

Toolkit Guide & Program Blueprint

let's build it together.

How to use this toolkit, the anatomy of a youth registered apprenticeship, and a 12-step roadmap for launching a program in your community.



Tehama County CTE Coalition · Job Training Center · in partnership with Expect More Tehama

Developed through the California Jobs First Catalyst Grant — Youth Apprenticeship Project, Industrial Maintenance Pilot

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Toolkit Guide & Program Blueprint

let's build it together.

This guide orients you to the Youth Apprenticeship & Work-Based Learning Toolkit and walks through the blueprint used to launch the Tehama County Industrial Maintenance pilot — so your community can adapt it instead of reinventing it.

1. About This Toolkit

In 2025, the Job Training Center — on behalf of the Tehama County Career Technical Education (CTE) Coalition — received California Jobs First Catalyst Grant funding to pilot innovative work-based learning models connecting high school students to high-wage, high-demand careers. The first pilot: a **Youth Registered Apprenticeship Program for Industrial Maintenance Technicians** serving approximately eight students.

Every template, policy, and guide in this toolkit was developed for, and field-tested by, that pilot. The toolkit exists to help educators, employers, workforce boards, and rural communities:

- Increase the **quality, consistency, rigor, and accessibility** of work-based learning experiences
- **Reduce duplication of effort** through reusable templates and sample materials
- Build **sustainable workforce partnerships** aligned with local labor market needs

Open source, on purpose

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2. What's in the Toolkit

No.	Document	Use it to...	Primary audience
01	Toolkit Guide & Program Blueprint	Understand the model and plan your launch	Everyone
02	Sample Apprenticeship Training Plan	Define on-the-job competencies, instruction, and wages	Employers, sponsors
03	Employer Onboarding Guide & Checklist	Take a host employer from interest to launch	Employers
04	HR Templates, Policies & Job Descriptions	Adapt ready-made HR paperwork for youth apprentices	Employers, HR
05	Student & Employer Responsibilities Agreement	Set clear expectations for every party	All signatories

No.	Document	Use it to...	Primary audience
06	Communication & Outreach Kit	Recruit students and employers; tell the story	Schools, communicators
07	Work-Based Learning Best Practices	Benchmark and improve program quality	Program staff, educators
08	Case Studies & Lessons Learned (added during pilot)	Learn from the North State experience	Replicating communities

3. Anatomy of a Youth Registered Apprenticeship

A youth registered apprenticeship is a formal, state-registered earn-and-learn model with five required ingredients:

Ingredient	What it means in practice
Paid on-the-job training	Students are employees, earning a progressive wage while logging supervised training hours against a defined competency list.
Related technical instruction	Classroom or lab coursework aligned to the occupation — delivered through high school CTE, community college, or program providers.
Mentorship	Each apprentice is paired with a journey-level mentor responsible for day-to-day coaching and skills sign-off.
Wage progression	A published schedule of raises tied to competency milestones, not just time served.
Portable credential	Completion is recorded in a state-registered system, giving the apprentice a credential recognized by employers anywhere.

Why "youth" changes the design

Because apprentices are high school students (typically 16–18), programs must also coordinate school schedules and credit, work permits, parent/guardian consent, transportation, and supervision rules for minors. Documents 03–05 address each of these directly.

4. The 12-Step Launch Roadmap

The sequence used in Tehama County, generalized for any rural community.

1

CONVENE THE COALITION

Bring together schools, the county office of education, workforce development, and at least two committed employers under a lead agency.

2

VALIDATE LABOR MARKET DEMAND

Confirm the target occupation is genuinely high-wage and high-demand locally — employer testimony plus labor market data.

3 CHOOSE THE OCCUPATION & STANDARDS

Select an apprenticeable occupation and adopt or adapt existing training standards (see Document 02).

4 SECURE FUNDING & SPONSORSHIP

Identify a program sponsor and braid funding: grants, employer wages, school resources, workforce funds.

5 REGISTER THE PROGRAM

Work with your state apprenticeship agency to register standards, wage schedules, and the sponsor relationship.

