

# WORK PLACEMENT APPLICATION FORM

## CAREERS: The Next Generation

Congratulations! You have made an investment of a lifetime and a great choice to enhance your future career. Please contact your school coordinator or local CAREERS director for additional information.

Student Information		
<b>Last Name:</b>	<b>First Name:</b>	
Address:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
City:	Postal Code:	
Email:	Home phone:	
School Name:	Cell phone:	
Birth Date:	AB Student ID <sup>(1)</sup> :	Fax number:
Anticipated Year of Graduation:	If you wish to identify yourself as aboriginal, please check one of the following: (Information is for statistical purposes only.) <input type="checkbox"/> First Nations - Status <input type="checkbox"/> First Nations - Non Status <input type="checkbox"/> Inuit <input type="checkbox"/> Metis	
Program Information		
<input type="checkbox"/> Registered Apprenticeship Program (RAP); specify trade:		
<input type="checkbox"/> Co-op Apprenticeship Program; specify trade:		
<input type="checkbox"/> Alberta Roadbuilders and Heavy Construction		
<input type="checkbox"/> Forestry Education Youth Initiative		
<input type="checkbox"/> Health Services Youth Initiative		
<input type="checkbox"/> Production Field Operations		
<input type="checkbox"/> Gas Process Operations		
<input type="checkbox"/> Power Engineering Program		
Additional Information		
Are you able to provide full-time availability during the summer? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If no, please give details:		
Any planned period of absence this summer? If yes, when:		
Driver's License? <input type="checkbox"/> Yes <input type="checkbox"/> No    Learner's? <input type="checkbox"/> Yes <input type="checkbox"/> No    If no to both, when do you plan to get your learner's?		
Will you be able to arrange transportation to and from your worksite on a daily basis? <input type="checkbox"/> Yes <input type="checkbox"/> No Some placements are in industrial areas not well serviced by public transportation. Attempts to make placements as close to student's home addresses will be made; however, this can not be guaranteed. If there are other locations that are simple for you to commute to (close to parent workplace), note them here:		
Are you interested in working part time during your school year? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Are you interested in working a full-semestered cycle if available? <input type="checkbox"/> Yes <input type="checkbox"/> No Some schools can arrange a student course schedule such that they can work one semester and attend school the other semester in any given school year.		

### Student Agreement:

I, the applicant, certify the information given in and with this **application, resume, and cover letter** is true and complete to the best of my knowledge and that it may be viewed by employers for the purpose of determining potential placements.

I agree to attend any safety courses or prerequisite courses or sessions as required for individual programs.

I understand that applying for any off-campus program does not guarantee that I will receive a placement.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

The information contained herein may be used by CAREERS: The Next Generation for career choice updates or to request further involvement with your program (ie. video productions, success story quotes & statistical analysis). If you do not wish to be contacted, please check here:

<sup>(1)</sup> The Student ID may be found on student's report card or at [www.education.gov.ab.ca](http://www.education.gov.ab.ca), go to student, number, learner registry, follow instructions

Please forward your application through your school coordinator to your local CAREERS team member.



Parent/Guardian Information	
Parent 1 Name:	Parent 2 Name:
Home Phone:	Home Phone:
Work Phone:	Work Phone:
Cell:	Cell:
Email:	Email:

As the internships provide real job experiences, students are treated like young adults, expected to show maturity and sound judgment. This is an excellent opportunity for your son/daughter to gain confidence in making an educated career choice from their experience with the program. Acceptance is based on your son/daughter's expressed interest in this program, meeting the program criteria, and having the application approved by the applicable school coordinator. Final decisions on placements are made by the employer through the interview process.

**Please review the following, and sign / date the bottom of this page:**

*Transportation*

**Many worksites are located in areas not serviced by public transportation.**

If accepted into the program, what method of transportation will your student use to get to the place of employment?

