



BANKING

Banking youth apprentices provide account services to customers. They also gain skills in business processes, lending and marketing.

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 24** competencies. **Twenty-two** must be from the list below. If necessary, employers can substitute up to **2** competencies with other occupationally appropriate skills. Those skills should be added to the competency list for assessment.

Year 2: Youth apprentices must complete a **total of 10** competencies. **Nine** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

YEAR 1 Competencies	YEAR 2 Competencies
<ol style="list-style-type: none">1. Process transactions2. File transactions3. Follow cash management/handling procedures4. Process cash deposits5. Process check deposits6. Process withdrawals by cash7. Process check transactions with cash back8. Process transfers between accounts9. Respond to customer account inquiries and requests10. Perform end of day drawer balance11. Issue cashier's/official check or money order12. Educate customers on additional financial institution products and services13. Follow security procedures14. Process night depository and/or incoming postal mail15. Place stop payment on check or ACH (automated clearing house)16. Investigate and resolve customer problems17. Process cash advances18. Change customer name or account title	<ol style="list-style-type: none">1. Close deposit accounts2. Open deposit accounts3. Process credit card or loan payments4. Respond to customer basic loan account inquiries5. Collaborate with marketing team efforts6. Assist to open new checking account7. Assist to issue certificate of deposit8. Order credit reports9. Assist to preapprove consumer loan customer10. Redeem US Savings Bonds

19. Add co-owner or authorized signer to customer account 20. Help a customer with account reconciliation 21. Wire transfer funds (Simulated) 22. Service automated teller machine (ATM) 23. Process checks 24. Process electronic check deposits	
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POST-SECONDARY PATHWAY OPPORTUNITIES

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

- Banking and Financial Services
- Financial Services Representative



Banking

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>		Year 1 Rating		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Year 2 Rating		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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 				

Employability Skills		Rating		
2. Communicates effectively with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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"/>
3. Collaborates with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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"/>
4. Maintains composure under pressure <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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"/>	
<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 <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"/>
<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)

