



High School Registered Apprenticeship Playbook

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Lakes Area Academy and Rosenboom Machine & Tool

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Explaining Employment Needs and the Registered Apprenticeship Solution

**A powerpoint template to promote the
concept to Iowa businesses and high schools**

[The Registered Apprenticeship Model- Lakes Area Academy Okoboji Overview](#)

[The Registered Apprenticeship Model - Graettinger-Terril/Ruthven-Ayrshire](#)

[The Registered Apprenticeship Model - Estherville Lincoln Central](#)

[The Registered Apprenticeship Model - Spirit Lake](#)



Lakes Area Academy Registered Apprenticeship Program

The Business Process

9/2019

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Registered Apprenticeship Participation Timeline

(Starting in the student's junior year)

Month	Step	Duration
December/ January	Interview conducted by Lakes Area Academy staff to verify interest and identify potential placements	1 hour per student
February	Business interview day(s) where students will rotate through interviews with businesses who are potential apprenticeship placements	1-2 days during class periods
March	Conduct a job shadow with student(s) at his or her most likely business placement	4 hours
April	Official student registration for apprenticeship with signing ceremony	1 hour
May	Pre-employment screening and offer letter from business	2 weeks
June-July	Onboarding, employment and mentoring in the summer phase of the apprenticeship	8 weeks
Late August- May of Senior year	Four hours per day of employment and mentoring in the school-year phase of the apprenticeship	36 weeks
June to approximately May following graduation	Full time employment and mentoring during the after high school phase of apprenticeship	Approximately 1 year
After completion of competencies	Business submits completion of technical competencies to LAA Submission of all materials to Department of Labor by LAA Awarding of certified apprentice status by the Department of Labor	1 Month

Lakes Area Academy Interview

Step 1: Students will affirm an interest pursuing an apprenticeship.

Step 2: The instructor will build a schedule for interviews with him or herself and the high school principal or designee.

Step 3: Responses from the interview will be documented by the LAA representative.

Step 4: Students are matched with possible employer(s) based upon the answers to the questions asked during the interview and previous experience with the student. This match will be the decision of the officials of LAA.

Step 5: LAA staff will make arrangements for the business interview based upon the results of this interview.

Business Interview

Step 1- LAA sets the interview dates prior to the start of the school year and informs potential business partner.

Step 2- LAA will determine the location and schedule for the interviews based upon the number of candidates and business partners available. Business partners will be responsible for the structure of their own interviews but should be aware of a total time slot of 30 minutes for each candidate.

Step 3- The LAA Work-Based Learning Coordinator will communicate with all business partners on the logistics of the day at least 2 weeks in advance of the interview day(s)

Step 4- LAA will prepare students for interviews with previous training and information on appropriate dress.

Step 5- Each business will have a private location for the interview and should conduct the interview with at least 2 people in the room. Students will answer questions and rotate through potential employers every 30 minutes. Interviews will only be conducted with businesses who have been identified as potential placements during the LAA interview.

Step 6- Following the interviews, each employer should indicate who they would find acceptable as an apprentice. Interviewers who rate any student as “not acceptable” will provide guidance for the student to improve their interview skills for future opportunities. Each student will be rated on the 3-point scale: 1) No acceptable 2) Acceptable 3) Preferred.

Step 7- Representatives from LAA will meet individually with apprenticeship candidates to discuss options. All placements will be based on company requests and student preferences, but placement decisions will be made by LRAA staff to ensure a balance between business partners.

Step 8- LAA staff will notify apprentice candidates, parents and employers of placement decisions and specific timeline dates moving forward.

Job Shadow

Step 1- LAA Work-Based Learning Coordinator contacts business partners who have indicated an interest in a specific apprentice candidate to set up a date for a three-to-four hour shadow opportunity. This contact should clarify the following details:

- Time and date for the job shadow
- Contact information of the job shadow leader
- Appropriate attire and safety equipment for the day. (*All Personal Protective Equipment will need to be provided by the business partner.*)
- Clarify responsibilities of student, parent(s), business partner, and career academy (*see appendix B*)
- Agenda for the day (*see example in appendix B*).

