



Early Childhood Education

Youth Apprenticeship

EARLY CHILDHOOD EDUCATION

Early childhood youth apprentices assist teachers in a variety of settings. Focus is placed on maintaining a safe and healthy environment, building relationships with parents and staff, and implementing learning activities.

Length of Apprenticeship: One or two years

OCCUPATIONAL COMPETENCIES

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

Year 1: Youth apprentices must complete a **total of 15** competencies. **Fourteen** 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 16** competencies. **Fourteen** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. Those skills should be added to the competency list for assessment.

Note: In most settings, youth apprentices must meet the requirements set forth by the WI Department of Children and Families (DCF) for Early Childhood Program Aide (at least 16 years of age) or Early Childhood Assistant Teacher (at least 17 years of age with appropriate training). The DCF childcare regulation requirements are outline in more detail their website: [Wisconsin Child Care Regulation](#).

YEAR 1 Competencies	YEAR 2 Competencies
1. Obtain training or certification requirements required for employment	1. Maintain training or certification requirements for required for employment
2. Assess environment for safety hazards	2. Care for minor injuries and illnesses
3. Maintain a clean and sanitary environment	3. Conduct informal observations
4. Adhere to emergency procedures	4. Perform food preparation
5. Follow employer child tracking procedures	5. Implement developmentally appropriate positive guidance strategies
6. Serve meals	6. Teach social and emotional skills
7. Foster social interaction during meals	7. Support culturally responsive environments, activities, and materials
8. Instruct children on personal hygiene	8. Implement modifications to routines, environments, and equipment to ensure inclusivity
9. Model personal hygiene	9. Integrate learning opportunities into caregiving routines
10. Follow toileting and diapering procedures	10. Evaluate the lesson plan
11. Incorporate teacher-directed activities for small and large groups	11. Model interpersonal skills with children and families
12. Implement outdoor learning activities	
13. Establish positive relationships with children and families	
14. Comply with licensing regulations	

15. Model professionalism as an Early Childhood Educator	12. Identify community resources available to families 13. Engage in reflective practice 14. Advocate for the early childhood profession 15. Uphold ethical standards for early childhood educators 16. Maintain knowledge of best practices and recent developments
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REGISTERED APPRENTICESHIP BRIDGING OPPORTUNITIES

The following Registered Apprenticeship is available in this area:

- Early Childhood Educator

POST-SECONDARY PATHWAY OPPORTUNITIES

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

- Early Childhood Education
- Foundations of Teacher Education



Early Childhood Education

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 WI Department of Public Instruction (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 <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 <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 <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 <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 <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) <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 <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 <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"/>

YEAR 1 OCCUPATIONAL COMPETENCIES
(TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Year 1 youth apprentices must complete a **total of 15** competencies. **Fourteen** 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

If any competencies are rated "1" on the final performance review checklist that is submitted to WI DWD it is considered a failed checklist.

Occupational Competencies	Ratings		
	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Obtain training or certification requirements required for employment <ul style="list-style-type: none"> complete required career-related training and/or educational programs pass certification tests to qualify for licensure and/or certification participate in company training or orientation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assess environment for safety hazard <ul style="list-style-type: none"> scan classroom from ceiling to floor identify safety hazards remove any safety hazards report safety hazards that are non-mobile ensure all hazardous materials are inaccessible to children 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain a clean and sanitary environment <ul style="list-style-type: none"> stock classroom with adequate cleaning and sanitation supplies implement cleaning schedule complete three-step sanitation process use cleaning solutions following safety guidelines apply universal standard precautions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adhere to emergency procedures <ul style="list-style-type: none"> follow employer security procedures follow employer evacuation procedures follow employer emergency medical procedures 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
5. Follow employer child tracking procedures <ul style="list-style-type: none"> • identify child-staff ratio • conduct name-to-face check • track children in and out of classroom • stay in sight and sound of all children 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Serve meals <ul style="list-style-type: none"> • clean and sanitize food surfaces • ensure adequate supplies are available • provide proper food portions according to food serving size guidelines • demonstrate safe food handling • serve food items to children • help children serve themselves • prepare infant formula or breast milk • feed formula or breast milk to infants • help older children serve food 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Foster social interaction during meals <ul style="list-style-type: none"> • sit with children during meals or snacks • generate discussion during the meals • encourage children to talk and be social with their peers • model appropriate table manners 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Instruct children on personal hygiene <ul style="list-style-type: none"> • teach proper hand-washing procedure • teach hygienic nose-blowing, coughing, and sneezing • teach proper dental hygiene • use a variety of strategies, e.g. discussions, positive guidance, visual displays, reading materials, songs, rhymes, and games 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Model personal hygiene <ul style="list-style-type: none"> • demonstrate proper hygiene through basic self-care • model hygienic nose-blowing, coughing, and sneezing • model proper hand-washing procedures 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Follow toileting and diapering procedures <ul style="list-style-type: none"> • identify each child's diapering/toileting requirements • demonstrate proper diapering procedures • demonstrate proper toileting procedures • follow sanitizing guidelines 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
11. Incorporate teacher-directed activities for small and large groups <ul style="list-style-type: none"> • prepare for the activity • follow plans prepared by the teacher • engage with children during the activity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Implement outdoor learning activities <ul style="list-style-type: none"> • carry out plans for outdoor learning activities prepared by the teacher • prepare for the activity • engage with children during outdoor learning • confirm learning materials are easily accessible to children 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Establish positive relationships with children and families <ul style="list-style-type: none"> • greet parents and children by name daily • communicate daily with families regarding children's classroom experiences • develop opportunities for families to engage with other families • use the opportunities during "drop-off" and "pick-up" time to build rapport with families • create opportunities for families to volunteer in the classroom and/or center 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Comply with licensing regulations <ul style="list-style-type: none"> • demonstrate knowledge about licensing rules and regulations • adhere to agency confidentiality rules and guidelines • maintain certifications 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Model professionalism as an Early Childhood Educator <ul style="list-style-type: none"> • greet families and children by name and on the child's level • demonstrate professional verbal and nonverbal communications • demonstrate professional appearance and demeanor 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency Substitute (if you replaced a competency above, note the competency and rating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

