



# Environmental Systems: Basic and Advanced Water Resources

Youth Apprenticeship

## ENVIRONMENTAL SYSTEMS: BASIC AND ADVANCED WATER RESOURCES

Environmental systems youth apprentices learn core skills needed by the water industry to promote protection, improvement, and sustainability of water resources.

**Length of Apprenticeship:** One or Two years

### COMPETENCIES

Youth apprentices work with a job site mentor to demonstrate the following competencies.

Year 1: Youth apprentices must complete a **total of 11** competencies. **Ten** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

Year 2: Youth apprentices must complete a **total of 12** competencies. **Eleven** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

YEAR 1 Competencies	YEAR 2 Competencies
1. Interpret work order	1. Assist with report submissions
2. Create work order	2. Prepare chemicals
3. Monitor operating conditions, meters, pumps, and gauges	3. Add chemicals to systems
4. Collect operational data	4. Perform start-up and shut down of pumps and equipment
5. Use operations software (such as SCADA, PLC, DBs)	5. Inspect operational equipment
6. Perform basic facility maintenance	6. Troubleshoot basic operations
7. Collect samples	7. Analyze lab results
8. Measure weight	8. Maintain schedules, communication, and documentation
9. Measure volume	9. Perform preventive maintenance (PM)
10. Perform calculations and conversions	10. Calibrate equipment
11. Conduct basic lab tests	11. Troubleshoot and repair equipment
	12. Analyze operational data for productivity/trends

## **REGISTERED APPRENTICESHIP BRIDGING OPPORTUNITIES**

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The following Registered Apprenticeship is available in this area:

- Wastewater Treatment Plant Operator

## **POST-SECONDARY PATHWAY OPPORTUNITIES**

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There are several post-secondary pathway opportunities in this area. Following is partial list.

- Water Quality Technician
- Environmental Engineering



# Environmental Systems: Basic and Advanced Water Resources

Youth Apprenticeship  
ON-THE-JOB LEARNING PERFORMANCE STANDARDS GUIDE

## YOUTH APPRENTICE INFORMATION

<b>Youth Apprentice Name</b>	
<b>YA Coordinator</b>	<b>YA Consortium</b>
<b>School District</b>	<b>High School Graduation Date</b>

## REQUIREMENTS

### Level One Requirements

Youth apprentices must complete ALL the items listed below. Check completed areas.

- Year 1 Competency checklist
- Employability Skills checklist (in this OJL Guide) or the DPI Employability Skills Certificate
- Related instruction equal to 1 high school credit or at least 3 college credits
- Minimum of 450 work hours

### Level Two Requirements

Youth apprentices must complete ALL the items listed below. Check completed areas.

- Year 2 Competency checklist
- Employability Skills checklist (in this OJL Guide) or the DPI Employability Skills Certificate
- Related instruction equal to 2 high school credits or at least 6 college credits
- Minimum of 900 work hours

## HOURS

Record the hours the youth apprentice worked.

Total Hours Employed	Company Name	Telephone Number

## CAREER PREPARATION

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Youth apprentices must complete one of the following during Youth Apprenticeship participation:

- 1. Student is enrolled in a regionally endorsed [DPI pathways](#). Identify the pathway below:
  
- 2. Student has completed one of the following certificates. A copy of the certificate must be uploaded with the completed checklist. Select the certificate from the list below.
  - Leadership Certificate (DPI)
  - Wisconsin Department of Natural Resources: Municipal Waterworks Operator Certification
  - Wisconsin Department of Natural Resources: Small Water System Operator Certification
  - Wisconsin Department of Natural Resources: Wastewater Operator Certification
  - Other certificates identified by the Career and Technical Education (CTE) Approved Certifications List related to this occupational field (or related to this occupation) [dwd.wisconsin.gov/det/cte/incentive/](http://dwd.wisconsin.gov/det/cte/incentive/) (YA certificates excluded)

Title of Certification:

- 3. Student is participating in a [Dual Enrollment Program](#) as defined by the Wisconsin Department of Public Instruction: "enrolled simultaneously in both high school and college to earn both high school and college credit." (See [WI DPI Dual Enrollment](#) website.)

College Name	
Course Title	Course Number

## SIGNATURES

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The On-the-Job Learning Performance Standards Guide includes a list of competencies youth apprentices learn through mentoring and training at the worksite.

Instructions for the Worksite Employers/Mentors and School-Based or YA coordinators.