Step 2- Obtain parent permission and complete student agreement (*see appendix B*).

Step 3- Business partners determine safety guidelines for the experience and clearly communicate them to the student and the job shadow leader in advance of the event.

Step 4- Student is instructed by the career academy on the purpose of the experience and the expectations for applications into his or her current course work (*see student question sheet in appendix B*)

Step 5-Business Job Shadow Leader will be trained by business partner to ensure a positive and productive student experience.

Step 6- Student should report to the facility with the contact information at least 10 minutes in advance of the appointment time.

Step 7- Business Job Shadow Leader and apprenticeship candidate will conduct the job shadowing experience. All notes taken by the student should be kept in a form that can be used for the final report.

Step 8- A thank you note should be sent to the Job Shadow Leader within 48 hours of the conclusion of the experience.

Step 9- Student will complete the job shadowing report and turn it in to the LAA Work-Based Learning Coordinator

Student Registration for Apprenticeship

Step 1- Students reaffirm their apprenticeship interest following their job shadow opportunity(ies).

Step 2- Parent(s)/Guardian(s) is/are contacted by LAA Work-Based Learning Coordinator to confirm approval.

Step 3- Program Registration and Apprenticeship Agreement form (appendix A) is distributed to students and parent(s)/guardian(s).

Step 4- Signing Day is scheduled with student, parent, LAA Work-Based Learning Coordinator, and apprentice employer.

Step 5- The press is contacted by the career academy once the day is secured.

At the signing ceremony:

Step 6- Student and parent(s)/guardian(s) completes Part A of the application of the standards document.

Step 7- Lakes Regional Area Academy completes Part B.

Step 8- Press takes pictures for publication.

Step 9- Copies of the agreement are made and given to student, employer, and LRAA.

Step 10- Original document is sent to LRAA.

Step 11- Document is uploaded into RAPIDS system for official storage with the Department of Labor.

[Name]
[Address]

Subject: Apprenticeship Opportunity

Dear [Student Name],

We are glad you have chosen to participate in the Lakes Regional Area Academy [Name of Discipline] Apprentice Program. We are excited to provide you with an offer of employment at [Company Name]. We invite you to join us as a [Position Title] Apprentice reporting to [Supervisor/Mentor Name]. As we support your competency requirements for the Lakes Regional Area Academy [Name of Discipline] Apprentice Program, we believe your skills and talents will be valuable within our organization throughout the program period and beyond. Below, you will find additional details regarding this opportunity.

Apprentice Step:	Summer	Senior Year (P/T)	Post High School
Start Date:	____, 2020	To Be Determined	To Be Determined
Weekly Schedule:	To Be Determined Averaging 40 hrs	To Be Determined Averaging 20 hrs	To Be Determined Averaging 40 hrs
Compensation:	Hourly Rate of \$____	Hourly Rate of \$____	Hourly Rate of \$____
Pay Period:	Paid on (X) basis	Paid on (X) basis	Paid on (X) basis

As a [optional: full-time, part-time, apprentice] team member of Lakes Regional Area Academy [Name of Discipline], you are eligible to receive the following benefits and perks: (*List of benefits and/or perks*). This offer is not to be considered a contract and rather an at-will relationship which at any time your employment may be terminated with or without cause by either party. Additionally, your employment may be extended upon successful completion of the apprentice program. This offer is conditional upon acceptable results of employment requirements to include a (*optional: drug screen, employment background check, physical evaluation, and employment eligibility and verification*). Thereafter, instructions to complete the employment requirements and additional information pertaining to your first day and orientation will be provided to you.

[Student Name], we are confident that training you've received through the Lakes Regional Area Academy [Name of Discipline] has prepared you well for this exciting experience ahead and for your success through the completion of the Lakes Regional Area Academy [Name of Discipline] Apprentice Program. We greatly look forward to having you on our team!