First year banking youth apprentices must complete a **total of 24 competencies**. **Twenty-two** must be from the list below. If necessary, employers can substitute up to **2** competencies with other occupationally appropriate skills. 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. Process transactions <ul style="list-style-type: none"> follow proper identification and security policies review customer account notes/profile in the system use proper codes or transaction types perform trial balance correct errors document errors and/or other customer related information analyze for CTR (currency transaction report) and SAR (suspicious activity report) 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. File transactions <ul style="list-style-type: none"> verify information, endorsements, authenticity, etc. prior to filing file checks, cash, and coin in appropriately secured space file receipts, orders, and any other documents with financially sensitive information in appropriately secured space as required scan physical documents as required 		<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
3. Follow cash management/handling procedures <ul style="list-style-type: none"> • order cash/coin • verify cash/coin amounts • arrange and face monies in drawer according to denomination • perform trial balance • monitor cash/coin levels • post deposit to the vault for excessive amounts of cash/coin • wrap or bundle cash/coin as required prior to deposit to vault • order withdrawal from the vault for low amounts of cash/coin • verify amount of ordered cash/coin prior to placement in drawer • update movements of cash/coin from drawer as required in computer • keep cash/coin secure at all times during processing 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Process cash deposits <ul style="list-style-type: none"> • verify cash/coin amount • verify cash/coin authenticity and look for signs of counterfeit • verify account to be credited • prepare or validate deposit per policy • process deposit • issue receipt 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Process check deposits <ul style="list-style-type: none"> • verify endorsements • review check for completeness of information and look for signs of fraud • verify account to be credited • prepare or validate deposit per policy • process deposit • issue receipt 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Process withdrawals by cash <ul style="list-style-type: none"> • verify customer identification • verify signature • verify funds availability • process withdrawal • verify cash • tender cash • issue receipt 		<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
7. Process check transactions with cash back <ul style="list-style-type: none"> • verify customer identification • verify endorsements • review check for completeness of information • verify check type (cashier's, money order, business, government, personal, etc.) • follow check hold policy for check type • verify funds availability of on-us checks per company policy • verify cash • tender cash 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Process transfers between accounts <ul style="list-style-type: none"> • verify customer identification • collect account information from documents, customer, or computer • verify amount and account information for transfer • verify funds availability for account to be withdrawn • process withdrawal • verify account to be credited • process deposit • issue receipts 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Respond to customer account inquiries and requests <ul style="list-style-type: none"> • verify customer identification • review customer account notes/profile in the system • collect information from document or customer • locate information required using information system data • provide information securely • update information accurately as applicable • respond to customer questions • explain the "why" behind the institution's policies • input customer information and print documents as required for services • obtain customer signature(s) when required • process physical documents of service • order financial institution cards, checks, etc., as requested • direct customer to applicable department when appropriate • establish timeline for request or resolution • follow up to ensure customer's needs were met 		<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
10. Perform end of day drawer balance <ul style="list-style-type: none"> • finalize daily work and batches • prepare and organize cash drawer • count money • scan/batch checks • complete teller balance sheet • analyze balance sheet for variances • identify transpositions or other balancing discrepancies • correct errors or notify supervisor of unresolved variances • finalize closing the drawer • secure cash and coin 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Issue cashier's/official check or money order <ul style="list-style-type: none"> • collect information required • review customer account notes/profile in the system • verify customer identification and funds availability for account to be withdrawn if applicable • process withdrawal • verify cash/coin authenticity for checks paid with cash • review check for completeness of information • collect any additional fees as required • post fees to appropriate account • complete required forms • create cashier's check or money order • explain the institution policies related to the check or money order • provide any applicable receipts for account withdrawals made 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Educate customers on additional financial institution products and services <ul style="list-style-type: none"> • listen to customer cues for additional products and services needed • explain products and services • suggest additional products and services that might meet the needs of the customer • respond to customer questions • direct customer to applicable department or online services when appropriate • follow up to ensure customer's needs were met 		<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
13. Follow security procedures <ul style="list-style-type: none"> determine if the building is safe to enter maintain awareness of surroundings vary route to work maintain confidentiality of customer account information identify institution robbery procedures maintain current contact information with employer 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Process night depository and/or incoming postal mail <ul style="list-style-type: none"> retrieve items according to institution policy log items retrieved forward papers or mail to appropriate departments or persons process transactions according to institution policies 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Place stop payment on check or automated clearing house (ACH) <ul style="list-style-type: none"> receive check or ACH information from customer access customer account verify check or ACH transaction has not cleared account complete stop payment form and obtain customer signature if necessary enter stop payment information into appropriate system or refer customer to online services collect and process fee from customer place stop payment form in appropriate location 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Investigate and resolve customer problems <ul style="list-style-type: none"> interview customer to define problem access customer profile notes retrieve customer account information gather information needed to solve problem analyze customer's alternatives formulate solution; confer with other departments as necessary inform customer of status of situation and provide documentation if necessary submit copy of changes/solutions to financial institution if necessary 		<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
17. Process cash advances <ul style="list-style-type: none"> • obtain credit card and valid photo identification from customer • run credit card through cash advance machine • enter amount of request • verify authorization of credit card • complete credit authorization document • obtain and verifies customer signature • process transaction according to institution policies • validate credit card copy if applicable • count currency back to customer or deposit into account • file documentation if required 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Change customer name or account title <ul style="list-style-type: none"> • receive customer request for change of name/account title • obtain and evaluate legal documents from customer • complete a name/account title change form if required • retrieve customer account information • print new signature cards and corporate resolution if necessary • obtain customer signature • update customer account and/or submits name/account title change to appropriate department • ask customer if he/she would like other financial institution products (e.g., debit card, ATM card, checks, etc.) changed and make requested changes 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Add co-owner or authorized signer to customer account <ul style="list-style-type: none"> • receive customer request for adding co-owner or authorized signer to account • retrieve customer account information • complete maintenance form and authorization form if required • obtain identification and other legal documents (if required) from co-owner or authorized signer added to account • complete new signature card and obtain signatures • update customer information or submit maintenance form to appropriate department • ask customer if he/she would like other financial institution products (e.g., debit card, ATM card, checks, etc.) changed and make requested changes 		<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
20. Help a customer with account reconciliation <ul style="list-style-type: none"> inform customer of any service fees associated with reconciliation obtain personal identification from customer access customer account obtain most recent company statements compare checks that the financial institution has processed to customer check register and financial institution statement compare end balances between customer records and monthly statement verify deposits or withdrawals with customer records and monthly statement to determine any discrepancies such as missing transactions, transposed numbers, miscalculations, etc. check for deposits or withdrawals that are entered into the customer record but have not cleared the company reconcile accounts with appropriate credit or debit if company is implicated inform customer if further investigation such as retrieval of actual documents is necessary educate customer to manage account reconciliation in the future 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Wire transfer funds (Simulated) <ul style="list-style-type: none"> verify identification and authorization (corporate resolution/signature card) of customer verify funds available in customer's account when appropriate receive currency and fee payment from customer for currency transfer when appropriate receive transfer information from customer credit funds to account or general ledger send wire request to appropriate department or send funds electronically to federal reserve account ensure verification of transaction by appropriate parties 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Service automated teller machine (ATM) <ul style="list-style-type: none"> follow institution policy for entry to the ATM remove captured ATM cards if necessary remove deposit envelopes if necessary restock ATM with currency from vault when appropriate place deposit in appropriate bin 		<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	
23. Process checks <ul style="list-style-type: none"> • proof and encode checks • scan checks electronically if applicable • prepare checks for shipment or storage 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Process electronic check deposits <ul style="list-style-type: none"> • retrieve electronic images • check for fraud • determine acceptance or rejection of items • post deposit or notify customer if rejected 	<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"/>	
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)