This document should be reviewed with the employer/mentor, school-based or YA coordinator on a regular basis with the youth apprentice to record progress and plan future steps to ensure completion of the required competencies. Mentors, school-based / YA coordinator, and the apprentice sign below.

Employer/Mentor Signature	Employer/Mentor Signature
Employer/Mentor	Employer/Mentor
Business/Company	Business/Company
Date Signed	Date Signed
School-Based and/or YA Coordinator Signature	School-Based and/or YA Coordinator Signature
School-Based and/or YA Coordinator	School-Based and/or YA Coordinator
School District or Organization	School District or Organization
Date Signed	Date Signed
Youth Apprentice Signature	Youth Apprentice Signature
Youth Apprentice	Youth Apprentice
School District / High School	School District / High School
Date Signed	Date Signed

## EMPLOYABILITY SKILLS

Youth apprentices must demonstrate key employability skills.

The DWD YA program employability skills requirement may be attained and demonstrated through two processes. (See options listed below.) Employability skills must be completed for every year a student is in the program. The DPI Employability Skills Certificate may be counted as meeting one of those two years, provided the certificate is earned in the same year the student is enrolled in youth apprenticeship or they can complete the YA Employability Skills in the OJL. The Employability Skills Certificate must be obtained through the DPI.

1. If a student has successfully completed a Wisconsin Department of Public Instruction (DPI) State-Certified Cooperative Education, [Co-Op Employability Skill certification](#) then they have met the YA Employability Skills requirement for that year. A copy of the student's DPI Co-Op Employability Skill Certificate must be maintained on file with their YA regional consortium.

Earned Wisconsin Employability Skills Certificate (checked if applicable) or,

2. Completed and rated "Employability Skills" through this YA OJL guide as described below.

<b>3</b>	<b><i>Exceeds Expectations:</i></b> Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior
<b>2</b>	<b><i>Meets Expectations:</i></b> Meets entry-level criteria; requires some supervision; often displays this behavior
<b>1</b>	<b><i>Working to Meet Expectations:</i></b> Needs improvement; requires much assistance and supervision; rarely displays this behavior

The following skills are required of all youth apprentices.

Employability Skills	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Develops positive work relationships with others. <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <ul style="list-style-type: none"> <li>• Interacts with others with respect and in a non-judgmental manner</li> <li>• Responds to others in an appropriate and non-offensive manner</li> <li>• Helps co-workers and peers accomplish tasks or goals</li> <li>• Applies problem-solving strategies to improve relations with others</li> <li>• When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>2. Communicates effectively with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Adjust the communication approach for the target audience, purpose, and situation to maximize impact</li> <li>• Organizes messages/information in a logical and helpful manner</li> <li>• Speaks clearly and writes legibly</li> <li>• Models behaviors to show active listening</li> <li>• Applies what was read to actual practice</li> <li>• Asks appropriate questions for clarity</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Collaborates with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities</li> <li>• Shares responsibility for collaborative work and decision making</li> <li>• Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise</li> <li>• Avoids contributing to an unproductive group conflict</li> <li>• Shares information and carries out responsibilities in a timely manner</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Maintains composure under pressure</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Uses critical thinking to determine the best options or outcomes when faced with a challenging situation</li> <li>• Carries out assigned duties while under pressure</li> <li>• Acts in a respectful, professional, and non-offensive manner while under pressure</li> <li>• Applies stress management techniques to cope under pressure</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Demonstrates integrity</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Carries out responsibilities in an ethical, legal and confidential manner</li> <li>• Responds to situations in a timely manner</li> <li>• Takes personal responsibility to correct problems</li> <li>• Models behaviors that demonstrate self-discipline, reliability, and dependability</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>6. Performs quality work <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Carries out written and verbal directions accurately</li> <li>• Completes work efficiently and effectively</li> <li>• Performs calculations accurately</li> <li>• Conserves resources, supplies, and materials to minimize costs and environmental impact</li> <li>• Uses equipment, technology, and work strategies to improve workflow</li> <li>• Applies problem-solving strategies to improve productivity</li> <li>• Adheres to worksite regulations and practices</li> <li>• Maintains an organized work area</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
<p>7. Provides quality goods or services (internal and external) <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Shows support for the organizational goals and principles by own personal actions</li> <li>• Displays a respectful and professional image to customers</li> <li>• Displays an enthusiastic attitude and desire to take care of customer needs</li> <li>• Seeks out ways to increase customer satisfaction</li> <li>• Produces goods to workplace specifications</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
<p>8. Shows initiative and self-direction <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Prioritizes and carries out responsibilities without being told</li> <li>• Responds with enthusiasm and flexibility to handle tasks that need immediate attention</li> <li>• Reflects on any unsatisfactory outcome as an opportunity to learn</li> <li>• Improves personal performance by doing something different or differently</li> <li>• Analyzes how own actions impact the overall organization</li> <li>• Supports own action with sound reasoning and principles</li> <li>• Balances personal activities to minimize interference with work responsibilities</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
<p>9. Adapts to change <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Shows flexibility and willingness to learn new skills for various job roles</li> <li>• Uses problem-solving and critical-thinking skills to cope with changing circumstances</li> <li>• Modifies own work behavior based on feedback, unsatisfactory outcomes, efficiency, and effectiveness</li> <li>• Displays a "can do" attitude</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		