Sincerely,
[Employer Contact Name]
[Title]
[Phone Number]

Acceptance of Offer:

Student Signature

Date

Summer Phase of Apprenticeship

Outline:

- Approximately 40 hours per week for a minimum of 8 weeks (approximately 320 OTJ hours)
- Assigned to a full-time Supervisor/Mentor
- Work to fulfill OTJ Competencies (*see Appendix C*)

Student Requirements:

- Spend approximately 40 hours per week on the work site
- Complete specific competencies with the supervisor at the work site
- Meet all employment requirements at apprenticeship placement

Lakes Area Academy Requirements:

- Maintain student competency records
- Maintain a communication link between LAA and the apprenticeship supervisor

Business/Employer Requirements:

- Establish work schedule
- Communicate onboarding process in advance
- Maintain an assigned workplace mentor/supervisor
- Meet minimum payment requirements
- Track the training, demonstration, proficiency, and completion of workplace competencies
- Submit reports to LAA Work-Based Learning Coordinator
- Communicate with LAA about concerns that need attention

Senior Year Phase of Apprenticeship

Outline:

- Approximately 20 hours per week on the job
- Assigned to a full time mentor/supervisor
- Maintains status as a full time student

Student Requirements:

- Enrollment in at least 3 courses to be a full time student
- Spend 4 hours per day on the work site
- Complete specific competencies with the supervisor at the work site
- Meet all employment requirements at apprenticeship placement
- Maintain all passing grades in all courses
- Meet classroom attendance requirements

Lakes Area Academy Requirements:

- Maintain student competency records- Academic & OTJ
- Maintain a communication link between LAA and the apprenticeship supervisor
- Track student progress in related academic courses

Business Requirements:

- Establish work schedule
- Maintain an assigned workplace mentor/supervisor
- Meet minimum payment requirements
- Track the training, demonstration, proficiency, and completion of workplace competencies
- Submit reports to LAA Work-Based Learning Coordinator documenting competency completion
- Communicate with LAA about concerns that need attention

Post High School Phase of Apprenticeship

Outline:

- Full-time employment as assigned by the employer
- Assigned to a full time mentor/supervisor
- Term of approximately 1 year

Student Requirements:

- Full-time employment as assigned by the employer
- Complete specific competencies with the supervisor at the work site
- Meet all employment requirements of apprenticeship placement

Lakes Area Academy Requirements:

- Maintain student competency records
- Maintain a communication link between LAA and the apprenticeship supervisor

Business Requirements:

- Establish work schedule
- Maintain an assigned workplace mentor/supervisor
- Meet minimum payment requirements
- Track the training, demonstration proficiency, and completion of workplace competencies
- Submit reports to LAA Work-Based Learning Coordinator documenting competency completion.
- Communicate with LAA about concerns that need attention.

Apprenticeship Standards Documentation

Job Title: CNC Machinist High School Apprentice
Facility: **Rosenboom Machine & Tool-** Spirit Lake
Department: CNC Lathes or Mills
Reports to: Assigned Mentor

Summary:

A Computer Numerical Controls (CNC) Machinist High School Apprentice should acquire the skill sets necessary to operate and set-up a variety of machine tools to produce precision parts, applying knowledge of mechanics, shop mathematics, metal properties, layout and machining procedures.

Essential Duties and Responsibilities¹:

- Sets up and operates numerical control machine to cut, shape, or form metal work pieces to specifications;
- Reviews setup sheet and specifications to determine setup procedure, machining sequence, and dimensions of finished work piece;
- Attaches fixture to machine bed and positions and secures work piece in fixture according to setup instructions, using clamps, bolts, hand tools, power tools, and measuring instruments, such as rule and calipers;
- Assembles cutting tools in tool holders and positions tool holders in machine spindles as specified, using hand tools, or inserts cutting tools in specified machine magazines;
- Observes and listens to machine operation to detect malfunctions, such as worn or damaged cutting tools;
- Changes cutting tools and location of workpiece during machining process as specified in setup instructions;
- Performs accurate and timely 1st part inspections, as well as any other inspections required by the print/job sheet, the department lead and/or supervisor, the quality assurance manager using measuring instruments, such as micrometers, dial indicators, and gauges to measure workpiece for confirmation to specifications;
- Identifies (including non conforming dimensions) and separates all nonconforming parts;
- Notifies supervisor of discrepancies;
- May adjust machine feed and speed and change cutters to machine parts according to specifications when automatic programming is faulty or machine malfunctions;
- Seals parts with rust preventative, as required;
- Produces parts at a rate which meets or exceeds accepted production standards;
- Performs secondary operations and inspections, including drilling, deburring and cleaning parts produced, as cycle time permits;
- Counts finished parts and packs them neatly into a clean container;
- Enters required data into computer;
- May perform preventative Maintenance tasks;
- Keeps machine and tools clean, properly lubricated and in good operating condition;
- Is a productive member of his/her department and adheres to all Rosenboom policies, including safety requirements/procedures and maintaining a clean and organized work area, in order to ensure a safe working environment for all Rosenboom employees; and,
- Manages time effectively.