6 RECRUIT HOST EMPLOYERS

Use the business case and onboarding materials (Documents 03–04) to convert employer interest into signed commitments.

7 ALIGN SCHOOL LOGISTICS

Resolve scheduling, credit, work permits, insurance, and transportation with each participating district before recruiting students.

8 RECRUIT & SELECT STUDENTS

Run info sessions, applications, and employer interviews (Document 06 provides the outreach materials).

9 TRAIN MENTORS

Prepare journey-level workers to coach teenagers — expectations, communication, and evaluation practices.

10 SIGN AGREEMENTS & LAUNCH

Execute the responsibilities agreement (Document 05), complete safety orientation, and start paid hours.

11 SUPPORT & MONITOR

Hold quarterly check-ins with student, school, employer, and family; track hours, competencies, and wage milestones.

12 DOCUMENT & IMPROVE

Capture lessons learned and outcomes continuously — they become your case studies and your sustainability argument.

5. Lessons Learned from the North State Pilot

This section is updated as the Tehama County cohort progresses. Early structural lessons:

- **Employer paperwork is the biggest friction point.** Pre-filled, plain-language templates (Documents 03–04) materially shortened employer onboarding.
- **Scheduling is solved at the master-schedule level**, not student by student — engage counselors and administrators a full term ahead.
- **Transportation is a real eligibility gate in rural counties.** Budget for it or site placements deliberately.
- **One coordinator with authority** across schools and employers keeps momentum better than distributed ownership.

Replicating this model?

The Tehama County CTE Coalition welcomes questions from other communities. Contact the Job Training Center — details on the program website — for an orientation to the toolkit.

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SAMPLE APPRENTICESHIP TRAINING PLAN

SKILLS THAT GROW // WAGES THAT FOLLOW

A competency-based on-the-job training outline for Industrial Maintenance Technician youth apprentices, with related instruction and wage progression.



SAMPLE APPRENTICESHIP TRAINING PLAN — INDUSTRIAL MAINTENANCE TECHNICIAN

SKILLS THAT GROW // WAGES THAT FOLLOW

A competency-based outline of on-the-job training (OJT), related technical instruction (RTI), and wage progression for a two-year youth apprenticeship. Adapt hour counts, competencies, and wages to your registered standards and local agreements.

1. PROGRAM SUMMARY

Occupation	Industrial Maintenance Technician (apprenticeable occupation)
Program type	Youth Registered Apprenticeship — competency-based with minimum hours
Term	Approx. 24 months (junior/senior year + post-graduation continuation)
On-the-job training	2,000 hours minimum, supervised by a journey-level mentor
Related instruction	288 hours minimum (high school CTE + college/program coursework)
Apprentice-to-mentor ratio	1:1 recommended for youth apprentices

2. ON-THE-JOB TRAINING COMPETENCIES

Mentors initial and date each competency as the apprentice demonstrates it independently and safely. Hours are guidelines; mastery governs.

BLOCK A – SAFETY & WORKPLACE FOUNDATIONS (≈200 HRS)

COMPETENCY	TARGET HRS	MENTOR INITIALS	DATE
Lockout/tagout (LOTO) procedures; hazardous energy control	40		
PPE selection and use; shop and site safety rules	30		
Hand and power tool identification, care, and safe operation	60		
Workplace communication, work orders, and documentation	40		
Housekeeping, 5S, and preventive safety inspections	30		

BLOCK B – MECHANICAL SYSTEMS (≈600 HRS)

COMPETENCY	TARGET HRS	MENTOR INITIALS	DATE
Bearings, shafts, couplings, and alignment fundamentals	120		
Belt, chain, and gear drive maintenance	100		
Pumps, compressors, and lubrication systems	140		
Conveyors and material-handling equipment	120		
Precision measurement and mechanical print reading	120		

BLOCK C – ELECTRICAL & CONTROLS (≈600 HRS)

COMPETENCY	TARGET HRS	MENTOR INITIALS	DATE
Electrical safety and basic circuits (under supervision per age/safety rules)	120		
Motors, motor controls, and starters	140		
Sensors, switches, and instrumentation basics	100		
PLC fundamentals: reading logic, monitoring I/O	140		
Electrical print reading and troubleshooting method	100		