Second year banking youth apprentices must complete a **total of 10 competencies**. **Nine** 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		
Competency and Rating Criteria		Minimum Rating of 2 for EACH Check Rating		
		1	2	3
1. Close deposit accounts <ul style="list-style-type: none"> access customer account verify account balance and any outstanding fees or items determine account closure requirements refer customer to appropriate personnel 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Open deposit accounts <ul style="list-style-type: none"> gather appropriate customer identification documents check applicant's name for possible match to the Office of Foreign Assets Control (FAC) list verify ChexSystems and follow institutional policy for next steps obtain additional documentation if needed (e.g., credit analysis, history, application, etc.) complete customer account application order debit cards and personal checks provide copies of disclosures add appropriate notes to the customer profile 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Process credit card or loan payments <ul style="list-style-type: none"> determine eligibility of funds used for payment determine account and amount to credit enter effective date if appropriate process transactions according to institution policies 		<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
4. Respond to customer basic loan account inquiries <ul style="list-style-type: none"> • verify customer identification • review customer account notes/profile in the system • locate information required using information system data • respond to customer questions • direct customer to applicable department when appropriate • follow up to ensure customer's needs were met 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Collaborate with marketing team efforts <ul style="list-style-type: none"> • cooperate with advertising teams, sales managers, and designers, to plan advertising strategies that will entice people to purchase service • research new places to sell services • assist with social media strategies • follow marketing regulatory and institution policies • suggest ways to improve services • assist with production of advertisements and promotions with team • consult with staff to arrange promotional campaigns in all types of media 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist to open new checking account <ul style="list-style-type: none"> • obtain personal identification from customer • collect funds to be deposited • check applicant's name for possible match to the Office of Foreign Assets Control (FAC) list • verify ChexSystems and follow institutional policy for next steps • ask customer fill out new account application if applicable • input type of account • enter account number and customer information • educate customer on other financial institution products and services • review disclosures and fees • demonstrate online banking services • deposit funds • give customer starter kit or temporary checks, if applicable, along with terms and agreement • complete check order • order debit card and explain how they work prepare customer file if required and file in appropriate location 		<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
7. Assist to issue certificate of deposit <ul style="list-style-type: none"> • obtain personal identification from customer • explain CD options to customer • input or update customer information if needed • receive currency or check from customer for amount of certificate of deposit • complete the transaction • give copy of certificate of deposit to customer 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Order credit reports <ul style="list-style-type: none"> • obtain customer request for credit report • enter information needed for receiving on-line credit reports • submit request • review reports as appropriate 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to preapprove consumer loan customer <ul style="list-style-type: none"> • determine purpose of loan • obtain signed customer application • evaluate credit report • calculate debt to income ratio • calculate loan to value ratios 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Redeem US Savings Bonds <ul style="list-style-type: none"> • verify month and series • verify value of bond on appropriate chart/program • ask customer to complete back of bond • verify identification and social security number • stamp front of bond with redemption stamp and complete appropriate information • process redemption on computer • verify bond amount on computer/calculator • count and give currency to customer • ask customer to sign interest earned statement • give customer a copy of interest earned statement • send signed interest earned statement to appropriate department 		<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 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 Bureau of Apprenticeship Standards Electronic Records 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.

