



# Law Enforcement

Youth Apprenticeship

## LAW ENFORCEMENT

Law enforcement youth apprentices gain skills related to the enforcement of laws and safety of citizens. Apprentices must adhere to industry safety and security standards.

**Length of apprenticeship:** One or two years.

## OCCUPATIONAL COMPETENCIES

**Year one:** Law enforcement youth apprentices must complete competencies one through seven in the first year and an additional three for a **total of 10** law enforcement competencies. Employers can substitute **one** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

**Youth apprentices must also complete the following during year one:**

- CPR and First Aid Certification

**Year two:** Law enforcement youth apprentices must complete an additional nine competencies in year two. Employers can substitute **one** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment. Year two competencies are completed with minimal employer guidance.

Year 1 Law Enforcement Competencies	Additional Law Enforcement Competencies
<ol style="list-style-type: none"> <li>1. Maintain vehicles.</li> <li>2. Maintain confidentiality.</li> <li>3. Create professional documentation.</li> <li>4. Use office tools.</li> <li>5. Contribute to report writing.</li> <li>6. Support training role plays.</li> <li>7. Observe court testimony.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide community law enforcement education.</li> <li>2. Monitor weather and environmental conditions.</li> <li>3. Assist with crash investigations.</li> <li>4. Assist with crime investigations.</li> <li>5. Support evidence custodian tasks.</li> <li>6. Deploy equipment in the community.</li> <li>7. Support tobacco sales compliance checks.</li> <li>8. Support direction of traffic.</li> <li>9. Support foot patrols.</li> <li>10. Develop public relations materials.</li> <li>11. Support review of traffic and crime data.</li> <li>12. Support follow-up on minor incidents.</li> </ol>

## **APPRENTICESHIP BRIDGING OPPORTUNITIES**

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- No current Registered Apprenticeship programs exist for the law enforcement pathway.

## **POST-SECONDARY PATHWAY OPPORTUNITIES**

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There are several post-secondary pathway opportunities in this area. The following is a partial list.

- Criminal justice – law enforcement.
- Law enforcement security operations.



# Law Enforcement

Youth Apprenticeship

## ON-THE-JOB LEARNING PERFORMANCE STANDARDS GUIDE

**(COMPLETED BY YA CONSORTIUM)**

### 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 one competency checklist.
- Employability Skills checklist (in the On-The-Job Learning (OJL) Performance Guide), or the Wisconsin Department of Public Instruction (DPI) Employability Skills Certificate.
- Related instruction equal to one high school credit or at least three college credits.
- Minimum of 450 work hours.

#### Level Two Requirements

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

- Year two competency checklist.
- Employability skills checklist (in this OJL guide), or the DPI Employability Skills Certificate.
- Related instruction equal to two high school credits or at least six college credits.
- Minimum of 900 work hours.

### HOURS

Record the hours the youth apprentice worked.

Total Hours Employed	Company Name	Telephone Number

## RELATED INSTRUCTION

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Year one: Indicate which related instruction courses the youth apprentice completed.

Dual Credit	Course Number and Title	Credits	Instruction Provider
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

Year two: Indicate which related instruction courses the youth apprentice completed.

Dual Credit	Course Number and Title	Credits	Instruction Provider
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

## SIGNATURES

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The OJL 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, and youth apprentice on a regular basis to record progress and plan future steps to ensure completion of the required competencies. Mentors, school-based or YA coordinator, and the apprentice must 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 (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Youth apprentices must demonstrate key employability skills.

The Department of Workforce Development's 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 Department of Public Instruction's (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 DPI.

1. If a student has successfully completed a 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 Skills 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"/>

Employability Skills	Rating		
<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>• Adjusts 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, age, 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. 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' behavior that demonstrates 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.</p> <p><i>Examples of qualities and habits that the employee might exhibit include:</i></p>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		

Employability Skills	Rating		
<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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 organizational goals and principles by their 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>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<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 in handling 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>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<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>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Employability Skills	Rating		
<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 professionalism 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 this requirement may 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 this requirement may 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"/>

## OCCUPATIONAL COMPETENCIES

### (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

**Year one:** Law enforcement youth apprentices must complete competencies one through seven in the first year and an additional three for a **total of 10** Law Enforcement Competencies. Employers can substitute **one** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

**Youth Apprentices must also complete the following during year one:**

- CPR and First Aid Certification

**Year two:** Law Enforcement youth apprentices must complete an additional nine competencies in year two. Employers can substitute **one** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment. Year two competencies are completed with minimal employer guidance.