BLOCK D – FLUID POWER, FABRICATION & INTEGRATED TROUBLESHOOTING (≈600 HRS)

COMPETENCY	TARGET HRS	MENTOR INITIALS	DATE
Hydraulic and pneumatic systems: components, schematics, maintenance	160		
Cutting, welding, and fabrication basics (per age/safety restrictions)	120		
Preventive/predictive maintenance program participation	140		
Root-cause analysis and end-to-end troubleshooting projects	180		

MINOR SAFETY NOTE

Some tasks are restricted for workers under 18 under federal and state child labor rules (certain power equipment, some welding operations). The onboarding guide (Document 03) includes the restriction checklist; structure Blocks C–D so restricted tasks shift to post-18 or post-graduation phases.

3. RELATED TECHNICAL INSTRUCTION MAP

COURSE / MODULE	PROVIDER	HOURS	ALIGNED OJT BLOCK
Industrial Safety & OSHA-10	High school CTE / program	40	Block A
Mechanical Systems & Print Reading	High school CTE	72	Block B
Industrial Electricity Fundamentals	Community college (dual enrollment)	72	Block C
Fluid Power Fundamentals	Community college (dual enrollment)	54	Block D
Intro to PLCs & Automation	Community college / online lab	50	Blocks C–D

4. WAGE PROGRESSION SCHEDULE (SAMPLE)

Expressed as a percentage of the local journey-level wage for Industrial Maintenance Technicians. Insert actual dollar amounts when registering.

STEP	MILESTONE	% OF JOURNEY WAGE	EXAMPLE AT \$34/HR JOURNEY RATE
Step 1	Program entry + safety block complete	50%	\$17.00/hr
Step 2	500 OJT hrs + Block B core competencies	55%	\$18.70/hr
Step 3	1,000 OJT hrs + Block C core competencies	62%	\$21.10/hr
Step 4	1,500 OJT hrs + Block D core competencies	70%	\$23.80/hr
Completion	2,000 OJT hrs + all competencies + RTI complete	journey track	per employer scale

5. PROGRESS REVIEW RECORD

QUARTER	OJT HOURS TO DATE	COMPETENCIES VERIFIED / NOTES	REVIEWED BY (STUDENT, MENTOR, COORDINATOR)
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Q1

QUARTER	OJT HOURS TO DATE	COMPETENCIES VERIFIED / NOTES	REVIEWED BY (STUDENT, MENTOR, COORDINATOR)
Q2			
Q3			
Q4			
Q5			
Q6			
Q7			
Q8			

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EMPLOYER ONBOARDING GUIDE & CHECKLIST

FROM HANDSHAKE TO FIRST DAY

Everything a host employer needs to welcome a youth apprentice — from registration and mentor selection to safety requirements and launch.



EMPLOYER ONBOARDING GUIDE & CHECKLIST

FROM HANDSHAKE TO FIRST DAY

A step-by-step path from "we're interested" to "our apprentice starts Monday." Designed so a busy plant manager or HR lead can see exactly what's required — and what the program handles for them.

1. WHAT HOSTING ACTUALLY INVOLVES

YOU PROVIDE	THE PROGRAM PROVIDES
Paid OJT hours at the registered wage schedule	Pre-screened, school-endorsed student candidates
A journey-level mentor for each apprentice	Mentor orientation and coaching guides
A safe, supervised work environment	Registration paperwork prepared with you, not dumped on you
Competency sign-offs each quarter	Scheduling coordination with the school; a single point of contact
Feedback to improve the program	HR templates, policies, and minor work-rule guidance (Document 04)

2. ONBOARDING STEPS

- 1 DISCOVERY CALL (30 MIN)**
 Program coordinator walks through the model, wage schedule, and timeline; you identify potential roles and mentors.
- 2 SITE READINESS REVIEW**
 Joint walkthrough covering supervision, safety training, and tasks appropriate for 16–17-year-olds (see Section 3).
- 3 SIGN THE HOST EMPLOYER AGREEMENT**
 Covers wages, mentorship, evaluation, schedule, and the support you'll receive. Template in Document 04.
- 4 SELECT & PREPARE YOUR MENTOR(S)**
 Choose journey-level employees who want to teach. The program provides a 2-hour mentor orientation.
- 5 INTERVIEW CANDIDATES**
 The program schedules interviews with school-endorsed applicants; you select your apprentice.
- 6 COMPLETE HIRING PAPERWORK**
 Standard hire + work permit + parent/guardian consent + apprenticeship agreement. Checklist in Section 4.

