay grade. A quality pre-apprenticeship program is one that incorporates the following elements: industry-recognized curriculum and training standards; strong recruitment strategies that address barriers to participation; access to appropriate support services; formalized connections with one or more apprenticeship programs, and hands-on training.

Pre-apprenticeship programs that serve secondary students are specifically referred to as “youth apprenticeships” or “high school apprenticeships” and follow the same parameters and expectations as a postsecondary pre-apprenticeship program; however, they allow students to begin work earlier. In such cases, a high school or postsecondary institution provides the related instruction in collaboration with other community and employer partners for the purpose of advancing students into apprenticeships and accelerating their progress along their chosen career pathway.

Employers interview and hire students for the duration of the pre-apprenticeship. The length and depth of the placement should provide ample opportunity for the student and employer to advance the student’s skills sets, while participating in meaningful work assignments, duties, and experiences. Students should routinely participate in activities beyond the functions of basic, entry-level employment.



Audience

High school or postsecondary students



Typical Duration

Average 10-12 hours per week*

*Length of placement and total placement hours will vary based on agreement between employer and education provider.



Goals

- Prepare participants to meet the basic qualifications for entry into one or more apprenticeship programs.
- Provide opportunities to demonstrate skills advancement and reward skills gains.



Time Commitment

The employer and partnering education providers drive the design of the pre-apprenticeship program and experiences. As such, employer time commitment depends on a number of factors tied to the development of the program and/or participation in the program.

Related instruction for pre-apprenticeships is most often supplied by the education provider in collaboration with an employer. The supervisor and/or instructor document the skills development of the participant as she/he meets expectations for promotion through the program requirements.



Preparation

Program identifies and recruits students who show interest and who will benefit from program participation. Specified training, which includes academic, technical and employability skills, are intended to address identified workforce gaps. Support services from a variety of community-based organizations are engaged to meet the needs of individuals, enabling participation.



Follow-up

Students who complete a pre-apprenticeship program receive documentation of their readiness to enter one or more apprenticeship programs.

Apprenticeships

An apprenticeship program is a flexible training experience that combines job-related technical instruction with structured on-the-job learning experiences. Apprenticeships can include registered programs with the United States Department of Labor, company-specific programs that are administered by a company, and industry-specific programs that are administered by a postsecondary institution in partnership with one or more companies. Given this, apprenticeship programs can vary in size.

Apprenticeship program requirements include:

- **Graduated pay.** Apprentices start working from day one with incremental wage increases as they become more proficient on the job. Apprenticeship programs can range from one to four years in length.
- **Related instruction.** Instruction, technical training, and/or other certified training should be provided by the employer and postsecondary institution, employing distance and computer-based learning approaches.
- **National occupational credential.** Upon completion of an apprenticeship program, participants receive a credential that certifies occupational proficiency.

Expectations and requirements for participants are set by the host organization and must, at minimum, meet employment standards set by the US Department of Labor. Most apprenticeship programs require participants to be at least 18 years of age. Pre-apprenticeship programs are one way to accelerate a student's progress and entry into an apprenticeship program.

Employers interview and hire students for the duration of the apprenticeship. The length and depth of the placement should provide ample opportunity for the student and employer to advance the student's skills sets, while participating in meaningful work assignments, duties, and experiences. Students should routinely participate in activities beyond the functions of basic, entry-level employment.



Audience

Postsecondary students or adult workers



Typical Duration

Average 10-40 hours per week, 1-4 years*

Apprenticeships can be time-based, competency-based, or a blending of the two.

*Length of placement and total placement hours will vary based on agreement between employer and education provider.



Goals

- Promote students into high-skill, high-demand career fields through customized training programs.
- Incentivize students to remain in these career fields through graduated pay and nationally-recognized credentials.
- Provide opportunities to demonstrate technical skills proficiency and advancement along a specific career path.



Time Commitment

The employer and partnering education providers drive the design of the apprenticeship program and experiences. As such, employer time commitment depends on a number of factors tied to the development of the program and/or participation in the program.

A designated employee serves as supervisor for the apprentice and/or apprenticeship program. Related instruction may be delivered in advance or during the apprenticeship experience and may be delivered in a school setting, on the job site, or online. The supervisor documents the skills development of the apprentice as she/he meets expectations for promotion through the program requirements.



Preparation

Employers design a program that promotes skills development and advancement into high-skill, high-demand careers in collaboration with partnering educational providers.



Follow-up

Students receive a nationally-recognized certification that attests to their knowledge, skills, and experience.

Clinicals

Health science clinicals are work-based placements in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work. A clinical can be completed during the school term or during the summer, and will allow the intern to gain credit toward graduation. Students successfully completing a clinical experience program may qualify for industry certification and/or receive credits that may be applied toward a professional degree. Placements are dependent on the student's goals and their aligned CTE pathway.

All students must complete a certain set of hours to meet requirements for certification. For example, the Certified Nursing Assistant (CNA) requires 75 hours of clinical to sit for the state exam, which is a written and skills exam. Students are required to successfully complete a criminal background check and pass a random drug screening.



Audience

High school or postsecondary students



Typical Duration

Average 10-12 hours per week*

*Length of placement and total placement hours will vary based on agreement between employer and education provider.



Goals

- Assign meaningful rotational placements and assigned work that allows students to demonstrate academic and technical skills to real situations.
- Provide valuable work skills and experiences to enhance short- and long-term career goals.
- Provide opportunities to demonstrate professionalism in a high-stakes environment.



