REGISTERED PRE-APPRENTICESHIPS

This quick-start guide orients educators by defining pre-apprenticeships, explaining their benefits, offering search pathways for pre-apprenticeship programs in Oregon, and facilitating students with tools to seek out registered pre-apprenticeships that appeal to their career interests.

It also provides information about how to start a pre-apprenticeship program.

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Oregon achieves . . . together!

Adapted from: Oregon Department of Education
*Adapted by: Career Connect Oregon Team*

INTRODUCTION

What is a registered pre-apprenticeship?

A registered pre-apprenticeship is a program approved by the Oregon State Apprenticeship and Training Council designed to prepare people from underrepresented or underserved backgrounds to enter and succeed in a Registered Apprenticeship program.

Pre-apprenticeship programs must be designed with a goal to address disparities in apprenticeship participation among those who have been traditionally underrepresented in programs. Underrepresented populations should be the focus of recruitment efforts and prepared to enter and succeed in their chosen trade.

Educators: Learn more by taking this self-paced module created by the Oregon Department of Education.
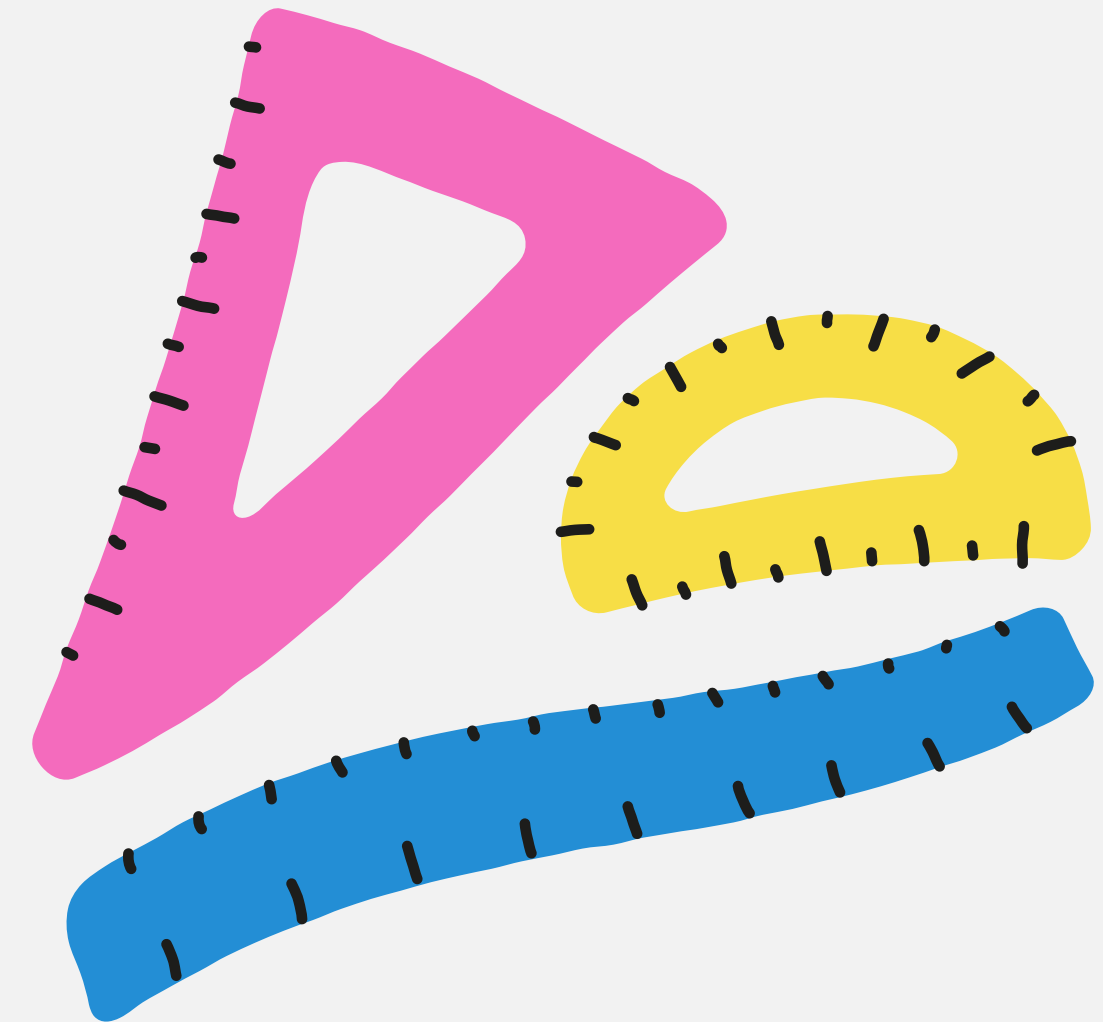
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RATIONALE - HOW DOES THIS FIT INTO THE BIGGER PICTURE?