<p>10. Demonstrates safety and security regulations and practices <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Follows personal safety requirements</li> <li>• Maintains a safe work environment</li> <li>• Demonstrates professional role in an emergency</li> <li>• Follows security procedures</li> <li>• Maintains confidentiality</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Applies job-related technology, information, and media <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Applies technology effectively in the workplace</li> <li>• Assesses and evaluates information on the job</li> <li>• Assesses training manuals, website, and other media related to the job</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Fulfills training or certification requirements for employment <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Participation in required career-related training and/or educational programs</li> <li>• Passing certification tests to qualify for licensure and/or certification</li> <li>• Participation in company training or orientation</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Sets personal goals for improvement <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Setting goals that are specific and measurable</li> <li>• Setting work-related goals that align with the organization's mission</li> <li>• Identifying strategies to reach goals</li> <li>• Reflecting on goal progress to regularly evaluate and modify goals</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## YEAR 1 COMPETENCIES

Youth apprentices must complete a **total of 11 competencies**. **Ten** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

### Rating Scale

3: Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2: Meets entry level criteria | Requires some supervision | Often displays this behavior

1: Needs improvement | Requires much assistance and supervision | Rarely displays this behavior

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>1. Interpret work order</b> <ul style="list-style-type: none"> <li>• use work order to plan work</li> <li>• identify procedures to be completed</li> <li>• follow work order to complete the work</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Create work order</b> <ul style="list-style-type: none"> <li>• work order is entered into the computer</li> <li>• work order includes all the key information</li> <li>• work order is accurate</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Monitor operating conditions, meters, pumps, and gauges</b> <ul style="list-style-type: none"> <li>• operate the flow measuring device</li> <li>• monitor alarm systems</li> <li>• follow site-specific alarm procedures</li> <li>• identify alarm locations</li> <li>• respond to alarms</li> <li>• document results</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Collect operational data</b> <ul style="list-style-type: none"> <li>• obtain operational data</li> <li>• collect and store samples for testing</li> <li>• download data from meters and data loggers to computer databases</li> <li>• perform physical measurements and process control calculations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Use operations software (such as SCADA, PLC, DBs)</b> <ul style="list-style-type: none"> <li>• locate file</li> <li>• add and edit data</li> <li>• query data</li> <li>• verify data</li> <li>• monitor processes</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>6. Perform basic facility maintenance</b> <ul style="list-style-type: none"> <li>• don appropriate personal protective equipment (PPE)</li> <li>• perform cleaning</li> <li>• use appropriate cleaning solutions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Collect samples</b> <ul style="list-style-type: none"> <li>• wear proper personal protective equipment (PPE)</li> <li>• setup sampling equipment and materials</li> <li>• setup field testing equipment, materials, etc. (test kits)</li> <li>• identify proper method and container for sample</li> <li>• label sample or container</li> <li>• collect required amount of sample</li> <li>• store sample as required</li> <li>• preserve chain of custody</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Measure weight</b> <ul style="list-style-type: none"> <li>• select the appropriate equipment and materials for the measurement</li> <li>• calculate the accuracy and standard deviation of your values</li> <li>• record measurements in appropriate units and significant figures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Measure volume</b> <ul style="list-style-type: none"> <li>• select the appropriate container for measuring volume</li> <li>• measure using graduated cylinders</li> <li>• measure using serological pipettes</li> <li>• measure using micro pipettors</li> <li>• record measurements in appropriate units and amount of significant figures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Perform calculations and conversions</b> <ul style="list-style-type: none"> <li>• select appropriate formula</li> <li>• perform the calculation</li> <li>• verify accuracy</li> <li>• convert flow rates</li> <li>• record calculations or conversions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>11. Conduct basic lab tests</b> <ul style="list-style-type: none"> <li>• select and setup equipment and supplies</li> <li>• prepare reagents, solutions, and/or buffers</li> <li>• prepare quality control samples as needed</li> <li>• prepare sample for testing</li> <li>• test the sample</li> <li>• record results</li> <li>• clean glassware and instruments</li> <li>• segregate, recycle, or dispose of waste following facility guidelines</li> <li>• apply standard precautions</li> <li>• document testing results</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Competency Substitute</b> (if you replaced a competency above, note the competency and rating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

