



Manufacturing Processes

Youth Apprenticeship

MANUFACTURING PROCESSES

Manufacturing Process youth apprentices work with tools, equipment, and processes in various manufacturing industries. Apprentices must adhere to industry safety and security standards.

Length of Apprenticeship: One or two years

COMPETENCIES

Manufacturing Processes youth apprentice must complete **a total of 17** competencies during year 1. All **7** Manufacturing Fundamentals Competencies must be completed. No substitutions to this list. **Ten** Manufacturing Processes competencies must be completed. Employers can substitute up to **1** Manufacturing Processes competency with another occupationally appropriate skill. Substitutions must be added to the competency list for assessment. Note that where necessary, skills can be simulated.

NOTE: Students completing a 2-year manufacturing processes youth apprenticeship must select a minimum of 1 different manufacturing process than the first year and indicate it in the appropriate place on this guide.

Document the Manufacturing Process for each year in this guide.

***Students who completed a previous Manufacturing YA program do *not* need to repeat the Manufacturing Fundamentals Competencies.

Manufacturing Fundamentals Competencies	Manufacturing Processes Competencies
<ol style="list-style-type: none">1. Focus on customer needs2. Use various instruments3. Operate tools and equipment safely4. Practice quality assurance principles5. Follow personal safety requirements6. Maintain a safe work environment7. Demonstrate professional role to be used in an emergency	<ol style="list-style-type: none">1. Read technical drawings and work orders2. Interpret manufacturing processes3. Identify set up for manufacturing process4. Select tools and materials5. Assist production set up6. Support set up7. Operate equipment8. Monitor product and process specifications9. Process production documents10. Follow shutdown process

REGISTERED APPRENTICESHIP BRIDGING OPPORTUNITIES

The following Registered Apprenticeship is available in this area:

- Machine Repair

POST-SECONDARY PATHWAY OPPORTUNITIES

There are several post-secondary pathway opportunities in this area. The following is an example.

- Precision Machining Technology Technical Diploma



Manufacturing Processes

Youth Apprenticeship
ON-THE-JOB LEARNING PERFORMANCE STANDARDS GUIDE

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 participating in a local or regional career pathway*.

Identify the pathway below:

For more information contact the [Wisconsin Department of Public Instruction](#). Additional help may be found on the WI DPI [Wisconsin Pathways – Regional Career Pathways](#) and [DPI Career Clusters and Pathways](#) web pages.

***Local and Regional career pathways** as defined by the WI DPI means that a student is participating in or has completed at least one CTE class in a cluster pathway sequence and has completed at least one of the other career pathway components: instructional related course, work-based learning, dual college credit, and/or career and technical student organization.

- ☐ 2. Student has completed one of the following certificates during their YA program or possess current certification earned previously.

A copy of the certificate must be uploaded with the completed checklist. Select the certificate from the list below.

- ☐ Leadership Certificate (DPI)
- ☐ OSHA Safety Training (10 or 30)
- ☐ SNAP ON Certifications (i.e., precision measurement)
- ☐ - Manufacturing Skill- Standards Certification (MSSC)
- ☐ Other certificates identified by the [Career and Technical Education \(CTE\) Approved Certifications List](#) related to this occupational field (or related to this occupation)
(YA certificates excluded)

Title of Certification:

- ☐ 3. Student is participating in a [Dual Enrollment Course](#) connected to any postsecondary education provider including UW System, Wisconsin Association of Independent Colleges and Universities (WAICU), and any of the 16 Wisconsin Technical Colleges (WTCS).

College Name:

College Course Title:

Course Number:

For more information on Dual Enrollment opportunities, please contact one of the resources below:

- [WTCS](#)
- [WAICU](#)
- UW System – connect with the college of choice.

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	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		
<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 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>2. Communicates effectively with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • 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 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>3. Collaborates with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities • Shares responsibility for collaborative work and decision making • Uses the problem-solving process to work to work through differences of opinion in a constructive manner to achieve a reasonable compromise • Avoids contributing to an unproductive group conflict • Shares information and carries out responsibilities in a timely manner 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>4. Maintains composure under pressure</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Uses critical thinking to determine the best options or outcomes when faced with a challenging situation • Carries out assigned duties while under pressure • Acts in a respectful, professional, and non-offensive manner while under pressure • Applies stress management techniques to cope under pressure 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>5. Demonstrates integrity</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Carries out responsibilities in an ethical, legal and confidential manner • Responds to situations in a timely manner • Takes personal responsibility to correct problems • Models behaviors that demonstrate self-discipline, reliability, and dependability 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<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"/>	

10. Demonstrates safety and security regulations and practices <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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"/>
11. Applies job-related technology, information, and media <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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"/>
12. Fulfills training or certification requirements for employment <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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"/>
13. Sets personal goals for improvement <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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"/>

MANUFACTURING FUNDAMENTALS COMPETENCIES

Manufacturing Processes youth apprentices must complete **a total of 17** competencies during year 1. All **7** Manufacturing Fundamentals Competencies must be completed. No substitutions to this list. **Ten** Manufacturing Processes competencies must be completed. Employers can substitute **1** Manufacturing Processes competency with another occupationally appropriate skill. Substitutions must be added to the competency list for assessment. Note that where necessary, skills can be simulated.