¹ This document is intended to describe the general nature and level of work being performed by apprentices and is not to be construed as an exhaustive list of responsibilities, duties, and skills required of personnel assigned to this position. This document does not establish a contract for employment. This document is subject to change at the discretion of the employer, Rosenboom.

Competencies:

- Able to apply common sense understanding to basic work processes. Capable of carrying out detailed written, oral or diagrammed instructions. Can deal with problems involving several concrete job specific variables;
- Adds, subtracts, multiplies and divide all units of measure;
- Performs the four mathematical operations with like, common, and decimal fractions;
- Demonstrates ability to understand computer codes;
- Demonstrates ability to read and interpret prints;
- Demonstrates ability to take measurements and verify conformance to the print;
- Mechanical aptitude, including a basic understanding of the various types of tools used in the machining process;
- Communicates (speaks, understands, and writes reports using acceptable format and sentence and paragraph structure) in English:
 - Demonstrates ability to communicate orally in a clear and positive manner;
 - Demonstrates ability to generate and maintain accurate and concise written records, as appropriate to job assignment;
- Can read/comprehend safety rules, equipment manuals, job sheets and blueprint notations (English);
- Can distinguish equipment generated sounds;
- Ability to analyze a problem and identify the root cause; and,
- Performs duties with limited supervision.

Physical Demands:

- While performing the duties of this job, the apprentice is required to lift and/or move up to 50 pounds. The apprentice is required to perform physical activities that require considerable use of arms, legs, and whole body movement, such as lifting, standing, walking, twisting, stooping, and handling of materials. The use of hands and arms in handling, installing, positioning, manipulating, and moving materials. The duties of this job require the employee to use either control mechanisms or direct physical activity to operate machines or processes.

Work Environment:

- The duties of this job require the apprentice to wear personal protective equipment including safety glasses, hearing protection, steel-toed footwear, and gloves and welding leathers. The apprentice is subject to loud noises, vibrations, hard working surfaces, lubricants and chemicals, fumes, dirt, and inherent hazards.

Other:

- Become familiar with department and general plant layout;
- Apprentice is responsible to workgroup leader, department supervisor and/or assigned mentor;
- Apprentice may be mentored by an experienced employee, as assigned by his/her direct manager;
- Commitment to high standards of workmanship, the production of quality products and continuous quality improvement is an expectation of all Rosenboom positions.

Registered Apprenticeship OJL

Rosenboom OJL Activities include but are not limited to the following skills. Skills are ultimately measured based on Rosenboom's Skills Assessment System which is rated on a 1-4 scale with 4 being an expert level rating.

Demonstrates basics of measurement, materials and safety

Class	Skill Description	Score Type 1 - 4	Completion Date
1	Follows all Rosenboom safety requirements at all times.		
1	Works towards the continuous improvement of Rosenboom, team members, and themselves.		
1	Completes LOTO training and safely performs LOTO.		
1	Completes required ToolingU courses.		
1	Demonstrates compliance with procedures and guidelines required of OSHA in a manufacturing facility.		
1	Handles and stores hazardous material as assigned while adhering to safe practices in accordance with OSHA and EPA requirements and guidelines.		
1	Correctly uses blueprints, Machining Standard Practices, Process Control Plans, A3s and other work instructions to produce and evaluate parts produced.		