## YEAR 2 COMPETENCIES

Year two youth apprentices must complete a **total of 12** competencies. **Eleven** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

### Rating Scale

3: Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2: Meets entry level criteria | Requires some supervision | Often displays this behavior

1: Needs improvement | Requires much assistance and supervision | Rarely displays this behavior

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>1. Assist with report submissions</b> <ul style="list-style-type: none"> <li>• obtain data and information</li> <li>• complete forms</li> <li>• obtain authorizations as indicated</li> <li>• submit reports</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p><b>2. Prepare chemicals</b></p> <ul style="list-style-type: none"> <li>perform calculations and conversions as needed</li> <li>determine the concentration and amount required</li> <li>mix the proper concentration of solutions from solids and/or liquids</li> <li>test and adjust pH or concentration if required</li> <li>label and store prepared item as required per protocol</li> <li>document chemical preparation as required</li> <li>clean up</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3. Add chemicals to systems</b></p> <ul style="list-style-type: none"> <li>confirm chemical required</li> <li>verify chemical is properly mixed and within expiration date</li> <li>transport chemical to system site for addition to system</li> <li>add chemical to system site</li> <li>document chemical addition as required</li> <li>transport, store, and dispose of materials as indicated</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>4. Perform start-up and shut down of pumps and equipment</b></p> <ul style="list-style-type: none"> <li>check equipment fluid, air, pressure levels as required</li> <li>set equipment settings as required</li> <li>monitor start-up as required to ensure correct operation</li> <li>shut-down equipment safely</li> <li>identify any process or equipment maintenance concerns</li> <li>take corrective action to report and correct maintenance concerns</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>5. Inspect operational equipment</b></p> <ul style="list-style-type: none"> <li>inspect equipment for function and damage</li> <li>assist to troubleshoot and repair equipment problems</li> <li>take corrective actions</li> <li>lockout/tag out equipment that is inoperable</li> <li>document inspection</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>6. Troubleshoot basic operations</b></p> <ul style="list-style-type: none"> <li>regularly review quality control indicators for water treatment operations</li> <li>assist to analyze lab results</li> <li>assist to analyze operational data for productivity/trends</li> <li>take corrective actions for item out of compliance following required protocol</li> <li>adjust processes for water treatment as required (add chemicals, adjust equipment rates, etc.)</li> <li>document operational correction</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p><b>7. Analyze lab results</b></p> <ul style="list-style-type: none"> <li>• collect data and results from testing</li> <li>• select and use statistical tools to analyze and synthesize data</li> <li>• create tables and graphs to organize data</li> <li>• query and extract information from data</li> <li>• interpret graphs and the trends in data</li> <li>• use tools to manipulate data creating models, reports, plans, processes, or projects from data provided</li> <li>• document analysis process and tools used</li> <li>• draw conclusions based on analysis with worksite professional</li> <li>• assist to troubleshoot operations and adjust processes based on lab results</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>8. Maintain schedules, communication, and documentation</b></p> <ul style="list-style-type: none"> <li>• update schedules as maintenance is completed</li> <li>• communicate maintenance and repair needs clearly</li> <li>• use the correct reporting formats for documentation and communication</li> <li>• document maintenance and repair activities accurately</li> <li>• maintenance is documented clearly and completely</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>9. Perform preventive maintenance (PM)</b></p> <ul style="list-style-type: none"> <li>• ensure that equipment is properly labeled and pulled from production use</li> <li>• follow appropriate Lockout/Tag Out procedures prior to performing PM</li> <li>• follow all safety requirements and wear appropriate personal protective equipment (PPE) as required</li> <li>• document preventative actions completed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>10. Calibrate equipment</b></p> <ul style="list-style-type: none"> <li>• clean and adjust instruments before calibrating</li> <li>• calibrate tools and instruments accurately and correctly</li> <li>• promptly re-calibrate tools out of calibration</li> <li>• re-qualify tools and instruments sent out for recalibration or repairs</li> <li>• label tools and equipment that have been calibrated</li> <li>• document all calibration activities</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>11. Troubleshoot and repair equipment</b> <ul style="list-style-type: none"> <li>ensure that equipment is properly labeled and pulled from production use (Lock Out/Tag Out)</li> <li>follow all safety requirements and wear appropriate personal protective equipment (PPE) as required</li> <li>take appropriate readings using meters and testing equipment</li> <li>determine the cause of the problems reported</li> <li>assist with basic repair</li> <li>assist to re-qualify equipment</li> <li>document testing, evaluation, repair, and requalification</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. Analyze operational data for productivity/trends</b> <ul style="list-style-type: none"> <li>obtain questionable or out of compliance data and reports</li> <li>define question/problem to be evaluated</li> <li>select data analysis tool</li> <li>collect additional data if needed</li> <li>organize data using quality tools</li> <li>analyze lab results and other operational data</li> <li>assist to troubleshoot operations and adjust processes based on analysis</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Competency Substitute</b> (if you replaced a competency above, note the competency and rating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

