

## ANIMAL/HERD

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Animal/Herd youth apprentices gain skills applicable the care and management of large and herd animals, including feeding, animal health, equipment operation and service, and facility maintenance.

**Length of Apprenticeship:** One year. Youth apprentices must have completed Animal Fundamentals prior to beginning this youth apprenticeship.

## COMPETENCIES

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Youth apprentices must complete **a total of 13** competencies per year. **Twelve** must be from the list below. If necessary, employers can substitute up to **1** competency per year with another occupationally appropriate skill. That skill should be added to the competency list for assessment. Note that where necessary, skills can be simulated. *Note: The successful completion of Animal Fundamentals is required prior to starting this pathway.*

Competencies
1. Perform animal grooming
2. Feed animals
3. Mark animals for identification
4. Handle animals safely
5. Monitor animal food and water supplies
6. Support optimization of animal performance and production
7. Collect and process animal products and by-products
8. Assess animals for reproduction
9. Assist with birthing
10. Prevent the spread of animal diseases
11. Operate equipment and machinery
12. Service equipment and machinery
13. Maintain facilities

## REGISTERED APPRENTICESHIP BRIDGING OPPORTUNITIES

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

- Dairy Grazier

## POST-SECONDARY PATHWAY OPPORTUNITIES

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

- Agribusiness – Livestock Management
- Dairy Science Technician



### YOUTH APPRENTICE INFORMATION

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

### REQUIREMENTS

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

- Year 1 Competency checklist
- Employability Skills checklist (in this job book) 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

### HOURS

Record the hours the youth apprentice worked.

<b>Total Hours Employed</b>	<b>Company Name</b>	<b>Telephone Number</b>

## CAREER PREPARATION

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

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

Title of Certification:

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

College Name	
Course Title	Course Number

# SIGNATURES

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

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

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

Mentors, school-based / YA coordinator, and the apprentice sign below.

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

## EMPLOYABILITY SKILLS

Youth apprentices must demonstrate key employability skills.

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

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

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

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

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

The following skills are required of all youth apprentices.

Employability Skills	Rating		
	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Develops positive work relationships with others. <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <ul style="list-style-type: none"> <li>• Interacts with others with respect and in a non-judgmental manner</li> <li>• Responds to others in an appropriate and non-offensive manner</li> <li>• Helps co-workers and peers accomplish tasks or goals</li> <li>• Applies problem-solving strategies to improve relations with others</li> <li>• When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicates effectively with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <ul style="list-style-type: none"> <li>• Adjust the communication approach for the target audience, purpose, and situation to maximize impact</li> <li>• Organizes messages/information in a logical and helpful manner</li> <li>• Speaks clearly and writes legibly</li> <li>• Models behaviors to show active listening</li> <li>• Applies what was read to actual practice</li> <li>• Asks appropriate questions for clarity</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>3. Collaborates with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities</li> <li>• Shares responsibility for collaborative work and decision making</li> <li>• Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise</li> <li>• Avoids contributing to an unproductive group conflict</li> <li>• Shares information and carries out responsibilities in a timely manner</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Maintains composure under pressure</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Uses critical thinking to determine the best options or outcomes when faced with a challenging situation</li> <li>• Carries out assigned duties while under pressure</li> <li>• Acts in a respectful, professional, and non-offensive manner while under pressure</li> <li>• Applies stress management techniques to cope under pressure</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Demonstrates integrity</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Carries out responsibilities in an ethical, legal and confidential manner</li> <li>• Responds to situations in a timely manner</li> <li>• Takes personal responsibility to correct problems</li> <li>• Models behaviors that demonstrate self-discipline, reliability, and dependability</li> </ul>	<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"> <li>• Carries out written and verbal directions accurately</li> <li>• Completes work efficiently and effectively</li> <li>• Performs calculations accurately</li> <li>• Conserves resources, supplies, and materials to minimize costs and environmental impact</li> <li>• Uses equipment, technology, and work strategies to improve workflow</li> <li>• Applies problem-solving strategies to improve productivity</li> <li>• Adheres to worksite regulations and practices</li> <li>• Maintains an organized work area</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>7. Provides quality goods or services (internal and external) <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Shows support for the organizational goals and principles by own personal actions</li> <li>• Displays a respectful and professional image to customers</li> <li>• Displays an enthusiastic attitude and desire to take care of customer needs</li> <li>• Seeks out ways to increase customer satisfaction</li> <li>• Produces goods to workplace specifications</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Shows initiative and self-direction <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Prioritizes and carries out responsibilities without being told</li> <li>• Responds with enthusiasm and flexibility to handle tasks that need immediate attention</li> <li>• Reflects on any unsatisfactory outcome as an opportunity to learn</li> <li>• Improves personal performance by doing something different or differently</li> <li>• Analyzes how own actions impact the overall organization</li> <li>• Supports own action with sound reasoning and principles</li> <li>• Balances personal activities to minimize interference with work responsibilities</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Adapts to change <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Shows flexibility and willingness to learn new skills for various job roles</li> <li>• Uses problem-solving and critical-thinking skills to cope with changing circumstances</li> <li>• Modifies own work behavior based on feedback, unsatisfactory outcomes, efficiency, and effectiveness</li> <li>• Displays a "can do" attitude</li> </ul>	<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"> <li>• Follows personal safety requirements</li> <li>• Maintains a safe work environment</li> <li>• Demonstrates professional role in an emergency</li> <li>• Follows security procedures</li> <li>• Maintains confidentiality</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>11. Applies job-related technology, information, and media <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Applies technology effectively in the workplace</li> <li>• Assesses and evaluates information on the job</li> <li>• Assesses training manuals, website, and other media related to the job</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Fulfills training or certification requirements for employment <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Participation in required career-related training and/or educational programs</li> <li>• Passing certification tests to qualify for licensure and/or certification</li> <li>• Participation in company training or orientation</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Sets personal goals for improvement <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Setting goals that are specific and measurable</li> <li>• Setting work-related goals that align with the organization's mission</li> <li>• Identifying strategies to reach goals</li> <li>• Reflecting on goal progress to regularly evaluate and modify goal</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## COMPETENCIES

