



Youth Apprenticeship

Studies show that Oklahoma currently faces a large work skills gap. In 2016, approximately half (46 percent) of the Oklahoma workforce had either attained only a high school diploma or dropped out of high school altogether. However, by 2025, 77 percent of Oklahoma jobs will require some form of education beyond high school. This is why it is important more than ever to provide students with high-quality work-based experiences. (Oklahoma works)

WBL takes many forms and often includes experiences such as: internships, job shadowing, and service-learning. “High-quality work-based learning experiences pair young people with mentors who show them how to solve real-world problems, cultivate professional skills, shoulder adult responsibilities, build workplace relationships, identify interests and aptitudes, and make good decisions about careers and college.” (The Southern Regional Education Board)

WHAT IS A YOUTH APPRENTICESHIP?

Youth Apprenticeships are employer-designed work-based learning experiences that enable participants to gain or enhance their skills while employed or engaged in an experience that is similar to employment. A Youth Apprenticeship can help students gain confidence and understanding of the professional world while applying real-world experience to their academic and personal life. Components of youth apprenticeships include:

- Employer Engagement - Employers work with education partners to identify skills requirements, build training plans, and deliver paid on-the-job training.
- High school Partnership - Schools should encourage student participation, on-the-job learning, and postsecondary-related instruction while helping students meet graduation requirements.
- Postsecondary Engagement - postsecondary institutions deliver related instruction and assess learning that leads to postsecondary credit and credential attainment.

THINGS TO CONSIDER

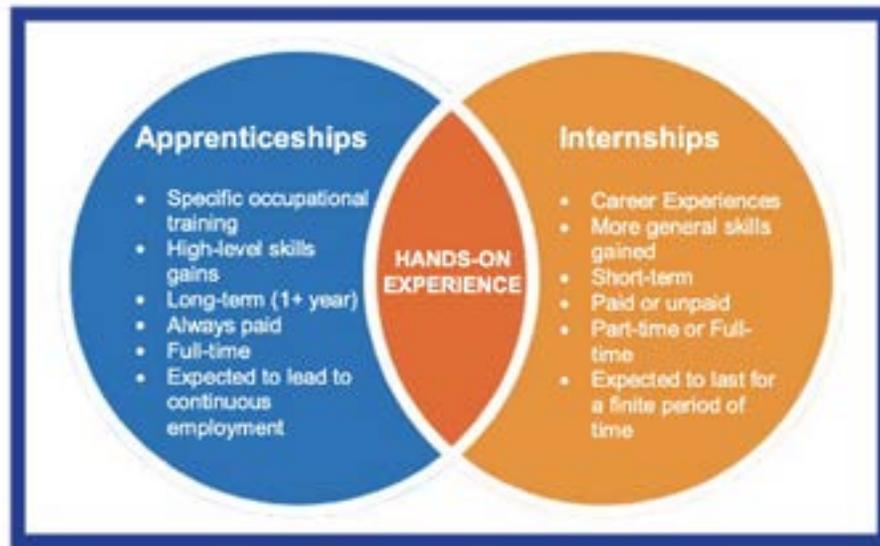
Youth Apprenticeships are often confused with internships. A Youth Apprenticeship may be different than an internship because this opportunity is typically designed by the employer rather than the school district additionally, this may require more time beyond the school day/year. When offering youth apprenticeship opportunities it is important to make sure that this opportunity supports a student’s Individual Career Academic Plan (ICAP). A Youth Apprenticeship program is successful when it is flexible and provides

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all students the opportunity to participate in workforce, mentorship, and leadership activities. Consider using a [planning document](#) to ensure that you create an equitable program that is able to yield successful outcomes, remain on schedule, and create equitable opportunities.

YOUTH APPRENTICESHIP VS. INTERNSHIP

Youth Apprenticeships and internships are both forms of work-based learning that provide hands-on learning experiences for participants. However, these opportunities differ in terms of purpose, length of time, levels of responsibility, and more. See the diagram below to better understand these two types of work-based learning:



Oklahoma Works, Work-Based Learning Guide

IMPLEMENTATION EXAMPLES

Workplace Youth Apprenticeships

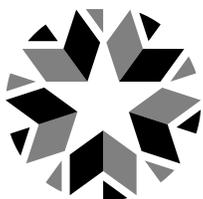
A workplace Apprenticeship provides a student the opportunity to train off school campus in a professional workforce setting. This experience may include: attending meetings with supervisors or teammates, completing individual or group projects, learning about the company culture and industry at large, and reflecting upon their experience.

Classroom Youth Apprenticeships

It is important to provide all students opportunities to gain real-world experience by eliminating barriers and considering local resources. Access to transportation or industry has proven to be barriers for many school districts. In order to provide local experiences for students Broken Arrow Public Schools created a [school-based youth apprenticeship](#) for students on their own campus. This method is optimal for districts with limited transportation, access to the workforce, liability concerns, or other barriers. Youth Apprenticeship course requirements remain the same for students whether on or off-campus, districts interested in this model should consider using similar guidelines to internships as these experiences can be similar.

RECOMMENDED ACTION STEPS

- Explore some of Oklahoma’s most high-demand, high-growth industries, plus education and credential requirements for each career on [Oklahoma’s critical occupations as](#) well as the various [career ladders](#) available within each industry.
- Consider sending business partnership [letters](#) and [agreements](#) to their local businesses or chambers of commerce.
- K-12 school districts can initiate or continue relationships with their local tribal nations by contacting appropriate tribal leaders. This [helpful guide](#) shows appropriate leaders to contact at each Oklahoma Tribal Educational Agency.
- Consider using a resource for students to reflect upon their work-based learning (WBL) experiences to show how WBL can help achieve their career goals. Each ICAP online tool will have a section to provide this information, encourage students to add as much detail as possible.
- Consider [increasing access](#) to effective college and career advisors or counselors.
- Examine inequities in college and career preparatory resources on the OSDE’s [Postsecondary Indicator Guidance](#) resource.
- Consider including your Career Technology partners to help you connect with youth apprenticeship opportunities. To learn more about Youth Apprenticeships take a look at this helpful resource [guide](#).



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