Note where necessary, skills can be simulated.

#### 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

If any competencies are rated "1" on the final performance review checklist that is submitted to the Wisconsin Department of Workforce Development, it is considered a failed checklist.

Occupational Competencies	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>1. Maintain vehicles.</b> <ul style="list-style-type: none"> <li>• Wash vehicle exterior.</li> <li>• Clean vehicle interior.</li> <li>• Check functionality of lights and siren.</li> <li>• Perform supply inventory.</li> <li>• Drive vehicle in for service.</li> <li>• Verify squad checklist is complete.</li> </ul> <p>NOTE: See <a href="#">DWD 270.12(21)</a> for restrictions on motor vehicle driving.</p>	<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"/>

Occupational Competencies	Rating		
<b>2. Maintain confidentiality.</b> <ul style="list-style-type: none"> <li>• Follow organizational confidentiality procedures.</li> <li>• Ensure security of employee and organizational data.</li> <li>• Ensure security of investigation and scenario information.</li> <li>• Comply with Criminal Justice Information Systems (CJIS) confidentiality requirements.</li> <li>• Ensure security of on-the-job photos.</li> <li>• Ensure information is not shared on social media.</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"/>
<b>3. Create professional documentation.</b> <ul style="list-style-type: none"> <li>• Use correct grammar, spelling, and punctuation.</li> <li>• Use current word processing program.</li> <li>• Gather information for documentation.</li> <li>• Follow security and confidentiality requirements.</li> <li>• Use templates.</li> <li>• Proofread documentation.</li> <li>• File documents in proper location.</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"/>
<b>4. Use office tools.</b> <ul style="list-style-type: none"> <li>• Operate desktop and laptop computers.</li> <li>• Use telecommunications system.</li> <li>• Use electronic office systems.</li> <li>• Use office copy machines/scanners.</li> <li>• Use the Criminal Justice Information Systems (CJIS).</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"/>
<b>5. Contribute to report writing.</b> <ul style="list-style-type: none"> <li>• Describe the incident.</li> <li>• Describe actions taken.</li> <li>• Document date and time of incident.</li> <li>• Document individuals involved in the incident.</li> <li>• Identify evidence.</li> <li>• Verify information is accurate and complete.</li> <li>• Proofread documentation for spelling and grammar errors.</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"/>
<b>6. Support training role plays</b> <ul style="list-style-type: none"> <li>• Research role in the scenario</li> <li>• Prepare for the scenario (dress, actions, location).</li> <li>• Follow all safety requirements.</li> <li>• Participate in the role play.</li> <li>• Participate in scenario debrief.</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"/>

Occupational Competencies	Rating		
<b>7. Observe court testimony.</b> <ul style="list-style-type: none"> <li>• Follow rules of the courtroom.</li> <li>• Identify different types of court hearings.</li> <li>• Identify different job duties of court personnel.</li> <li>• Maintain 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"/>
<b>8. Provide community law enforcement education.</b> <ul style="list-style-type: none"> <li>• Assist preparation of education materials.</li> <li>• Support event set-up.</li> <li>• Assist with presentation of education materials.</li> <li>• Interact with community members.</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"/>
<b>9. Monitor weather and environmental conditions.</b> <ul style="list-style-type: none"> <li>• Check weather forecasts.</li> <li>• Observe weather conditions.</li> <li>• Check weather history.</li> <li>• Create public information weather releases.</li> <li>• Assist emergency management with assessing storm damage.</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"/>
<b>10. Assist with crash investigations.</b> <ul style="list-style-type: none"> <li>• Assist with traffic control.</li> <li>• Review crash reports</li> <li>• Identify crash data.</li> <li>• Identify laws impacting crash.</li> <li>• Identify potential crimes committed/laws broken.</li> <li>• Suggest potential crash citations.</li> <li>• Document findings.</li> <li>• Recommend possible changes to scene signage.</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"/>
<b>11. Assist with crime investigations.</b> <ul style="list-style-type: none"> <li>• Review the scenario.</li> <li>• Identify laws impacting.</li> <li>• Review search warrants.</li> <li>• Identify ethical considerations.</li> <li>• Assess facts of investigation.</li> <li>• Assess circumstances of investigation.</li> <li>• Identify possible crimes committed.</li> <li>• Identify evidence collected in the investigation.</li> <li>• Identify possible follow-up opportunities.</li> <li>• Assist with canvassing of neighborhoods.</li> <li>• Research crime information (for example, existing records or situations).</li> <li>• Document findings.</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"/>

