



Masonry/Concrete Fundamentals

Youth Apprenticeship

MASONRY/CONCRETE FUNDAMENTALS

Masonry/Concrete Fundamentals youth apprentices gain skills related to the use of construction safety, drawings and blueprints, materials, tools, materials, and general worksite procedures related to the masonry and concrete fields. Apprentices must adhere to industry safety and security standards.

Length of Apprenticeship: One or two years

OCCUPATIONAL COMPETENCIES

Year 1: Masonry/Concrete Fundamentals youth apprentices must complete a **total of 15** Masonry/Concrete Fundamentals Competencies and a **minimum of 1** Masonry/Concrete Specialty Competency. Employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment. Year 1 competencies are completed with employer guidance. Youth apprentices must also complete the following during the first year:

Youth Apprentices must also complete the following during Year 1:

- First Aid Certification
- Occupational Safety and Health Administration (OSHA) 10 or 30 Certification

Year 2: Masonry/Concrete Fundamentals youth apprentices must complete the **fifteen** Masonry/Concrete Fundamentals Competencies with minimal supervision and a minimum of **2** different Masonry/Concrete Specialty Competencies than the first year. A specialty competency may be repeated only if the type of construction (residential or commercial) differs from the first year. Employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment. Year 2 competencies are completed with minimal employer guidance.

Select construction type and circle the applicable year:

- Residential completed during Year: One and/or Two
- Commercial completed during Year: One and/or Two

Note that where necessary, skills can be simulated.

Masonry/Concrete Fundamentals Competencies	Masonry/Concrete Specialty Competencies
<ol style="list-style-type: none">1. Follow safety procedures2. Read construction drawings and plans3. Interpret symbols and procedures4. Contribute to a job task plan5. Work as a member of a construction team6. Prepare work area for construction7. Select construction materials8. Use hand and light duty tools9. Use power tools and equipment10. Perform materials handling11. Install materials per job specifications12. Perform construction measurements13. Maintain a clean and safe work area14. Clean up job site15. Practice quality craftsmanship	<ol style="list-style-type: none">16. Assist with cutting brick and block17. Assist with masonry and installation techniques18. Lay masonry units to job specification19. Assist with selecting the correct types of materials for the job20. Perform volume estimates for material quantity requirements

APPRENTICESHIP BRIDGING OPPORTUNITIES

Some of the related instruction courses can bridge into the following registered apprenticeship:

- Cement Mason/Concrete Finisher

POST-SECONDARY PATHWAY OPPORTUNITIES

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

- Carpentry



Masonry/Concrete Fundamentals

Youth Apprenticeship

ON-THE-JOB LEARNING PERFORMANCE STANDARDS GUIDE

(TO BE COMPLETED BY YA CONSORTIUM)

YOUTH APPRENTICE INFORMATION

Youth Apprentice Name	
YA Coordinator	YA Consortium
School District	High School Graduation Date

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

RELATED INSTRUCTION

YEAR 1: 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 2: 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

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 (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

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.