- Has own automobile     Public Transportation only
- Parent will drive  Other \_\_\_\_\_

*Availability*

**Employers expect a student to be available to work throughout the summer.**

Please indicate any interruptions that might impact your student's time at the workplace:

- My son/daughter plans to attend Summer School.
- We plan a family vacation. Dates include: \_\_\_\_\_ to \_\_\_\_\_
- My son/daughter has other commitments throughout the summer. Explain and list time/date commitments:  
\_\_\_\_\_

*Placements*

**Off-Campus programs are dependent on the availability of suitable worksites. Employers often request interviews and retain the right to select candidates. Every attempt will be made to offer opportunities to each student that applies and is accepted into the program; however, neither the School nor CAREERS: The Next Generation can guarantee that every student will be placed.**

- ✓ If you know of a placement opportunity for your student, please contact your school coordinator or your local CAREERS director with information on that placement and they can assist in securing that placement for your student.
- ✓ If you are an employer that would consider taking a student, please contact either the School or your local CAREERS director for more information on the program and how you can get involved in assisting young people make educated choices about their careers.

*Parent / Guardian Agreement*

*I acknowledge and agree to the above terms.  
I agree that the application along with the submitted resume and cover letter may be viewed by employers for the purpose of determining potential placements.*

\_\_\_\_\_  
Parent Signature (Print name below)

\_\_\_\_\_  
Date

The information contained herein may be used by CAREERS: The Next Generation for career choice updates or to request further involvement with your program (ie. video productions, success story quotes & statistical analysis). If you do not wish to be contacted, please check here:



# REGISTERED APPRENTICESHIP PROGRAM (RAP)

## APPENDIX I: PROGRAM SPECIFIC INFORMATION

Thank you for your interest in the RAP Internship Program. This program is a result of a collaborative partnership between CAREERS: The Next Generation, Alberta Apprenticeship and Industry Training, School Districts, and Employers. It provides students an opportunity to gain work-based learning experiences in a variety of trade settings throughout the year based on their timetable and available opportunities. Worksites are approved, a learning plan established, the student's experience is supervised by a teacher, and the student may earn high school and post secondary credits. This is an incredible chance for students to explore a career in the trades and enhance career development. The following is provided as application and instruction for the program.

### Components required for submission to CAREERS prior to assistance with placement:

- Work Placement Application Form
  - Cover Letter
  - Resume
- Recommendation from Off Campus, RAP or Work Experience Coordinator

### Components recommended for submission (may be required by your school!):

- School Transcript of Marks (You may obtain this from your guidance counselor)
- School Attendance Records (You may obtain this from your guidance counselor)
- Trade Profile:
  - Research
  - Interview
  - Reflection
- Recommendations:
  - Teacher
  - Community Contact

### Tips for creating a cover letter and resume

- ✓ Usually, cover letters should be company specific, but in this case, **address your cover letter** to either CAREERS: The Next Generation or your off-campus teacher.
- ✓ Include the following **information in your resume**:
  - Employment / Work Experience / Volunteer Record
  - Relevant courses you have taken or are taking currently
  - Extra curricular activities – especially those that show employability and specific skills
  - Special skills, courses, certificates (ie. WHIMIS, First Aid, Drivers License, etc) – Attach a photocopy of valid certificates.
- ✓ Include the following **information in your cover letter**:
  - Future Plans: Know what you want to do after high school? Any thoughts on long term career plans?
  - Reason for applying for RAP: Why are you a good candidate for the Registered Apprenticeship Program?
  - Why do you want to be involved in the RAP Internship Program?
  - What interests you in the trades? What is your long term goal?
- ✓ **Your cover letter and resume should not be more than TWO pages in length**
- ✓ Someone should **proof read** your documents! Sign the letter and **include a phone number** for the employer to reach you!

## Special Instructions

### Applicants:

- ✓ You can expect to hear from your school coordinator or directly from CAREERS regarding your internship in late May or early June for summer placements. At other times of the year, we strive to have interviews for you within two weeks of your application
- ✓ You may also be contacted directly from potential employers for an interview! Make sure the phone number on your resume is correct and that you will get and return any messages.
- ✓ Ensure you have discussed appropriate dress and interview skills with your coordinator - even have them give you a practice interview!
- ✓ Ensure that you have looked up current educational requirements on [www.tradesecrets.ab.ca](http://www.tradesecrets.ab.ca) and that you are ON TRACK!