7

SAFETY ORIENTATION & FIRST DAY

Apprentice completes site safety orientation before any shop-floor hours; coordinator attends launch day.

8

QUARTERLY RHYTHM

15-minute quarterly check-ins (apprentice, mentor, coordinator) plus competency sign-offs keep everyone aligned.

3. EMPLOYING MINORS: THE SHORT VERSION

Hosting a 16–17-year-old apprentice is routine when four things are in place:

- Work permit — issued through the student's school; the program coordinates it.
- Hour limits — school-day and weekly hour caps apply until age 18; the master schedule is built around them.
- Task restrictions — certain hazardous tasks (specific power equipment, some welding/cutting operations) are off-limits under 18. The training plan (Document 02) sequences these into post-18 phases. A task-by-task restriction checklist is included in Document 04.
- Supervision — apprentices work under line-of-sight supervision of their mentor for restricted-adjacent tasks.

INSURANCE & LIABILITY

Apprentices are your employees and covered by your workers' compensation, like any new hire. Registered apprenticeship status does not create a new liability category; your insurer simply needs standard notice. The program provides a sample notification letter.

4. LAUNCH CHECKLIST

BEFORE INTERVIEWS

- ☐ Discovery call completed; roles and mentor candidates identified
- ☐ Site readiness review completed with program coordinator
- ☐ Host employer agreement signed
- ☐ Wage schedule confirmed against registered standards
- ☐ Mentor(s) selected and orientation scheduled

BEFORE THE FIRST DAY

- ☐ Apprentice selected; offer extended through the program
- ☐ Work permit on file
- ☐ Parent/guardian consent and apprenticeship agreement signed
- ☐ Payroll set up; workers' comp carrier notified
- ☐ Schedule agreed with school (hour limits verified)
- ☐ Site safety orientation scheduled for day one

- ☐ Minor task-restriction checklist reviewed with mentor

FIRST 90 DAYS

- ☐ Safety block (Block A) training underway and documented
- ☐ First quarterly check-in held; competency log started
- ☐ Any schedule or transportation issues flagged to coordinator
- ☐ Mentor feedback collected; adjustments made

5. FREQUENTLY ASKED QUESTIONS

WHAT DOES AN APPRENTICE COST US?

Wages at the published progression schedule (starting around 50% of journey rate) plus normal employment costs. Many hosts find apprentices productive within the first quarter — and the pipeline value far exceeds the cost of running ads for techs who don't exist.

WHAT IF IT ISN'T WORKING OUT?

The agreement includes a probationary period and a clear exit process for both sides. The coordinator mediates issues early — that's what the quarterly rhythm is for.

CAN WE HOST MORE THAN ONE APPRENTICE?

Yes, provided each has a dedicated journey-level mentor and your site review supports it.

DO WE HAVE TO KEEP THEM AFTER COMPLETION?

No obligation — but most hosts do. You'll have spent two years training someone in your exact equipment and culture.

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HR Templates, Policies & Job Descriptions

the paperwork, already done.

Adaptable human-resources materials: sample job description, policies for minors in the workplace, wage progression, and evaluation forms.



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HR Templates, Policies & Job Descriptions

THE PAPERWORK, ALREADY DONE.

Adapt-and-go human resources materials for hosting youth apprentices. Items in [brackets] are fill-ins. Editable versions of every template are in the program's Google Shared Drive.