Occupational Competencies	Rating		
<b>12. Support evidence custodian tasks</b> <ul style="list-style-type: none"> <li>• Identify different types of evidence.</li> <li>• Identify correct storage of evidence.</li> <li>• Assist with evidence inventory.</li> <li>• Assist with proper destruction of evidence.</li> <li>• Follow proper chain of custody.</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"/>
<b>13. Deploy equipment in the community.</b> <ul style="list-style-type: none"> <li>• Check equipment for functionality.</li> <li>• Identify location of equipment.</li> <li>• Place equipment in correct location.</li> <li>• Collect data from equipment.</li> </ul> <p>NOTE: This potentially has a driving component. Consult the rules for minors driving. See <a href="https://www.wisconsin.gov/dwd/270.12(21)">DWD 270.12(21)</a> for restrictions on motor vehicle driving.</p>	<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"/>
<b>14. Support tobacco sales compliance checks</b> <ul style="list-style-type: none"> <li>• Participate in underage purchase compliance (WINS Program: State-run program for tobacco checks <a href="https://wiwins.org/">https://wiwins.org/</a>).</li> <li>• Act within department policies.</li> <li>• Prepare documentation.</li> <li>• Practice court testimony.</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"/>
<b>15. Support direction of traffic</b> <ul style="list-style-type: none"> <li>• Wear proper personal protective equipment (PPE).</li> <li>• Direct traffic as designated.</li> <li>• Follow posted rules of the road.</li> <li>• Act within department policies.</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"/>
<b>16. Support foot patrols</b> <ul style="list-style-type: none"> <li>• Support Plain Clothes surveillance.</li> <li>• Identify suspicious behavior.</li> <li>• Report suspicious behaviors to leadership.</li> <li>• Identify potential laws impacted.</li> <li>• Act within department policies.</li> <li>• Document findings.</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"/>

Occupational Competencies	Rating		
<b>17. Develop public relations materials.</b> <ul style="list-style-type: none"> <li>• Research content for public relations.</li> <li>• Create social media content.</li> <li>• Create advertising/print materials.</li> <li>• Portray the positive side of law enforcement.</li> <li>• Research information to be created.</li> <li>• Create Crime Prevention materials.</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"/>
<b>18. Support review of traffic and crime data</b> <ul style="list-style-type: none"> <li>• Research traffic survey data.</li> <li>• Assess data and information.</li> <li>• Identify potential trends.</li> <li>• Document findings.</li> <li>• Present data trends and findings.</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"/>
<b>19. Support follow-up on minor incidents</b> <ul style="list-style-type: none"> <li>• Gather incident information.</li> <li>• Document names of parties involved.</li> <li>• Document location information.</li> <li>• Collect scene evidence.</li> <li>• Obtain statements.</li> <li>• Document findings.</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"/>
<b>Competency substitute</b> (if you replaced a competency above, note the competency and rating).	<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"/>
<b>Comments:</b>			



# Post-Program Completion Survey

Youth Apprenticeship

## YA POST-PROGRAM COMPLETION SURVEY: EMPLOYER FEEDBACK

Employers complete the following information. YA Coordinators will enter this into the Post-Program Completion Survey.

YA Employer Post-Program Completion Questions	
Will you offer or have you offered the youth apprentice a continuing position with your company?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If continuing position offered to youth apprentice, did they accept?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If yes, please answer the questions below:</b>	
Was the offer for full-time or part-time work?	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Title of the position offered:	
What is the wage of the continuing employment offer?	
If applicable, will the youth apprentice advance to a Registered Apprenticeship?	

## YA POST-PROGRAM COMPLETION SURVEY - COMPLETED BY YA CONSORTIUM

The [Post-Program Completion Survey](#) form is to be provided to each student completing the YA program to capture information on the student's plans after leaving the program. This **form should be completed by the YA Coordinator** to capture information from all high school seniors and their employers after successful completion of the Youth Apprenticeship Program.

The form should be completed during the final meeting between the student, mentor, and YA coordinator, when the final checklist or OJL guide is filled out and signed. Information captured on this form must be entered online using the Bureau of Apprenticeship Standards Electronic Registration System (BASERS).

No part of this document may be altered, duplicated, or extracted without written consent from the Wisconsin Department of Workforce Development (DWD).

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.

