

# 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 Holly Bilton. Preferably scan your complete application and email to [hbilton@nextgen.org](mailto:hbilton@nextgen.org). If that is not possible, please fax to 403.227.2331 or mail to Holly Bilton RR#2, Innisfail, AB T4G 1T7.

**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:

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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.

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## Trade Profile: Interview

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

Name:	Title:
Company:	
Address:	
City:	Postal Code:
Telephone:	Fax number:
Email:	

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?
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## Trade Profile: Reflection

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4. Explain the short and long term goals you have set for yourself to succeed in your trade?

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5. Note anything else that you feel you learned as part of the research and interview exercises.

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## 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.

	Poor	1	2	3	4	5	6	7	8	9	10	Excellent
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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"/>	
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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"/>	
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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"/>	
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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 \_\_\_\_\_ 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.



## Recommendation: RAP or Work Experience Coordinator

The RAP Coordinator should complete this form after reviewing the student package.

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

Trade of Choice: \_\_\_\_\_

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. Is this student on track to graduate at the end of Grade 12?           | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Does this student have a good record of attendance?                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Does this student have a good record of conduct (no behavioral issues) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please note below any concerns you may have.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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 \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

I recommend that the above student be accepted into the RAP Program  Yes  No

RAP Coordinator Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

RAP Coordinator Signature \_\_\_\_\_ School \_\_\_\_\_