**RELATED INSTRUCTION**

YEAR 1: Indicate which related instruction courses the youth apprentice completed:

Course Title	Credits	Location

YEAR 2 (If applicable): Indicate which related instruction courses the youth apprentice completed:

Course Title	Credits	Location



# Post-Program Completion Survey

Youth Apprenticeship

**Information captured on this form must be entered online using the Youth Apprenticeship Online Data Application (YODA) System.**

This form should be given to each student completing the Youth Apprenticeship program to capture information on the student's plans after leaving the program. The form should be filled out during the final meeting between the student, mentor, and Local Youth Apprenticeship Coordinator, where the final checklist is filled out and signed.

<b>Student Name</b>	<b>Expected Date of High School Graduation</b>
<b>School District</b>	<b>GPA at End of YA Program</b>

**Instructions:** Indicate if the student will continue to be employed, and then check the appropriate boxes. **Please include internships, opportunities to work during school breaks, and other similar situations as offers of continued employment, even if they do not start immediately.**

<input type="checkbox"/> This student will be employed after completing the YA program. Check <input type="checkbox"/> Full time or <input type="checkbox"/> Part time.			
<b>Check all that apply:</b>		<b>Then, fill out the following information:</b>	
<input type="checkbox"/> Employment is related to YA program training		Employment Wage:	
<input type="checkbox"/> Employment is with same YA employer*		Employment Start Date:	
<input type="checkbox"/> Employment is seasonal and/or intermittent		Position Title (optional):	
<input type="checkbox"/> Employment is an internship		Industrial Sector <sup>†</sup> :	
<input type="checkbox"/> Employment is military		<sup>†</sup> Based on employer's NAICS Code. If unknown, describe the employer's primary income-producing line of business below.	
<input type="checkbox"/> Also entering post-secondary education/other training			
<input type="checkbox"/> Also entering a Registered Apprenticeship			
<input type="checkbox"/> Health/personal issues impacted ability for full employment			
<b><i>*If student accepted a job at a different employer, please provide that employer's contact information:</i></b>			
<b>Employer Name</b>		<b>Street Address</b>	
<b>City</b>	<b>County</b>	<b>State</b>	<b>Zip</b>

<input type="checkbox"/> <b>This student will not be employed after completing the YA program.</b>	
<b>Check one:</b>	<b>Then, check all that apply:</b>
<input type="checkbox"/> Student did not apply for further employment	<input type="checkbox"/> Entering post-secondary education or other training program
<input type="checkbox"/> Student applied, but was not interviewed	<input type="checkbox"/> Student unable to find an entry-level position to apply for
<input type="checkbox"/> Interviewed, but not offered employment	<input type="checkbox"/> Student had change in career interest or plans
<input type="checkbox"/> Student was offered continued employment, but did not accept	<input type="checkbox"/> Health/personal issues prohibited employment
<b>Other comments:</b>	

<i>MENTOR NAME</i>	<i>COMPANY NAME</i>
<b>Mentor Signature</b>	<b>Date Completed</b>

DWD is an equal opportunity employer and service provider. If you have a disability and need assistance with this information, please dial 7-1-1 for Wisconsin Relay Service. Please contact the Division of Employment and Training at 888-258-9966 and press 6 to request information in an alternate format, including translated to another language.