Basic Operations: CNC and related functions

Class	Skill Description	Score Type 1 - 4	Completion Date
1	Correctly deburrs parts produced, inspects for defects such as rust or porosity, and takes corrective measures , as required.		
1	Uses the control panel to safely control general functions of the CNC equipment (lathe or mill).		

1	Identifies part features and the tools required to produce specified part features.		
1	Identifies material part number by comparing the material tag to the print.		
1	Reliably and repeatedly evaluates parts using required gauges. Required gauges may include but are not limited to: tape measures, calipers, micrometers, radius, angle, bore, groove, or thread gauges.		
1	Locates hard and electronic copies of the applicable Standard Control Plan and demonstrates thorough knowledge and adherence to the standard.		
1	Beginning to understand the functionality of a single feature operation of a mill and/or lathe.		
Basic Operations: Maintenance and Housekeeping			
Class	Skill Description	Score Type 1 - 4	Completion Date
1	Completes PMs (Preventative Maintenance) as scheduled.		
1	Communicates maintenance issues beyond their ability to their Mentor/Supervisor.		
1	Accurately describes the location of fire extinguishers, first aid cabinets, eye wash stations, exits, storm shelters and evacuation plans.		
1	Performs routine safety inspections on hand tools such as die grinders, drills, cogsdill bits, wire brushes, and ensures they operate in a safe manner.		
1	Keeps the work stations/areas clean and safe for work.		
Basic Operations: Set-Up/Programming			

Class	Skill Description	Score Type 1 - 4	Completion Date
2	Successfully powers up and homes machine.		
2	Routinely completes external set-ups (things that should be completed before lathe/mill changeover such as order material, locate gauges).		
2	Correctly completes tooling offsets.		
2	Able to successfully load programs.		
2	Correctly selects and installs appropriate fixtures.		
2	Correctly locates and installs appropriate stops.		
2	Correctly selects and verifies the proper tool package for the job.		
2	Demonstrates knowledge of tool and zero offsets and properly adjusts them.		
Behavioral Competencies			
Class	Skill Description	Score Type 1 - 4	Completion Date
1	Leads by example to not only wear the required PPE, but also encourage others to do the same.		
1	Is professional and courteous.		
1	Demonstrates a team attitude by helping others within their work centers complete their duties if and when they are able.		
1	Communicates with peers, resources, and leadership through pass downs, emails, and/or face-to-face interactions.		
1	Positively contributes to team efforts supporting Rosenboom's stated departmental and corporate goals.		

1	Manages time wisely; does not loiter or waste company time.		
1	Demonstrates professionalism with all employees when addressing issues.		
<i>Score Type: rated on a 1 to 4 scale; 4 being an expert level rating.</i> <i>Class: refers to Rosenbooms Skills Assessment levels of proceeding into new skills at higher class levels.</i>			

**** AEA Online program will store all of the documentation of the completed competencies**

Awarding Registered Apprenticeship Status

- The Work-Based Learning Coordinator from LAA will oversee the submission and documentation of all competencies through the RAPIDS system from the Department of Labor.
- Completion of all competencies will be certified by the acting Administrator at LAA and submitted to the Department of Labor for processing.

Appendix A

Apprentice Registration Application

Program Registration and
Apprenticeship Agreement
Office of Apprenticeship

U.S. Department of Labor
Employment and Training Administration



APPRENTICE REGISTRATION – SECTION II

OMB No. 1205-0223 Expires: 06/30/2018

Warning: This agreement does not constitute a certification under Title 29, CFR, Part 5 for the employment of the apprentice on Federally financed or assisted construction projects. Current certifications must be obtained from the Office of Apprenticeship (OA) or the recognized State Apprenticeship Agency shown below. (Item 24)

The program sponsor and apprentice agree to the terms of the Apprenticeship Standards incorporated as part of this Agreement. The sponsor will not discriminate in the selection and training of the apprentice in accordance with the Equal Opportunity Standards in Title 29 CFR Part 30, and Executive Order 11246. This agreement may be terminated by either of the parties, citing cause(s), with notification to the registration agency, in compliance with Title 29, CFR, Part 29

PART A: TO BE COMPLETED BY APPRENTICE. NOTE TO SPONSOR: PART A SHOULD ONLY BE FILLED OUT BY APPRENTICE.