### Off Campus Coordinators:

- ✓ Placement opportunities will be made available based on a "first come first served" basis.
- ✓ Ensure that all of the student's paperwork is in good order complete with required signatures prior to submission.
- ✓ For placements that come available with specific deadlines, please ensure deadlines are met.

Work Experience Coordinators should submit to the Local CAREERS Field Director.

**Three Year High School Plan** (This is an optional component, and may be used as a guideline. You may submit your school plan if they use a different one.)

1. Circle which English course and which Social Studies course you are/will be taking.
2. Enter the Math & Science courses you are/will be taking.
3. Religious Studies is only required in certain schools and districts. Use as required.
4. Physical Education 10 (minimum 3 credits) and CALM 20 are required.
5. There are three more blocks to fill in your Grade 10 options.  
The solid black lines indicate one full block (5 credits).  
If you take a 5 credit course it will occupy the space between two black lines.  
If you take a 3 credit course it will occupy the space between one black and one grey line.

NOTE<sup>1</sup>: You can take up to eight 5 credit courses in one school year – the solid black lines indicate eight blocks

NOTE<sup>2</sup>: If you take 3 credit courses you can take two in one time slot (indicated by the grey lines)

NOTE<sup>3</sup>: You can still complete all the courses you may require for university entrance if you complete RAP 35a, b, c, & d during the summers before and after Grade 11 and attend school full-time in Grade 12.

Grade 10				Grade 11				Grade 12			
Course	No.	Mark	Credits	Course	No.	Mark	Credits	Course	No.	Mark	Credits
English	10-1 10-2			English	20-1 20-2			English	30-1 30-2		
Social Studies	10 13			Social Studies	20 23			Social Studies	30 33		
Math				Math							
Science				CALM				Science			
Religious Studies				Religious Studies				Religious Studies			
PE	10			RAP	15			*RAP	35a		
				RAP	25a			*RAP	35b		
				RAP	25b			*RAP	35c		
				RAP	25c			*RAP	35d		

**Minimum Requirements for High School Diploma**

- English 30-1 or 30-2
- Social Studies 30 or 33
- Math – minimum 10 credits
- Science – minimum 10 credits
- CALM (minimum 3 credits)
- CTS/Fine Arts/Second Languages/RAP – minimum 10 credits
- 30 or 35 level subjects – e.g. RAP – minimum 10 credits (other than English and Social Studies)

## Trade Profile: Research (This is an optional sheet if you prefer to use it and type your responses)

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There are various resources which enable you to learn about the trade that interests you. Look at trade associations, government career sites for job information, and technical school sites. Although we are certain you will find many sources of information, here are two that we recommend to get you started:

1. Alberta Apprenticeship website, [www.tradesecrets.gov.ab.ca](http://www.tradesecrets.gov.ab.ca)  
Look in the library of this site, check out the trade and occupation info, then click on your trade, and browse the occupational profile.
2. Construction Association website, [www.careersconstruction.com](http://www.careersconstruction.com)  
For the thirty trades that fall within the construction sector, the search centre – jobs section on this website is great!

We suggest that you take the time to answer the following questions:

1. What trade are you interested in (make sure you get the correct name of the trade)? Note sub-trades or similar trades as well.
2. What duties are performed in this trade?
3. What are the worst possible working conditions for this trade?
4. What are the usual working conditions for this trade?
5. What are the physical requirements (ie. lifting, standing, crouching, kneeling, good balance)
6. To be successful in this trade, what things must you be able to do?
7. What is the term of apprenticeship in this trade (total years, weeks of school per year, hours of experience needed for your blue book per year)?
8. Who typically employs someone working in this trade?
9. What are the usual opportunities for advancement in this trade?
10. What percentage of a journeyman's salary do you make in your trade?  
(Please remember that as a RAP student, you are NOT guaranteed a 1<sup>st</sup> year apprentice salary – only minimum wage)
11. What is the salary range of the trade?
12. What are the educational requirements of the trade according to Alberta Apprenticeship and Industry Training ([www.tradesecrets.ab.ca](http://www.tradesecrets.ab.ca))?