1. Sample Job Description – Youth Apprentice, Industrial Maintenance

Position: Industrial Maintenance Technician — Youth Registered Apprentice

Reports to: [Maintenance Supervisor] · **Mentor:** [Journey-level technician name]

Status: Part-time, non-exempt (school-year schedule per work permit) · **Wage:** per registered progression schedule, starting at [\$XX.XX]/hr

Purpose: Learn the Industrial Maintenance Technician trade through paid, supervised on-the-job training combined with related technical instruction, progressing through a state-registered competency framework.

Essential duties (progressive, per training plan):

- Complete safety training and follow all site safety procedures, including LOTO and PPE requirements
- Assist with preventive maintenance inspections, lubrication, and equipment servicing
- Learn troubleshooting of mechanical, electrical, hydraulic, and pneumatic systems under mentor supervision
- Maintain accurate training logs and work-order documentation
- Attend related technical instruction and maintain satisfactory school standing

Requirements: Enrolled high school junior/senior (16+) in [County]; valid work permit; parent/guardian consent; reliable attendance; interest in mechanical/electrical work. No prior experience required.

Physical/work environment: Industrial setting; standing, lifting to [40] lbs with training; PPE provided. Tasks restricted for minors are excluded until age 18 per the attached checklist.

2. Policy: Work Permits & Hours for Student Apprentices

- A valid work permit, issued by the student's school, must be on file before the first paid hour and renewed each school year.
- During school weeks, apprentices work within state daily/weekly hour caps for 16–17-year-olds; schedules are set jointly with the school each term.

- School attendance and academic standing take precedence; the coordinator is notified of any conflict before schedule changes are made.
- Hour caps lift at age 18 or graduation, whichever the registered standards specify.

3. Policy: Prohibited & Restricted Tasks for Apprentices Under 18

Until an apprentice turns 18, the following apply (summary — verify against current federal/state orders):

CATEGORY	RULE FOR UNDER-18 APPRENTICES
Designated hazardous power equipment (e.g., certain saws, shears, power presses)	Prohibited — sequenced into post-18 training phases
Welding, cutting, and brazing operations	Restricted — only within recognized student-learner/apprentice exemptions, under direct mentor supervision
Forklifts and powered industrial trucks	Prohibited to operate; may observe from safe distance
Work at height, confined spaces	Prohibited until 18 and trained
Electrical work on energized systems	Prohibited ; de-energized training tasks per mentor and LOTO only
General maintenance, PM tasks, hand tools, instrumentation observation	Permitted with site safety training and supervision

Keep this current

Child labor regulations change. The program coordinator supplies an updated task checklist each program year; the employer's safety officer signs it.

4. Template: Wage Progression Notice

Dear [Apprentice name],

Congratulations — effective [date], you have completed [milestone, e.g., 1,000 OJT hours and Block C core competencies] and advance to **Step [3]** of the wage schedule: **[\$XX.XX]/hour** ([62]% of journey rate).

Your next milestone is [milestone], with advancement to Step [4] at [\$XX.XX]/hour. Your mentor [name] and coordinator [name] reviewed your competency log on [date].

[Supervisor signature] · [Date]

5. Template: Quarterly Performance & Competency Evaluation

AREA	RATING (1–4)	MENTOR COMMENTS
Safety practices and judgment		
Reliability and attendance		
Skill progression vs. training plan		
Documentation and communication		
Teamwork and professionalism		
Initiative and problem-solving		

Rating scale: 1 = needs significant support · 2 = developing · 3 = meets expectations for phase · 4 = exceeds expectations

Mentor signature / date

Apprentice signature / date

Program coordinator / date

6. Template: Host Employer Agreement (Key Terms Outline)

- **Parties & term:** [Employer], [Program sponsor], apprentice cohort [year]; term through apprenticeship completion or earlier termination per Section [X].
- **Wages & schedule:** Employer pays the registered wage progression; schedule coordinated with [school district] within minor hour limits.
- **Training:** Employer delivers OJT per the registered training plan with a named journey-level mentor; quarterly competency sign-offs.
- **Safety & compliance:** Employer maintains site safety, work permits, minor task restrictions, and workers' compensation coverage.
- **Program support:** Sponsor provides candidate screening, mentor orientation, coordination, and issue mediation.
- **Separation:** Probationary period of [90] days; either party may end placement with notice to the coordinator; school and family are informed before action.
- **Data & media:** Employer shares training records with the sponsor; photo/media releases handled per Document 06.

