



ARBORIST

Arborists provide professional tree care. They use rigging to ascent trees. Youth Apprentices plant trees and shrubs inspect trees and shrubs and perform pruning cuts.

Length of Apprenticeship: One or Two years

COMPETENCIES

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

Year 1: Youth apprentices must complete a **total of 11** competencies. **Ten** 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 10** competencies. **Nine** 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.

Tool Note: Youth apprentices cannot start or use chainsaws or chippers.

YEAR 1 Competencies	YEAR 2 Competencies
1. Inspect, maintain, and use appropriate personal protective equipment (PPE)	1. Identify common deciduous trees and shrubs
2. Inspect vehicles and towed units	2. Identify common conifer trees and shrubs
3. Conduct a basic tree inspection	3. Identify signs and symptoms of common damaging insects/mites
4. Establish a safe work zone	4. Identify signs and symptoms of common diseases
5. Inspect the following equipment in accordance with American National Standard (ANSI Z133) Safety Requirements for Arboricultural Operations	5. Use a rigging system to lower the load directly to the ground
6. Install work positioning lines from the ground	6. Maneuver through canopy
7. Ascend the tree	7. Prepare the chainsaw for others to use
8. Descend from tree	8. Perform chainsaw field maintenance
9. Retrieve all gear	9. Demonstrate a natural pruning
10. Prepare to chip	10. Perform pruning of shrubs
11. Perform pruning cuts	

REGISTERED APPRENTICESHIP BRIDGING OPPORTUNITIES

The following Registered Apprenticeship is available in this area:

- Arborist

POST-SECONDARY PATHWAY OPPORTUNITIES

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

- Landscape Horticulture
- Urban Forestry Technician



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

CAREER PREPARATION

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)
 - First Aid/CPR
 - OSHA 10
 - [Tree Care Apprentice \(TCIA\)](#)
 - 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/ (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.

3	<i>Exceeds Expectations:</i> Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior
2	<i>Meets Expectations:</i> Meets entry-level criteria; requires some supervision; often displays this behavior
1	<i>Working to Meet Expectations:</i> 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"/>

<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"> • Adjust 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 	<table border="1"> <tr> <th colspan="3">Year 1 Rating</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th colspan="3">Year 2 Rating</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Year 1 Rating			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 2 Rating			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Year 2 Rating													
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<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 	<table border="1"> <tr> <th colspan="3">Year 1 Rating</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th colspan="3">Year 2 Rating</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Year 1 Rating			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 2 Rating			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Year 2 Rating													
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<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 	<table border="1"> <tr> <th colspan="3">Year 1 Rating</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th colspan="3">Year 2 Rating</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Year 1 Rating			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 2 Rating			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Year 2 Rating													
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<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 our 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 	<table border="1"> <tr> <th colspan="3">Year 1 Rating</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th colspan="3">Year 2 Rating</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Year 1 Rating			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 2 Rating			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<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</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Shows flexibility and willingness to learn new skills for various job roles • Uses problem-solving and critical-thinking skills to cope with changing circumstances • Modifies own work behavior based on feedback, unsatisfactory outcomes, efficiency, and effectiveness • Displays a "can do" attitude 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<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 qualities and habits that the employee might exhibit 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 qualities and habits that the employee might exhibit 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 COMPETENCIES

Youth apprentices must complete a **total of 11 competencies**. **Ten** 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