1. Name (Last, First, Middle) and Address (No., Street, City, State, Zip Code, Telephone Number)		*Social Security Number - -	Answer Both A and B (Voluntary) (Definitions on reverse)	5. Veteran Status (Mark one) ☐ Non-Veteran ☐ Veteran
2. Date of Birth (Mo., Day, Yr.)	3. Sex (Mark one) ☐ Male ☐ Female	4. a. Ethnic Group (Mark one) ☐ Hispanic or Latino ☐ Not Hispanic or Latino b. Race (Mark one or more) ☐ American Indian or Alaska native ☐ Asian ☐ Black or African American ☐ Native Hawaiian or other Pacific Islander ☐ White		6. Education Level (Mark one) ☐ 8th grade or less ☐ 9th to 12th grade ☐ GED ☐ High School Graduate or Greater ☐ Post-Secondary or Technical Training

7a. Employment Status (Mark one) ☐ New Employee ☐ Existing Employee

7b. Career Connection (Mark one) (Instructions on reverse) ☐ None ☐ Pre-Apprenticeship ☐ Technical Training School ☐ Military Veterans
☐ Job Corps ☐ Youth Build ☐ HUD/STEP-UP ☐ Career Center Referral ☐ School-to-Registered Apprenticeship

8. Signature of Apprentice Date	9. Signature of Parent/Guardian (if minor) Date
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PART B: SPONSOR: EXCEPT FOR ITEMS 6, 7, 8, 10a. - 10c, REMAINDER OF ITEMS REPOPULATED FROM PROGRAM REGISTRATION.

1. Sponsor Program No. Sponsor Name and Address (No. Street, City, County, State, Zip Code)		2a Occupation (The work processes listed in the standards are part of this agreement). Application Developer		2b Occupation Code: 2b.1. Interim Credentials Only applicable to Part B, 3.b. and 3.c. (Mark one) ☐ Yes ☐ No	
3. Occupation Training Approach (Mark one) 3a. ☐ Time-Based 3b. ☐ Competency-Based 3c. ☐ Hybrid		4. Term (Hrs., Mos., Yrs.)		5. Probationary Period (Hrs., Mos., Yrs.)	
6. Credit for Previous Experience (Hrs., Mos., Yrs.)		7. Term Remaining (Hrs., Mos., Yrs.)		8. Date Apprenticeship Begins	

9a. Related Instruction (Number of Hours Per Year)	9b. Apprentice Wages for Related Instruction ☐ Will Be Paid ☐ Will Not Be Paid	9c. Related Training Instruction Source Associated Locksmiths of America, Penn Foster
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10. Wages: (Instructions on reverse)

10a. Pre-Apprenticeship Hourly Wage \$	10b. Apprentice's Entry Hourly Wage \$	10c. Journeyworker's Hourly Wage \$								
Check Box	Period 1	2	3	4	5	6	7	8	9	10
10d. Term ☐ Hrs., ☐ Mos., or ☐ Yrs.										
10e. Wage Rate (Mark one) % ☐ or \$ ☐										

11. Signature of Sponsor's Representative(s) Date Signed	13. Name and Address of Sponsor Designee to Receive Complaints (If applicable)
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12. Signature of Sponsor's Representative(s)	Date Signed	
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PART C: TO BE COMPLETED BY REGISTRATION AGENCY

1. Registration Agency and Address	2. Signature (Registration Agency)	3. Date Registered
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4. Apprentice Identification Number (Definition on reverse):
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Appendix B

Job Shadowing Manual

Expectations of Parents:

- Sign consent form and provide emergency information

Expectations of Students:

- Make connections with employer to confirm time and location for the job shadowing experience.
- Obtain written permission from your parent/guardian(s) using the form in this guide.
- Follow all rules of conduct that would exist at school.
- Show up at the workplace in advance of the time established for the experience.
- Dress appropriately for the worksite- These details should be clearly explained by the LAA Work-Based Learning Coordinator.
- Introduce yourself at the reception area and be prepared with the name of your contact in the business/organization you are shadowing.
- Listen to all instructions and strictly observe all safety procedures.
- Be prepared with the Job Shadow Student Question Guide and any additional questions you may have prepared.
- Be respectful and attentive. Remember that your Job Shadower is giving you his or her time to assist you.
- Write a thank you to your Job Shadower within 48 hours of the experience.
- Complete the Job Shadow Reflection Form and submit it to your Work-Based Learning Coordinator.

Expectations of Employer:

- Identify shadow employees that are committed toward working with high school students.
- Release Job Shadower for the time period that has been established for Job Shadow.
- Follow an established agenda for the shadowing experience.
- Follow all expected safety requirements.
- Provide Personal Protective Equipment as needed.

Expectation of Lakes Area Academy:

- Make connections with employers to set up time and location for the job shadow experience.
- Obtain written permission from your parent/guardian(s) using the form in this guide.
- Accept liability for students while they are on the job site.
- Deal with any discipline issues that may arise.
- Require a Job Shadow Reflection Form from the student
- Allow for an exempt absence for the student.

Sample Job Shadowing Agenda

Previous safety training for apprenticeship candidates includes:

- Safety procedures and practices
- CNC related Job Safety Analysis (JSA) study and tests
- ToolingU PPE Online Safety Course
- Basics of a Hydraulic Cylinder
- Overview of a CNC Machine and types of CNC Machines

Prior to going out on the production floor, the candidate will meet with the Manager, Supervisor or Working Lead of the area to review CNC related basic safety instructions. The candidate will also complete the PPE Safety training course online. He or she will be introduced to the appropriate Plant Safety Personnel in the respective plant. When in the CNC Department, the candidate will be introduced to the CNC Support Team and Machining Operators who will be involved in the program. He or she will be allowed to observe the CNC Team at various stages of the Milling or Turning process but will not be allowed to do any CNC related processes/machining.

While in CNC areas, the CNC Support Manager, Supervisor or Working Team Lead will take the opportunity to explain, demonstrate, and potentially allow the candidate to try some of the additional tasks that a CNC Programmer and Operator may do as part of their job. Those tasks include:

- Reading blueprints
- Checking parts for size utilizing blueprints, calipers, micrometers
- 5S
- 5KPI
- Lean Principles
- Part inspection
- Programming on CNC Simulator

Job Shadow Parental Permission Form

I hereby give permission for _____ to participate in a job shadowing experience at _____ (name of job site) on (specify date) _____.

- I have read through all the information provided and approve of my child's participation.
- I understand that my son/daughter and I will be responsible for providing his/her own transportation to and from the site.
- He/she must also make arrangements such as: appropriate dress or to follow any special instructions provided by business prior to the date of the job shadow.
- I also understand that my son/daughter is not to operate any power equipment during this experience.

I understand that this site visit is considered a school activity and will take place during the school day, and it will count as an unexcused absence for my child if he/she does not report to the job site to complete the job shadow.

I am also aware that my son/daughter must complete a minimum of three (3) hours shadowing or they will be considered truant from school for the day and will receive the appropriate disciplinary consequence.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Job Shadow Student Agreement Form

I, _____, understand that I am responsible for:

- my own transportation to and from the job shadowing site
- reporting to the site at the specified time
- if a conflict arises, I know that I am to contact my instructor immediately
- dressing appropriately for the job
- behaving in a respectful and courteous way

The work site will be the recognized authority while I job shadow. However,

- I am still under the jurisdiction of Lakes Area Academy and am expected to follow all school rules.
- I am aware that my instructor may check to see if I arrived on time, stayed at least three (3) hours and behaved in an appropriate and respectful manner.

After the job shadowing experience,

- A thank you note should be sent to the contact within 48 hours.
- The **Job Shadow Reflection Form** should be submitted no later than 2 days after the job shadow has been completed.