## Trade Profile: Interview

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*If you really want to know what someone's job is like "walk a mile in their boots".*

This step is intended for you to get the perspective of an experienced tradesperson. You need to contact and make an appointment with an experienced tradesperson currently working in the trade that you hope to apprentice in. We recommend that you even do this with a company you are interested in apprenticing with – and if you do, let your RAP teacher know by attaching this to your application form!

**Record their name, company, address, phone number, and email (a business card works well). Remember to send them a thank-you note!**

Here are a few questions that we suggest you ask:

1. What trade are you in and how long have you been in this trade?
2. What are some of your job duties and responsibilities?
3. What do you spend most of your time doing?
4. How many hours each day do you spend standing? ...lifting?
5. What are the dangers (ie. falling) or hazards (ie. chemical, radiation) of your job?
6. What type of environment might you work in (ie. indoor, outdoor, dirty, heights)?
7. What type of company employs you (ie. single proprietor, big corporation)
8. What are the opportunities for promotion in this trade?
9. What are some of the prerequisites that **you** needed to get a job in this trade (education, skills)?
10. What type of person would be successful in this trade?
11. What characteristics would you look for if you were hiring?
12. What advice would you give to young adults who are thinking of a career in this trade?
13. Do you have apprentices on staff now?
14. Would you or your company consider employing me as a RAP student?

Be sure to have information from your RAP teacher for the employer if you want to encourage this person to hire you.

## Trade Profile: Reflection

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Based on your research and the interview you conducted, complete the following questions. Make sure you have done both previous sections before attempting this portion.

1. What are some things you found out about this trade that you did not know before?
2. Based on your research and the interview, why are you still interested in the trade?
3. Based on your research and the interview, is your current three year high school plan and the marks you are earning in accordance to what educational requirements are needed for this specific trade? (**Remember – in addition to the Apprenticeship requirements, what is the industry insisting on. Also, remember that to be in RAP you must be on track to graduate. It is a requirement of the program!**)
4. Explain the short and long term goals you have set for yourself to succeed in your trade?

## Trade Profile: Research

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There are various resources which enable you to learn about the trade that interests you. Look at trade associations, government career sites for job information, and technical school sites. You will find many sources of information, but here are two that we recommend to get you started:

1. Alberta Apprenticeship website, [www.tradesecrets.gov.ab.ca](http://www.tradesecrets.gov.ab.ca)  
Look in the library of this site, check out the trade and occupation info, then click on your trade, and browse the occupational profile.
2. Construction Association website, [www.careersconstruction.com](http://www.careersconstruction.com)  
For the thirty trades that fall within the construction sector, the search centre – jobs section on this website is great!

To understand the trade that interests you better, take the time to answer the following questions:

1. What trade are you interested in (make sure you get the correct name of the trade)? Note sub-trades or similar trades as well.  
\_\_\_\_\_  
\_\_\_\_\_
2. What duties are performed in this trade?  
\_\_\_\_\_  
\_\_\_\_\_
3. What are the worst possible working conditions for this trade?  
\_\_\_\_\_  
\_\_\_\_\_
4. What are the usual working conditions for this trade?  
\_\_\_\_\_  
\_\_\_\_\_
5. What are the physical requirements (ie. lifting, standing, crouching, kneeling, good balance)  
\_\_\_\_\_  
\_\_\_\_\_
6. To be successful in this trade, what things must you be able to do?  
\_\_\_\_\_  
\_\_\_\_\_
7. What is the term of apprenticeship in this trade (total years, weeks of school per year, hours of experience needed for your blue book per year)?  
\_\_\_\_\_  
\_\_\_\_\_
8. Who typically employs someone working in this trade?  
\_\_\_\_\_  
\_\_\_\_\_
9. What are the usual opportunities for advancement in this trade?  
\_\_\_\_\_  
\_\_\_\_\_
10. What percentage of a journeyman's salary do you make in your trade?  
(Please remember that as a RAP student, you are NOT guaranteed a 1<sup>st</sup> year apprentice salary – only minimum wage)  
\_\_\_\_\_  
\_\_\_\_\_
11. What is the salary range of the trade?  
\_\_\_\_\_  
\_\_\_\_\_
12. What are the educational requirements of the trade according to Alberta Apprenticeship and Industry Training ([www.tradesecrets.ab.ca](http://www.tradesecrets.ab.ca))?  
\_\_\_\_\_