Youth apprentices must complete a **total of 13** competencies per year. **Twelve** must be from the list below. If necessary, employers can substitute up to **1** competency per year with another occupationally appropriate skill. That skill should be added to the competency list for assessment. *Note: The successful completion of Animal Fundamentals is required prior to starting this pathway.*

### Rating Scale

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

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

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

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>1. Perform animal grooming</b> <ul style="list-style-type: none"> <li>• brush or rub down animal</li> <li>• clip nails/talons/clean hooves</li> <li>• clip or shear hair, as needed</li> <li>• bathe animals</li> <li>• spray animals with disinfectant and insecticides</li> <li>• clean ears</li> <li>• dehorn animals, as needed report observations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Feed animals</b> <ul style="list-style-type: none"> <li>• replace or freshen water supplies</li> <li>• ensure water systems are insulated, adjusted for height and flow rate and supplies are adequate</li> <li>• select appropriate feed</li> <li>• mix feed, additives and medicates</li> <li>• add, replace, or freshen feed</li> <li>• clean food and water containers as needed document feeding and watering times</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Mark animals for identification</b> <ul style="list-style-type: none"> <li>• place animal for marking</li> <li>• assemble tools and equipment</li> <li>• mark animal using brands, tags, paints, or tattoos</li> <li>• clean and sanitize marking equipment</li> <li>• observe animal for infection</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>4. Handle animals safely</b> <ul style="list-style-type: none"> <li>• approach the animal(s) in a calm and quiet manner</li> <li>• gather the animal(s)</li> <li>• manage animal(s) separated from the group</li> <li>• patrol land for wandering animals</li> <li>• reduce animal agitation and anxiety</li> <li>• identify animal fight or flight behaviors</li> <li>• avoid animal blind zones</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Monitor animal food and water supplies</b> <ul style="list-style-type: none"> <li>• store feed at correct temperature and conditions</li> <li>• record consumption of feed and water</li> <li>• test water supplies</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Support optimization of animal performance and production</b> <ul style="list-style-type: none"> <li>• assess animal performance</li> <li>• ensure appropriate environment for production</li> <li>• modify environment to achieve optimum performance</li> <li>• record animal performance</li> <li>• compare performance to feed variations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Collect and process animal products and by-products</b> <ul style="list-style-type: none"> <li>• practice safe and sanitary procedures</li> <li>• clean tools and equipment</li> <li>• harvest animal products</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Assess animals for reproduction</b> <ul style="list-style-type: none"> <li>• observe animal readiness for reproduction</li> <li>• review the genetic traits needed</li> <li>• review testing and production records</li> <li>• identify the source of the desired group of genes</li> <li>• adhere to safe and sanitary procedures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Assist with birthing</b> <ul style="list-style-type: none"> <li>• wear appropriate personal protective equipment (PPE)</li> <li>• prepare a source of heat for the newborn</li> <li>• prepare bedding for the newborn</li> <li>• observe female for signs of distress</li> <li>• refill water and feed as needed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>10. Prevent the spread of animal diseases</b> <ul style="list-style-type: none"> <li>• wear appropriate personal protective equipment (PPE)</li> <li>• test new animals for disease</li> <li>• isolate and monitor new animals</li> <li>• assist with vaccination and pest prevention</li> <li>• sanitize loading areas and transport vehicles</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Operate equipment and machinery</b> <ul style="list-style-type: none"> <li>• inspect equipment and machinery for safe use</li> <li>• wear appropriate personal protective equipment (PPE)</li> <li>• follow safe operating protocols</li> <li>• use guarding devices where appropriate</li> <li>• follow clean up and shut down procedures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. Service equipment and machinery</b> <ul style="list-style-type: none"> <li>• clean equipment</li> <li>• perform preventative maintenance</li> <li>• check lubrication and fluid levels</li> <li>• maintain lubrication and fluid levels</li> <li>• calibrate equipment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13. Maintain facilities</b> <ul style="list-style-type: none"> <li>• clean work areas</li> <li>• keep water clean</li> <li>• clean animal quarters</li> <li>• inspect areas for safety and repair needs</li> <li>• assist with facility repairs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Competency Substitute</b> (if you replaced a competency above, note the competency and rating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

## RELATED INSTRUCTION

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Indicate which related instruction courses the youth apprentice completed:

Course Title	Credits	Location



# Post-Program Completion Survey

Youth Apprenticeship

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

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

Student Name	Expected Date of High School Graduation
School District	GPA at End of YA Program

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

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

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

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

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