Time Commitment

A designated employee serves as supervisor for the clinical intern. The designated employee should not be entry-level and may have supervisory responsibility for more than one intern should the company accept more than one student to acquire clinical hours during the same period. The health care provider, supervisor, and teacher coordinate the types of rotations and tasks and responsibilities that are appropriate to the skill level of the student. The health care provider and supervisor work collaboratively with the teacher to ensure the student is meeting required experiences as identified by specific coursework assignments and industry certifications.



Preparation

Employers communicate the skills and professional expectations they have for strong placement candidates with the teachers. Students have typically completed all their required coursework leading up to a clinical placement. Teachers promote student candidates who possess the interests, skills, and mindsets appropriate for clinical placements.



Follow-up

Students use clinical experiences to transition from the world of school to the world of work or continue their studies for advanced degrees or certifications in health care. Students are able to meet workplace expectations, describe how their clinical experiences are aligned with specific health care occupations. Required follow-up is defined by the participating school and employer.

Helpful Tips for Engaging with Teens in the Workplace

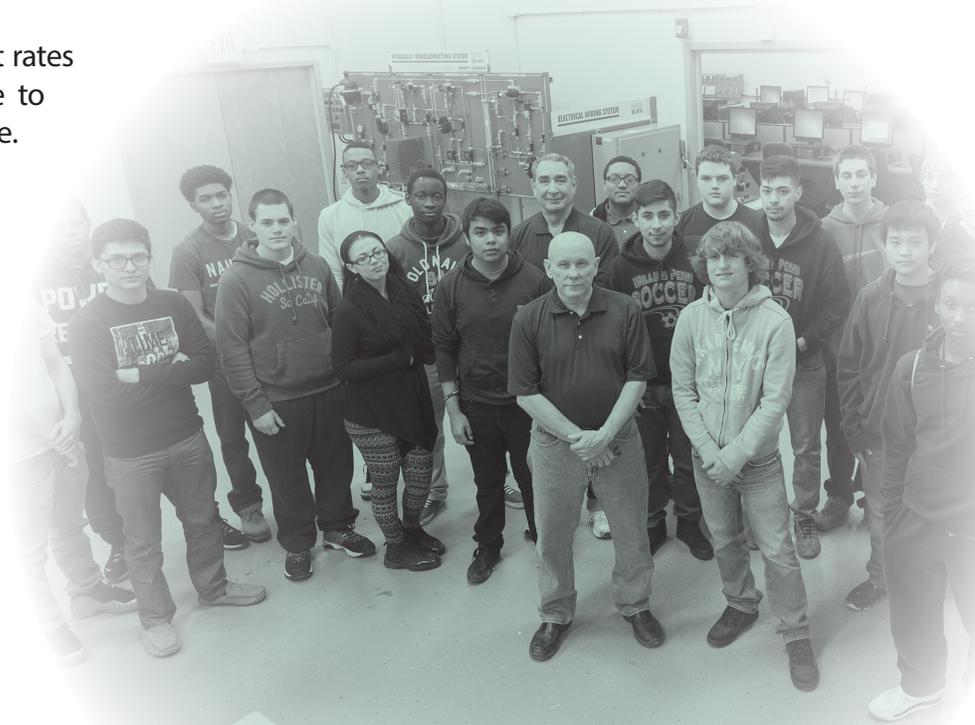
Communications:

- Clearly share what is expected, their roles and responsibilities, and why it is important to behave professionally in the workplace. Brief examples will ensure greatest success.
- Speak directly to young workers. Avoid communicating feedback, positive and constructive, via written communications. Face-to-face conversations ensure understanding and allow teens to develop their direct communication skills.
- Expectations of behavior must not be assumed. Spell out do's and don'ts; socializing, cell phone usage, dress, timeliness, attendance, independent work to remain busy, etc.
- Offer frequent opportunities to answer questions and prompt teens to express themselves. Let them know you are available and not to be embarrassed by basic questions. (Overtime managers can increase their expectation for more independent work.)

Manager's Behaviors

- Serve as role model and mentor (recognize special influence given, not friend, parent or teacher)
- Show that you care and provide career support (resume, networking, identifying skills)
- Be flexible; allow individual opportunity to lead and demonstrate learning through experiences, also offer flexibility with scheduling as teens have multiple time constraints.
- Realize this generation has a shorter attention span and will need to be kept busy. (Provide a prioritized list of tasks to be completed to ensure full engagement)
- Address any concerns about a teenager's actions immediately and confidentially.
- Ask the individual for their assessment of situations; this will be a learning opportunity and will build trust. (Have teen paraphrase what was stated to ensure understanding.)
- Provide praise and approach teen's with a positive attitude to gain respect and cooperation.

Remember teenagers mature at different rates and all have to build career experience to prepare for success in the workplace. Employers can be highly influential in training and shaping our future business leaders.



Office of Work-Based Learning Industry Councils

Industry Councils are industry-specific groups of employers who work together to build a pipeline of people who are prepared to fill jobs in their industry. Each Industry Council is led by a group of employer executives. These executives are vital to the program because they understand the industry's labor demand and supply. They work together with the OWBL to:

- Inform and shape education programs and credentials for students, so that graduates will have the unique skills and capabilities required to fill jobs in the sector.
- Help Council companies build and expand work-based learning experiences including internships, pre-apprenticeships, and apprenticeships.
- Help the industry meet diversity and inclusion goals and expand the talent pools that companies can tap into through work-based learning approaches.



GET INVOLVED IN WORK-BASED LEARNING!

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