## Recommendation: Teacher Form

This student is applying for RAP. The Registered Apprenticeship Program (RAP) requires dedication and commitment to a full time job for 1125 hours, approximately seven months, in a trades related area. This student will be responsible for learning many new skills, working independently and showing great respect to his/her employers.

It is in the best interests of students, the school, and the community, that a student who takes part in cooperative education activities outside of the school, under the auspices of the school, be perceived in a positive manner. When assessing the eligibility of a student for RAP, it is important that we feel confident that our school is being well represented. To that end we are asking you to provide some information on the student identified below. This information will form part of the basis on which the student's eligibility for RAP will be determined. Thank you in advance for your frankness.

The Registered Apprenticeship Program allows a student to graduate high school while getting a one-year jumpstart on a career in the trades. It is possible for a student to complete the necessary courses for post-secondary acceptance while participating in RAP.

Indicate your perception of this student with respect to the following chart by placing a check mark (✓) in the box below the appropriate number.

	Poor	1	2	3	4	5	6	7	8	9	10	Excellent
1. Attitude		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attendance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Punctuality		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Work Habits (use of class time)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Ability to stay focused on a task		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Ability to meet deadlines		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Work Quality		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Ability to <u>work</u> as part of a team		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Demonstrates respect		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Demonstrates maturity		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Demonstrates responsibility		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Demonstrates initiative		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Demonstrates common sense		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Demonstrates problem solving ability		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Demonstrates leadership		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Special Notes:

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Student Name \_\_\_\_\_

Subject \_\_\_\_\_

Teacher Name \_\_\_\_\_

Phone ( ) \_\_\_\_\_

Teacher Signature \_\_\_\_\_

School \_\_\_\_\_

I  do /  cannot recommend the above named student be accepted into the Registered Apprenticeship Program.

## Recommendation: Community Contact Form

This student is applying for RAP. The Registered Apprenticeship Program (RAP) requires dedication and commitment to a full time job for 1125 hours, approximately seven months, in a trades-related area. This student will be responsible for learning many new skills, working independently and showing great respect to his/her employers.

It is in the best interests of students, the school, and the community, that a student who takes part in cooperative education activities outside of the school, under the auspices of the school, be perceived in a positive manner. When assessing the eligibility of a student for RAP, it is important that we feel confident that our school is being well represented. To that end we are asking you to provide some information on the student identified below. This information will form part of the basis on which the student's eligibility for RAP will be determined. Thank you in advance for your frankness.

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Indicate your perception of this student with respect to the following chart by placing a check mark (✓) in the box below the appropriate number.

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1. Attitude		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attendance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Punctuality		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Work Habits		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Ability to stay focused on a task		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Ability to meet deadlines		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Work Quality		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Ability to <u>work</u> as part of a team		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Demonstrates respect		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Demonstrates maturity		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Demonstrates responsibility		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Demonstrates initiative		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Demonstrates common sense		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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15. Demonstrates leadership		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Special Notes:

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Student Name \_\_\_\_\_ School \_\_\_\_\_

Contact Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Contact Signature \_\_\_\_\_ Date \_\_\_\_\_

How do you know the student? \_\_\_\_\_

I  do /  cannot recommend the above named student be accepted into the Registered Apprenticeship Program.