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Student & Employer Responsibilities Agreement

everyone knows their part.

A plain-language agreement and operating procedures defining what apprentices, employers, schools, and program staff each commit to.



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Student & Employer Responsibilities Agreement

EVERYONE KNOWS THEIR PART.

A plain-language agreement signed at launch by the apprentice, parent/guardian, host employer, school, and program sponsor — so every party knows exactly what they've committed to. Pair with the operating procedures in Section 6.

1. The Apprentice Agrees To...

- Show up — to work and to school — on time, prepared, and ready to learn
- Follow all safety rules, every time, and stop work and ask when unsure
- Complete related technical instruction and maintain satisfactory academic standing
- Keep an accurate log of hours and competencies with their mentor
- Communicate early: schedule conflicts, transportation issues, or concerns go to the mentor or coordinator before they become problems
- Represent the program professionally at the worksite and at school

2. The Parent/Guardian Agrees To...

- Consent to the apprenticeship and the work permit
- Support attendance, transportation arrangements, and the quarterly check-in schedule
- Notify the coordinator of changes affecting the student's participation

3. The Host Employer Agrees To...

- Pay the registered wage schedule and provide scheduled OJT hours
- Provide a named journey-level mentor and a safe, supervised work environment
- Honor work-permit hour limits and minor task restrictions
- Complete quarterly evaluations and competency sign-offs
- Treat the apprentice as a valued employee and a student — both at once

4. The School Agrees To...

- Issue and maintain the work permit; align the student's class schedule with work hours
- Award academic credit per the district's WBL credit policy
- Designate a counselor/CTE liaison for the apprentice
- Share academic-standing changes that affect eligibility with the coordinator

5. The Program Sponsor (Coordinator) Agrees To...

- Coordinate registration, agreements, and records for the apprenticeship
- Run quarterly check-ins and mediate issues promptly and fairly
- Provide mentor orientation and ongoing employer support
- Track hours, competencies, and wage milestones; certify completion
- Connect the apprentice to support services (transportation, tutoring, gear) where available

6. Operating Procedures (Summary)

SITUATION	PROCEDURE
Schedule change (school term, production needs)	Coordinator confirms with school and employer at least [2 weeks] before the term; emergency changes routed through coordinator within 24 hours.
Absence or illness	Apprentice notifies mentor AND school per normal call-in rules; 3+ unexcused absences trigger a check-in meeting.
Safety incident	Employer's incident procedure governs; coordinator and parent/guardian notified same day; review before return to task.
Performance concern (either direction)	Raised at or before quarterly check-in; written improvement plan with 30-day review; probationary exit only after mediation.
Apprentice turns 18 / graduates	Hour caps and task restrictions are re-evaluated; training plan phases unlock per Document 02.
Early exit (any party)	Written notice to coordinator; exit interview; records preserved; student transitioned back to standard schedule without academic penalty.

7. Signatures

By signing, each party accepts the responsibilities above and the attached training plan and policies.

Apprentice · printed name, signature, date

Parent/Guardian · printed name, signature, date

Host Employer representative · printed name, signature, date

Mentor · printed name, signature, date

School representative · printed name, signature, date

Program Sponsor / Coordinator · printed name, signature, date

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Communication & Outreach Kit

tell the story. spread the word.

Ready-to-adapt recruitment copy, press release template, social media posts, and counselor talking points for promoting your program.

expect
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Communication & Outreach Kit

tell the story. spread the word.

Copy-and-adapt outreach materials for recruiting students and employers and telling your program's story. Designed to carry your community's existing brand — in Tehama County, the logos, photography, video, and brochures developed by Expect More Tehama drop directly into these templates.