I have read the above agreement and understand my responsibilities.

Student Signature: _____

Date: _____

**** This form MUST be handed into your LAA Work-Based Learning Coordinator PRIOR to job shadowing**

Job Shadow Student Question Guide

Student Name: _____

Date & Time of Job Shadow: _____

Location of Experience: _____

Name of Job Shadower: _____

Directions: ASK the following questions to the person with whom you are shadowing. Do not hand this to your person to fill out. You need to INTERVIEW the person yourself. The Job Shadow Student Question Guide must be completed and turned in within 2 days of the job shadow.

1. What activities/duties/ responsibilities are involved in this job/position?
2. What training and/or education is required?
3. What are the working conditions?
4. What is the earning potential?
5. What are the chances of advancement?
6. What skills/personal qualities does an individual need to be successful?
7. What Equipment- machines, computers, tools, etc- are needed to do the job? (List several essential items)
8. What product(s) or service(s) does the company provide?
9. Who are the customers of the product or service provided by the company?
10. Does the person you are job shadowing work independently or are they part of a team? Explain?

Questions for the student to answer:

1. What other interesting and/or useful information did you learn from this shadowing experience?
2. If you were offered a job related to this shadowing experience, would you accept the position? Yes____ or No ____
 - a. Please explain why:

3. Would you like more information about this job/career?
Yes____ or No ____
 - a. What questions do you still have?

Job Shadow Reflection Form

Student Name:

Job Shadow Location:

Total Number of Hours of Job Shadow:

Person(s) Shadowed:

1. Describe the department/work site you visited:
2. What type of work activities did you observe during your job shadowing experience?
3. What did you like best about your job shadowing experience?
4. What did you like least about your job shadowing experience?
5. What surprised you most about what you observed, heard, did, or learned?
6. If you wanted to work in the department/work site you visited, what might you do to prepare in the next five years, both in high school and afterwards?
7. Would you consider a career in the type of industry in which you job shadowed?

Why or why not?

8. From your perspective (your interests, abilities, and goals) identify aspects of the job that were:

Positive:

Negative:

9. Did the job shadowing experience influence your career choice/goals?

How?

Appendix C- Glossary of Terms

Apprenticeship–Method in which trainees learn a craft or trade by hands-on experience while working with a skilled worker.

Apprenticeship Standards–Department of Labor document that shows the requirements of what must be learned and mastered to achieve registered apprentice status.

Business Interview– A true employment interview between the candidate and potential business(es) who are looking to hire a registered apprenticeship candidate.

Lakes Area Academy Interview–An interview with a student and LAA personnel to affirm that the student is ready and willing to enter into the apprenticeship program.

Job Shadowing– A career exploration activity where a student follows an employee at a business for a short period of time to learn about a particular occupation or industry. This opportunity is unpaid and under the liability of the career academy.

Offer Letter–Extension of an employment arrangement made by the employer in writing.

On-the-job Training–Time spent in paid employment where standards are being learned, mastered, and documented as proficient for each apprenticeship.

Personal Protective Equipment (PPE)– All required safety equipment necessary for the occupation.

RAPIDS–Department of Labor software program that houses all documentation of standards completion by the apprentice.

Registered Apprenticeship Status–Final product awarded by the US Department of Labor certifying that the apprentice has met all of the standards and is nationally recognized as having the skills necessary as a person who has completed the program.

Screening– Pre-employment steps that must be completed before officially starting a position.

Appendix D- Completing a 2-Year Degree Through A Registered Apprenticeship Program

Unless some exception applied, there should be no cost to students or their parents for the Community College credits students take while in high school since these credits would draw down supplemental weighted funding from the State, as a part of the School's agreement with the Community College.

Tuition for any college credits selected after high school and leading toward the Community College degree, while the student is employed, will be at the normal College tuition rate then in place. Books and supplies would be additional. There may be scholarships or grants available that will be explored at the time the student prepares to enroll to assist with tuition and other costs. It is our goal to minimize any out-of-pocket expenses to the student.