3	Exceeds Expectations: Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior
2	Meets Expectations: Meets entry-level criteria; requires some supervision; often displays this behavior
1	Working to Meet Expectations: 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"> • Interacts with others with respect and in a non-judgmental manner • Responds to others in an appropriate and non-offensive manner • Helps co-workers and peers accomplish tasks or goals • Applies problem-solving strategies to improve relations with others • When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<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"> • Adjusts the communication approach for the target audience, purpose, and situation to maximize impact • Organizes messages/information in a logical and helpful manner • Speaks clearly and writes legibly • Models behaviors to show active listening • Applies what was read to actual practice • Asks appropriate questions for clarity 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<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"> • Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities • Shares responsibility for collaborative work and decision making • Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise • Avoids contributing to an unproductive group conflict • Shares information and carries out responsibilities in a timely manner 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<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"> • Uses critical thinking to determine the best options or outcomes when faced with a challenging situation • Carries out assigned duties while under pressure • Acts in a respectful, professional, and non-offensive manner while under pressure • Applies stress management techniques to cope under pressure 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<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"> • Carries out responsibilities in an ethical, legal and confidential manner • Responds to situations in a timely manner • Takes personal responsibility to correct problems • Models behaviors that demonstrate self-discipline, reliability, and dependability 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
<p>6. Performs quality work</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Carries out written and verbal directions accurately • Completes work efficiently and effectively • Performs calculations accurately • Conserves resources, supplies, and materials to minimize costs and environmental impact • Uses equipment, technology, and work strategies to improve workflow • Applies problem-solving strategies to improve productivity • Adheres to worksite regulations and practices • Maintains an organized work area 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Provides quality goods or services (internal and external)</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Shows support for the organizational goals and principles by own personal actions • Displays a respectful and professional image to customers • Displays an enthusiastic attitude and desire to take care of customer needs • Seeks out ways to increase customer satisfaction • Produces goods to workplace specifications 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Shows initiative and self-direction</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Prioritizes and carries out responsibilities without being told • Responds with enthusiasm and flexibility to handle tasks that need immediate attention • Reflects on any unsatisfactory outcome as an opportunity to learn • Improves personal performance by doing something different or differently • Analyzes how own actions impact the overall organization • Supports own action with sound reasoning and principles • Balances personal activities to minimize interference with work responsibilities 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Adapts to change</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Shows flexibility and willingness to learn new skills for various job roles • Uses problem-solving and critical-thinking skills to cope with changing circumstances • Modifies own work behavior based on feedback, unsatisfactory outcomes, efficiency, and effectiveness • Displays a "can do" attitude 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<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"> • Follows personal safety requirements • Maintains a safe work environment • Demonstrates professional role in an emergency • Follows security procedures • Maintains confidentiality 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<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"> • Applies technology effectively in the workplace • Assesses and evaluates information on the job • Assesses training manuals, website, and other media related to the job 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<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"> • Participation in required career-related training and/or educational programs • Passing certification tests to qualify for licensure and/or certification • Participation in company training or orientation 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<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"> • Setting goals that are specific and measurable • Setting work-related goals that align with the organization's mission • Identifying strategies to reach goals • Reflecting on goal progress to regularly evaluate and modify goals 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OCCUPATIONAL COMPETENCIES

(TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Year 1: Masonry/Concrete Fundamentals youth apprentices must complete a **total of 15** Masonry/Concrete Fundamentals Competencies and a **minimum of 1** Masonry/Concrete Specialty Competency. Employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment. Year 1 competencies are completed with employer guidance. Youth apprentices must also complete the following during the first year:

Youth Apprentices must also complete the following during Year 1:

- First Aid Certification
- OSHA 10 or 30

Year 2: Masonry/Concrete Fundamentals youth apprentices must complete the **fifteen** Masonry/Concrete Fundamentals Competencies with minimal supervision and a minimum of **2** different Masonry/Concrete Specialty Competencies than the first year. A specialty competency may be repeated only if the type of construction (residential or commercial) differs from the first year. Employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment. Year 2 competencies are completed with minimal employer guidance.

Select construction type and circle the applicable year:

- Residential completed during Year: One and/or Two
- Commercial completed during Year: One and/or Two

Note that 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 WI DWD it is considered a failed checklist.