Work-Based Learning: Pre-registered apprenticeships are part of the Oregon Department of Education's work-based learning program.

Work-based learning benefits students through:
- Empowered decision-making.
- Skills practice.
- Increasing access to social networks.
- Enhancing social capital.
- Applying classroom learning to professional situations.
- Charting a path forward with their educational plan and profile.

Work-based learning benefits partners through:
- Ensuring future workers gain valuable work experience.
- Creating a diversified pool of future employees.
- Investing in local talent.
- Building community goodwill.
- Boosting employee morale and leadership skills through mentorship.
- Creating a sustainable economy.

Adapted from: https://ode.instructure.com/courses/407/pages/why-work-based-learning?module_item_id=25706

RATIONALE - WHAT BENEFITS DOES A PRE-APPRENTICESHIP OFFER?

Approved training curriculum: Develops fundamental, career-specific skills to prepare for apprenticeships. Examples include basic hand tool and equipment operation, math and measuring, workplace harassment and discrimination training, and onsite safety.

Educational and pre-vocational services: Helps sharpen a variety of skills, including math and blueprint reading. Provides access to support services like transportation assistance, clothing and work boot supplies, tools and access to childcare.

Hands-on training: Provides on-the-ground contact with skilled mentors. Prepares students for next steps in their careers with a variety of experiences including simulated labs, field trips and guest speakers.

Application assistance: Offers students assistance in the Registered Apprentice application process with everything from résumé building to interview and communication skills.

Adapted from: https://www.oregon.gov/boli/apprenticeship/Pages/pre-apprenticeship-programs.aspx

WHERE DO I GO IF I WANT MORE INFORMATION AND RESOURCES?

- **Defining Pre-Apprenticeships:**
  - Start by taking this free, self-paced module that explores the various facets of a pre-apprenticeship, courtesy of the Oregon Department of Education.

- **Participate in Trainings:**
  - The Oregon Bureau of Labor & Industries offers trainings in the Oregon Pre-Apprenticeship Tracking System (OPAT). Follow this link for more details.

- **Searching for Pre-Apprenticeship Programs:**
  - This link from the Oregon Bureau of Labor & Industries offers you an exportable list of programs in multiple localities across Oregon.

- **Starting Pre-Apprenticeship Programs:**
  - Try this free, self-paced module from the Oregon Department of Education.
  - Additionally, check out this informative link from the Oregon Bureau of Labor & Industries. It includes a Pre-Apprenticeship Application Toolkit, an application for certification, and a pre-apprenticeship participant form.

LESSON PLAN: PRE-APPRENTICESHIP SEARCH AND LETTER OF INTEREST

The lesson plan associated with this quick-start guide will introduce students from ages 16-24 to:

- How a pre-apprenticeship is defined and who it is designed for.
- How to search for local pre-apprenticeships.
- How to write a Letter of Inquiry (LOI) for a specific internship.

STANDARDS OVERVIEW

Education standards provide a framework to ensure the lesson's effectiveness and relevance. The ASCA Standards integrated into this lesson focus on holistic student development. They stress the significance of the whole self, understanding the necessity of post-secondary education, critical thinking, perseverance, and effective communication, among other essential skills. On the other hand, the OAR Rules highlight the importance of tailoring education plans based on personal and career interests. They emphasize tracking academic progress, documenting achievements, and underscoring the value of comprehensive school counseling and career education.

DIVERSE LEARNING STYLES & COOPERATIVE STRATEGIES

GRAPHIC ORGANIZERS

OUTLINE

MIND MAP
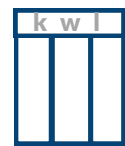
KWL CHART
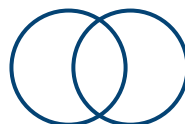
VENN DIAGRAM

STORYBOARD

CHARTS

TIMELINE

COOPERATIVE LEARNING STRATEGIES

THINK-PAIR-SHARE
Students think, talk with peers, then share with the class.
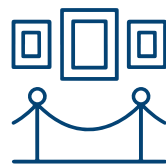
GALLERY WALK
Students walk around the room reflecting on one another's posted work.

3 STAY - 1 STRAY
One member from each group visits other groups, acting as a reporter and exchanging information.
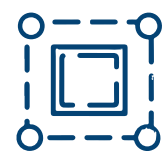
FOUR CORNERS
Students self-sort, moving near statements posted in the room they agree with and discuss reactions.

JIGSAW
Groups become "experts" in one aspect of a learning objective.
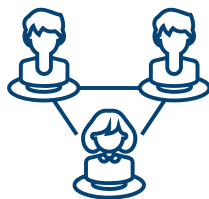
NUMBERED HEADS TOGETHER
Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.

Encourage students to explore different ways to organize information and cooperate with their peers. Each Career Connect Oregon lesson plan comes embedded with these strategies.