1. Core Messages (Use Everywhere)

Audience	Lead message
Students	"Earn a paycheck and a career credential before you graduate — no college debt required."
Parents	"A state-registered apprenticeship with real wages, real mentorship, and a career path that starts at \$17+/hr and grows past \$55K."
Employers	"Your next maintenance tech is in a local classroom right now. Train them before your senior techs retire."
Educators	"A structured WBL pathway with credit alignment, work permits handled, and a coordinator who does the heavy lifting."
Community/funders	"A replicable rural model connecting high school directly to high-wage, high-demand careers in our own backyard."

2. Student Recruitment Flyer (Copy Block)

GET PAID TO LEARN A TRADE — STARTING IN HIGH SCHOOL

The [Tehama County] Youth Apprenticeship Program is hiring [8] juniors and seniors to train as **Industrial Maintenance Technicians** with local employers.

- ✓ Real paychecks — raises as your skills grow
- ✓ A personal mentor at a real worksite
- ✓ State-registered credential + high school credit
- ✓ A career path to \$55,000–\$85,000+

No experience needed. If you like figuring out how things work, apply.

Apply at [website URL] or see your counselor. Questions? [Coordinator name] · [phone] · [email]

3. Press Release Template

FOR IMMEDIATE RELEASE · [Date] · Contact: [Name, title, phone, email]

[County] Launches Youth Apprenticeship Program Connecting High School Students to High-Wage Industrial Careers

[CITY, Calif.] — The [Job Training Center], on behalf of the [Tehama County CTE Coalition], today announced the launch of a Youth Registered Apprenticeship Program for Industrial Maintenance Technicians, funded by the [California Jobs First Catalyst Grant]. The pilot will place [eight] high school students in paid apprenticeships with local employers beginning [Fall 2026].

"[Quote from executive director about opportunity for local youth and employers]," said [Name, title].

Apprentices earn progressive wages while completing on-the-job training and technical coursework, graduating with a state-registered credential and a direct path into careers paying [\$55,000–\$85,000+]. Participating employers include [names].

"[Quote from employer or student]," said [Name].

The program is part of a broader effort to expand work-based learning across rural Northern California; all program materials are published as an open-source toolkit at [URL].

About [Organization]: [boilerplate].

4. Social Media Posts (Ready to Adapt)

Channel / moment	Post copy
Applications open	□ HIRING: [8] high school juniors & seniors. Get PAID to train as an Industrial Maintenance Tech with [County] employers. Mentor included. Credential included. Debt not included. Apply: [URL]
Parents	Your teen could graduate with two years of paid work experience, a state credential, and a career path past \$55K. Info night [date] at [location]. [URL]
Employer recruitment	[County] employers: your next maintenance tech is in a local classroom right now. Host a youth apprentice — we handle the paperwork, you build your pipeline. [URL]
Milestone	□ Congrats to [name], the first apprentice in our pilot cohort to complete [milestone]! Raise earned. Skills proven. [#YouthApprenticeship]
Toolkit launch	□ We built it so you don't have to: our complete Youth Apprenticeship & WBL Toolkit — training plans, employer kits, HR templates — is now free & open-source: [URL]

5. Counselor & Teacher Talking Points

- This is employment plus education: registered training plan, wage progression, school credit, and a coordinator who manages logistics.
- Good-fit students: hands-on learners, shop/ag/robotics students, students asking for alternatives to four-year college — and students who just need a reason to engage.
- Eligibility basics: junior/senior, 16+, Tehama County school, transportation plan, guardian consent. No experience or GPA bar.
- What to do: refer students to [URL/application], invite the coordinator to class, post the flyer in your room.

6. Brand Asset Integration Checklist

- ☐ Replace placeholder logos with project/community logos (Expect More Tehama assets in the shared drive)
- ☐ Swap stock/placeholder images for program photography (releases on file — see below)
- ☐ Insert program URL, coordinator contact, and current application deadline in every piece
- ☐ Confirm wage figures against the current registered schedule before printing
- ☐ Run accessibility check: contrast, alt text, reading level (~8th grade for student/parent pieces)

Media releases

Collect photo/video releases for every apprentice (and guardian signature for minors) at signing day — the release form template is included in the shared drive — so milestone stories are always ready to publish.