MASONRY/CONCRETE FUNDAMENTALS

Occupational Competencies	Rating		
	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Follow safety procedures <ul style="list-style-type: none"> select and use appropriate clothing and Personal Protective Equipment (PPE) comply with job site safety and security rules and regulations maintain a clean and organized work environment identify and report unsafe job conditions report injuries and damage to property 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Read construction drawings and plans <ul style="list-style-type: none"> relate drawing to job task interpret elements and symbols locate worksite features on a construction plan convert scales measurements to full measurements translate specifications to work requirements 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Interpret symbols and procedures <ul style="list-style-type: none"> explain the role of drawings and specifications identify drawings and symbols used on a construction drawing apply information from drawings in construction activities interpret specifications appearing on construction drawings interpret and convert measurements in terms of actual dimensions explain specifications in terms of work requirements 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Contribute to a job task plan <ul style="list-style-type: none"> setup and prepare tools and equipment for safe operation determine the scope of work respect contractual relationships apply scheduling practices 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Work as a member of a construction team <ul style="list-style-type: none"> offer and request assistance follow company policies and procedures learn from other team members 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Prepare work area for construction <ul style="list-style-type: none"> remove debris clean up sites dispose of waste and hazardous materials 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Rating		
7. Select construction materials <ul style="list-style-type: none"> • consider usefulness and portability • consider minimizing cost • consider performance goals 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Use hand and light duty tools <ul style="list-style-type: none"> • wear appropriate PPE • select the correct tool for the job • inspect tool • operate the tool safely • perform routine maintenance on hand tools • store tool 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use power tools and equipment <ul style="list-style-type: none"> • wear appropriate PPE • select the correct tool for the job • inspect tool • operate the tool safely • perform routine maintenance on power tools • store tool 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform materials handling <ul style="list-style-type: none"> • identify materials necessary to complete the task • conserve resources and materials • retrieve equipment and materials needed • load and unload materials, tools, equipment, and supplies • lift, position, and secure materials during installation 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Install materials per job specifications <ul style="list-style-type: none"> • retrieve equipment and materials needed • unload materials, tools, equipment, and supplies • lift, position, and secure materials during installation 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Perform construction measurements <ul style="list-style-type: none"> • select measuring tool • read measurement accurately • scale proportions • convert units of measurement • estimate resources, materials, and supplies needed for a project • record measurements 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Rating		
13. Maintain a clean and safe work area <ul style="list-style-type: none"> • clean and maintain materials and tools • clean, organize, and put away items in the work area • store materials and tools <i>after use</i> • follow facility procedures for clean-up and shut down 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Clean up job site <ul style="list-style-type: none"> • clean and maintain materials and tools • store materials and tools <i>after use</i> • follow facility procedures for clean-up and shut down 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Practice quality craftsmanship <ul style="list-style-type: none"> • inspect and test work to determine quality • monitor throughout for safety and quality • identify impact of building codes on quality of work • verify work meets job expectation 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency Substitute (if you replaced a competency above, note the competency and rating)	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

MASONRY/CONCRETE SPECIALTY SKILLS (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Year 1: Select 1

Year 2: Select 1 different specialty skills or type of construction (residential vs. commercial) identified by employer

Occupational Competencies	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
16. Assist with cutting brick and block <ul style="list-style-type: none"> • work with brick and block for application • use tools in cutting brick and block • cut brick and block • prepare joints • assure proper techniques for bonding 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Assist with masonry and installation techniques <ul style="list-style-type: none"> • assist with depositing masonry material • assist with spreading masonry material • assist with consolidating concrete • assist with striking concrete in a form 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Rating		
18. Lay masonry units to job specification <ul style="list-style-type: none"> • assist with building a concrete footer • assist with setting and aligning forms that hold concrete to the desired pitch and depth • assist with preparing units for placement • verify the proper construction of forms • ensure proper placement onto spacers • assist with placing concrete 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Assist with selecting the correct types of materials for the job <ul style="list-style-type: none"> • assist with the use of mortar applications in a project • assist with mixing mortar to the proper consistency for the application • assist with selecting the various types of mortar for the specific jobs 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Perform volume estimates for material quantity requirements <ul style="list-style-type: none"> • assist with applying measurements, drawings, and specifications to a project • perform a slump test • successfully mix a batch of concrete 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency Substitute (if you replaced a competency above, note the competency and rating)	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			



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
If yes, please answer the questions below:	
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 Youth Apprenticeship program to capture information on the student's plans after leaving the program. This **form should be completed by the Youth Apprenticeship 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 Youth Apprenticeship Coordinator, when the final checklist or On-the-Job Learning (OJL) Guide is filled out and signed. Information captured on this form must be entered online using the Youth Apprenticeship Online Data Application (YODA) System.

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.