YEAR 2 OCCUPATIONAL COMPETENCIES (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Year 2 youth apprentices must complete a **total of 16** competencies. **Fourteen** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. Those skills 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

If any competencies are rated "1" on the final performance review checklist that is submitted to WI DWD it is considered a failed checklist.

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain training or certification requirements for required for employment <ul style="list-style-type: none"> complete required career-related training and/or educational programs pass certification tests to qualify for licensure and/or certification participate in company training or orientation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Care for minor injuries and illnesses <ul style="list-style-type: none"> assess the injury or illness complete necessary care per employer policy complete required documentation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conduct informal observations <ul style="list-style-type: none"> write objective anecdotal notes that include evidence of children's development across all domains align observations to appropriate developmental skills and learning objectives assist lead teacher with observation data entry complete observation checklist 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform food preparation <ul style="list-style-type: none"> demonstrate proper food handling procedures demonstrate proper food storage procedures prepare nutritious meals according to USDA guidelines demonstrate proper dishwashing and sanitation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
5. Implement developmentally appropriate positive guidance strategies <ul style="list-style-type: none"> • use evidence-based approaches • phrase expectations positively • use a variety of strategies (visual, auditory, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teach social and emotional skills <ul style="list-style-type: none"> • model empathy • validate children's feelings • model self-regulation skills • assist children with recognizing and labeling their feelings • instill self-regulation skills • facilitate problem-solving skills 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Support culturally responsive environments, activities, and materials <ul style="list-style-type: none"> • respect the unique nature of every individual and family • share ideas for representing the culture of children and families in the classroom • implement materials which represent the culture of the children and families in the classroom • participate in cultural relevant activities representative of the children and families in the classroom 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Implement modifications to routines, environments, and equipment to ensure inclusivity <ul style="list-style-type: none"> • follow special accommodations • adjust environments and activities to provide accessibility as directed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Integrate learning opportunities into caregiving routines <ul style="list-style-type: none"> • identify learning opportunities within caregiving routines • implement learning opportunities within caregiving routines 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Evaluate the lesson plan <ul style="list-style-type: none"> • identify successful and unsuccessful activities and/or components • reflect on what went well and the challenges • reflect on what could be done differently next time 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
11. Model interpersonal skills with families <ul style="list-style-type: none"> maintain ongoing and productive communication with families demonstrate good listening skills implement effective strategies for addressing family concerns 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Identify community resources available to families <ul style="list-style-type: none"> identify resources available to families locate information about resources 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Engage in reflective practice <ul style="list-style-type: none"> evaluate personal skills and abilities develop goals for personal and professional development develop strategies for achieving goals demonstrate willingness to accept feedback 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Advocate for the early childhood profession <ul style="list-style-type: none"> use terms "early childhood education" and "early childhood educator " communicate the importance of development and learning in ages 0-5 demonstrate knowledge of early childhood legislative/policy initiatives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Uphold ethical standards for early childhood educators <ul style="list-style-type: none"> identify ethical standards in early childhood education demonstrate ethical standards in daily practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Maintain knowledge of best practices and recent developments <ul style="list-style-type: none"> research current developments implement current developments investigate other professional Early Childhood Education resources such as Child Care Resource and Referral (CCR&R), Wisconsin Registry, T.E.A.C.H and Reward Program Plus, Wisconsin Early Childhood Association (WECA), etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency Substitute (if you replaced a competency above, note the competency and 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 level two youth apprentices 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.



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This project is funded whole or in part by the Department of Labor, receiving Federal funding at \$9 million which reflects 100% of the project’s total budget.

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