This document is part of the open-source Youth Apprenticeship & Work-Based Learning Toolkit developed by the Tehama County CTE Coalition with funding from the California Jobs First Catalyst Grant. Communities may reuse and adapt it with attribution (CC BY 4.0). Proof-of-concept edition — content illustrative, finalized with project stakeholders. Logos, photography, and brand assets from Expect More Tehama are integrated in the production edition.

WORK-BASED LEARNING BEST PRACTICES

DO IT WELL // DO IT TOGETHER

Quality benchmarks and a self-assessment rubric for rigorous, consistent, and accessible work-based learning in rural communities.



WORK-BASED LEARNING BEST PRACTICES FOR RURAL COMMUNITIES

DO IT WELL // DO IT TOGETHER

Quality benchmarks distilled from the Tehama County pilot and national WBL research — plus a self-assessment rubric your partnership can score itself against twice a year.

1. THE FOUR QUALITY PILLARS

PILLAR	WHAT "GOOD" LOOKS LIKE
Quality	Real work tied to a written training plan; students produce value, not busywork; mentors are chosen and trained, not assigned.
Consistency	Every placement follows the same agreements, evaluation cycle, and documentation — regardless of which employer or school is involved.
Rigor	Competency-based progression with sign-offs; related instruction aligned to OJT; wage increases earned by demonstrated skill.
Accessibility	Recruitment reaches all students (not just the ones who find you); transportation, gear, and scheduling barriers are named and budgeted for.

2. BEST PRACTICES BY PROGRAM PHASE

DESIGN

- Start from employer demand, not program supply — validate the occupation with local labor data and employer testimony before building.
- Adopt existing registered standards where possible; customize the last 20%, don't write the first 80%.
- Design for replication from day one: template every document you create (that's this toolkit).

PARTNERSHIP

- Name one accountable coordinator with standing across schools and employers.
- Put every commitment in writing (Document 05) — goodwill fades, documents don't.
- Keep an employer advisory group meeting quarterly; employers recruit other employers better than agencies do.

STUDENT EXPERIENCE

- Treat transportation, work gear, and food as program costs, not student problems.
- Run a real onboarding: worksite culture, payroll literacy, and "how to ask questions" are teachable skills.
- Check in quarterly with student, mentor, school, and family together — small issues surface before they're exits.

MENTORSHIP

- Select mentors who volunteer and like teaching; provide a 2-hour orientation minimum.
- Give mentors the competency checklist and the authority to sign it.
- Recognize mentors publicly — it's the cheapest retention tool you have.

SUSTAINABILITY

- Track and publish outcomes from the first cohort: hours, wages, completions, employer retention.
- Braid funding early (grants, employer wages, school funds, workforce dollars) so no single source can kill the program.
- Feed lessons learned into the toolkit and the final report — your documentation is your case for the next grant.

3. PARTNERSHIP SELF-ASSESSMENT RUBRIC

Score each row 1–4 (1 = not in place · 2 = emerging · 3 = in place · 4 = exemplary). Reassess every six months.

INDICATOR	SCORE	EVIDENCE / NEXT STEP
Written training plan with competencies for every placement		
Signed responsibilities agreement for every party		
Trained, named mentor for each student		
Wage progression published and honored		
Quarterly check-ins held and documented		
Work permits, hour limits, and minor task restrictions verified		
Recruitment reaches all student populations, with data to show it		
Transportation/gear barriers identified and funded		
Employer advisory group active		
Outcomes tracked and reported (hours, completions, retention)		
Single accountable coordinator in place		
Materials templated for replication		

4. COMMON FAILURE MODES (AND THE FIX)

FAILURE MODE	PREVENTION
Employer enthusiasm dies in paperwork	Pre-filled templates and a coordinator who completes forms with the employer (Documents 03–04)

FAILURE MODE	PREVENTION
Placement becomes unpaid observation	Competency plan + wage progression makes "real work" contractual (Document 02)
Student drops out over logistics	Transportation/gear budget; quarterly family check-ins
Program lives and dies with one champion	Documented procedures, advisory group, braided funding
Quality varies by site	Same agreements, same rubric, same evaluation cycle everywhere

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