These tools can improve engagement in classrooms, trainings, in-services, and conferences, too!

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ASSESSMENT STRATEGIES

QUICK REFERENCE ASSESSMENTS

Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.

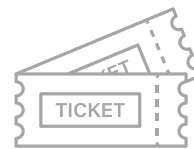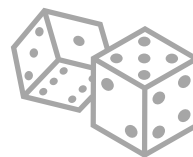Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.

EXIT TICKET
Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.

DISCUSSION
Small group, individual, and whole-class Socratic seminars help students stay engaged and practice reasoning skills.

INTERACTIVE GAMES
Students play an analog or digital game that tests their learning competitively or cooperatively.

ORAL PRESENTATIONS
Try planned or impromptu oral presentations. Students can develop these in groups or on their own.

MULTIMEDIA PROJECT
Students create slide decks, videos, posters, drawings, diagrams, how-to guides, and mini publications.

POLLS
Hands, fingers, thumbs, and pen and paper are great for analog polls. Digital polls are convenient for tallying results quickly.

QUIZZES
True or false, multiple choice, short answer, thumbs up or down, and verbal responses are all ways to quickly assess student learning.

RANKING ACTIVITIES
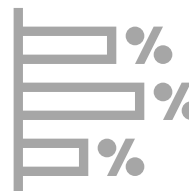Students rank items and explain their reasoning. A great way to measure critical thinking skills.

WRITTEN RESPONSES
Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.

OBSERVATION
This can include both teacher and student perspectives, along with student self-reflection and peer feedback

STUDENT REFLECTION USING EXIT TICKETS

Formative assessments can help students build confidence and critical thinking skills, while providing teachers with real-time feedback they can use to enhance further instruction. Modify these exit ticket suggestions to best suit your classroom!

SIGHT

- **Draw an emoji** of your emotional response to the lesson. Write about how it relates to what you learned.
- **Take a selfie** of an expression reacting to something you learned and share it!
- **Draw a visual summary** of images that narrate the lesson. This could be a comic strip or an infograph.
- **Recall a movie scene** that relates to the lesson and explain why.
- **Label a line graph** with peaks and valleys describing how you and other students engaged with the lesson.

SOUND

- **Think of song lyrics** that describe something you learned and explain your reasoning.
- **Listen to a brief audio clip** (music, quote, sounds) and explain how it connects to what you have learned.
- **Record yourself** sharing a 20-second response to your favorite part of the lesson.
- **Listen to a peer** share their favorite part of the lesson, and then share yours with them.
- **Connect a sound** to your mood during the lesson and explain how the sound relates.

SMELL

- **Create a smell continuum** with your favorite and least favorite smells; rate the lesson and explain.
- **Use scented markers or stickers**, and make a connection between the scent and a key concept.
- **Relate the lesson to a specific scent**, explaining the similarities and reasons behind your choice.
- **Choose 3 main ideas**, and relate them to 3 different smells. Explain your reasoning.

TASTE

- **Create a recipe,** choosing ingredients from the lesson. Name the recipe with a relevant title.
- **Use a food metaphor or simile** to describe something you learned in the lesson.
- **Divide a paper plate** into portions and label each portion with key concepts from the lesson.
- **Recall a food memory** related to the lesson and write down why you chose it.

TOUCH

- **Use the provided material** (blocks, clay, wire) to build a concept from the lesson that stood out to you.
- **Give a thumbs up, down or sideways** to indicate your level of understanding after the lesson.
- **Move around the room** to defend, challenge, or qualify your level of agreement with an argument or concept.
- **Build a collage** that represents the most important takeaways from the lesson.
- **Act out a concept** from the lesson that you think is most important.

THOUGHT

- **Agree or disagree** with a prompt and write down your reasons with examples.
- **Write about a personal connection** you can make with today's lesson and the concepts you have learned.
- **3-2-1** Jot down three ideas you learned, two ideas you want to learn and one question you have.
- **Select an adjective** that best describes the lesson. Explain your reasoning.
- **Write important ideas** from the lesson and rank them in terms of importance.

ABOUT THE CREATOR

Oregon Department of Education | Oregon Bureau of Labor & Industries

The Oregon Department of Education (ODE) fosters equity and excellence for every learner through collaboration with educators, partners, and communities.

The ODE oversees the education of over 560,000 students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) - focuses on helping districts achieve both local and statewide goals and priorities through strategies such as:
- Developing policies and standards
- Providing accurate and timely data to inform instruction
- Training teachers on how to use data effectively
- Effectively administering numerous state and federal grants
- Sharing and helping districts implement best practices

Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must ensure that Work-Based Learning experiences connected to a high school CTE Program of Study meet the criteria and types as outlined by the Oregon Department of Education (please visit the WBL webpage for resources and support).

This quick-start guide does not meet the requirements for Work-Based Learning experience in a secondary CTE Program of Study.