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Inspect, maintain, and use appropriate personal protective equipment (PPE) <ul style="list-style-type: none"> • eyes • ears • head • face • hand • legs • feet • high visibility safety apparel 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Inspect vehicles and towed units <ul style="list-style-type: none"> • check oil levels, tire treads, etc. • perform pre and post trip inspections • report issues based on employer guidelines • secure load and equipment • identify gross vehicle weight rating 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conduct a basic tree inspection <ul style="list-style-type: none"> • locate targets • locate site factors • identify dead crown and branches • identify tree lean and cavities • identify problems with roots and root collars 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establish a safe work zone <ul style="list-style-type: none"> • place cones and signs • remove cones and signs • follow establish emergency procedures • follow established command and response procedures • display awareness of the drop zone • identify hazards and obstacles 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>5. Inspect the following equipment in accordance with American National Standard (ANSI Z133) Safety Requirement for Arboricultural Operations</p> <ul style="list-style-type: none"> • harness • work positioning line(s) • friction cord/device • work positioning lanyard(s) • all carabiners, snaps, pulleys, related hardware • mechanical ascenders and descenders • friction savers • handsaw 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. Install work positioning lines from the ground</p> <ul style="list-style-type: none"> • select a tie in point for ascending the tree • demonstrate a proper throw-line toss • install a friction saver using a throw line • install a work positioning line by attaching it to the throw line • install a work positioning line using a throwing knot toss • install a work positioning line with a pole pruner/saw and a throwing knot or carabiner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Ascend the tree</p> <ul style="list-style-type: none"> • tie a fiction hitch • test the system by weighting it • demonstrate the body thrusting technique • demonstrate use of alternate lanyard technique 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Descend from tree</p> <ul style="list-style-type: none"> • make sure all loose branches (hangers) are out of tree • remove all gear that is not retrievable from the ground • perform controlled descent 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Retrieve all gear</p> <ul style="list-style-type: none"> • remove rope(s) and gear in a controlled fashion • coil or bag ropes • store rope(s) and gear in proper location 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Prepare to chip (Youth Apprentices cannot start or operate a chipper)</p> <ul style="list-style-type: none"> • position and secure the discharge chute • establish an appropriate area to stage the material • remove hazards and obstacles, place safely away from work zone • stack debris in manageable pile; butt ends first, smaller materials on top 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
11. Perform pruning cuts <ul style="list-style-type: none"> determine the type of pruning cut needed perform a branch removal cut perform a branch reduction cut perform a heading cut use a three-cut method to remove the branch weight prior to the final cut perform a co-dominant stem pruning cut 	<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 COMPETENCIES

Year two 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

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Identify common deciduous trees and shrubs <ul style="list-style-type: none"> identify common name identify characteristics of the parts of the trees and shrubs that help identify them 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify common conifer trees and shrubs <ul style="list-style-type: none"> identify common name identify characteristics of the parts of the trees and shrubs that help identify them 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify signs and symptoms of common damaging insects/mites <ul style="list-style-type: none"> identify signs identify symptoms 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
4. Identify signs and symptoms of common diseases <ul style="list-style-type: none"> • identify signs • identify symptoms • identify common abiotic stresses to trees 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use a rigging system to lower the load directly to the ground <ul style="list-style-type: none"> • tie a rigging attachment knot • demonstrate lowering using butt-tie • demonstrate lowering using tip-tie • demonstrate lowering using balance tie • control the load using a tag line • utilize a re-direct 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maneuver through canopy <ul style="list-style-type: none"> • re-tie work positioning line at an alternative location • install a friction saver • perform a double tie maneuver • perform a re-direct technique • perform a limb walk • perform a controlled swing 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Prepare the chainsaw for others to use (Youth Apprentices cannot start or operate the chainsaw) <ul style="list-style-type: none"> • identify manufacturers' safety devices • inspect and tighten all nuts, bolts, screws or other fasteners • fill with appropriate fuel/oil mixture • fill with appropriate bar oil • demonstrate chain tension adjustment 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform chainsaw field maintenance (Youth Apprentices cannot start or operate the chainsaw) <ul style="list-style-type: none"> • remove the side plate, bar and chain • clean out debris from bar and chainsaw • clean the air filter • visually inspect for wear and damage • install correct chain • install side plate, adjust chain tension and tighten bar nuts 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
9. Demonstrate a natural pruning <ul style="list-style-type: none"> perform crown reduction perform branch reduction raise the crown remove dead, dying, diseased, and rubbing branches, i.e. crown cleaning perform a risk-reduction cut for cracked, split, broken, hanging branches provide clearance from structures 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform pruning of shrubs <ul style="list-style-type: none"> perform rejuvenation pruning by heading back branches at or near ground level perform renewal pruning by performing selective removal of stems reduce size of shrub by cutting back to lateral branches reduce size of shrub by heading back to lateral buds 	<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:			

RELATED INSTRUCTION

YEAR 1: Indicate which related instruction courses the youth apprentice completed:

Course Title	Credits	Location

YEAR 2 (If applicable): 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.			
Check all that apply:		Then, fill out the following information:	
<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 [†] :	
<input type="checkbox"/> Employment is military		[†] 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			
*If student accepted a job at a different employer, please provide that employer's contact information:			
Employer Name		Street Address	
City	County	State	Zip

<input type="checkbox"/> This student will not be employed after completing the YA program.	
Check one:	Then, check all that apply:
<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
Other comments:	

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

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.