***Students who completed a previous Manufacturing YA program do *not* need to repeat the Manufacturing Fundamentals Competencies.

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 behavior

MANUFACTURING FUNDAMENTALS – Complete all competencies

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Focus on customer needs <ul style="list-style-type: none"> identify internal and external customers impacted by the production process satisfy internal and external customer expectations collaborate with team assist work site professional to keep internal and/or external customers informed of project progress and decisions that may affect them define the impact of the Voice of the Customer determine the impact of your work to the internal and external customer 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
2. Use various instruments <ul style="list-style-type: none"> consider the degree of precision required by the part feature choose correct measuring instrument for task verify equipment is available for use and in working order verify equipment preventative maintenance and/or calibration inspect tools and work area for safety considerations clean and adjust measuring instrument prior to use use gauges, calipers, and micrometer instruments use semi-precision and precision layout tools use digital gauges, checking fixtures use digital scales, thermometers confirm measurement accuracy record measurement correctly including unit of measurement at proper interval calibrate, clean, and store measuring instruments properly convert standard to metric – metric to standard measurement units 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Operate tools and equipment safely <ul style="list-style-type: none"> operate only tool/equipment that he/she is trained on choose correct tool/equipment for the task follow tool check list verify tool/equipment is available for use and in working order verify tool/equipment is current for preventative maintenance and/or calibration wear appropriate Personal Protective Equipment (PPE) inspect tool/equipment and work area for safety considerations prepare tool/equipment for safe operation operate tool/equipment safely with guarding devices monitor tool/equipment for safe operation while operating compare tool/equipment performance regularly to optimal equipment operations follow facility procedures for clean-up and shut down after use perform required preventative maintenance procedures report abnormal tool/equipment conditions properly shut down and label any tool/equipment that is not operating as expected follow Lock Out/Tag Out procedures as applicable document use and maintenance 	<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. Practice quality assurance principles <ul style="list-style-type: none"> inspect materials/piece/product at all stages of production identify quality or condition of materials/piece/product monitor materials, processes, equipment, tools, and products throughout the production process inspect final product/piece to ensure it meets specifications identify and segregate materials and/or product that do not meet specification communicate with work site professional if materials/product do not meet requirements document all quality checks participate in root-cause analysis of process/product take ownership of work collaborate with work site professional on corrective action 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Follow personal safety requirements (safety) <ul style="list-style-type: none"> participate in required safety training follow all worksite guidelines for personal safety apply principles of proper body mechanics report exposures, injuries, near misses, or accidents, personal or to others immediately locate key information on safety data sheets (SDS) handle and dispose of any hazardous materials appropriately operate equipment that he/she is trained on adhere to equipment safety standards visually inspect equipment before operation wear required personal protective equipment (PPE) at all times follow company emergency action plan identify hazardous conditions and restricted areas in the workplace avoid pinch points be aware of surroundings 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
6. Maintain a safe work environment (safety) <ul style="list-style-type: none"> • comply with posted safety warnings and symbols • identify unsafe conditions and/or work habits • report unsafe conditions and/or work habits • help maintain a clean and safe working environment free of debris and obstacles • maintain clean, organized work area • use hazardous materials according to company procedure • report any indications of insects or pests, if necessary • follow appropriate Lock out – tag out procedures • adhere to Occupational Safety and Health Administration (OSHA) safety guidelines • follow rules for operating equipment (Powered Industrial Vehicle-PIV) • identify applicable Emergency Stops 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrate professional role to be used in an emergency (safety) <ul style="list-style-type: none"> • participate in emergency safety simulations and drills • describe company's policy and procedures for work site incidents, accidents, electrical, fire, tornado, bomb threats, robbery, hostage situations, and other emergency situations • identify the closest fire alarms and emergency exits • identify the fire extinguishers • identify appropriate alarms and procedures for using alarms • contact emergency personnel in the event of an emergency • contribute to emergency incident documentation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

MANUFACTURING PROCESSES COMPETENCIES

Enter the Manufacturing Processes practiced by the Youth Apprentice. A minimum of 1 process is required for each year. Year 2 must be different than year 1. Multiple processes per year are acceptable.

Year 1 Manufacturing Processes	Year 2 Manufacturing Processes
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Manufacturing Processes Examples	
1. Casting Examples: Metal, Sand, Die, Plaster, Slush, Static, Centrifugal, Continuous	5. Forming Examples: Forging, Open/Closed Die, Extrusion, Pressing, Punching, Blanking, Drawing, Piercing
2. Conditioning Examples: Heat Treating, Annealing, Hardening, Tempering	6. Joining/Combining Examples: Welding, Brazing, Soldering, Sintering, Adhesive Bonding, Thermosetting, Fastening, Stitching, Stapling, Press-Fitting, Chemical
3. Filing Examples: Aseptic, Bottling, Canning	7. Molding Examples: Power Compaction, Sintering, Injection, Blow, Liquid Resin, Thermoforming, Extrusion, Foam, Vacuum Forming, Compression, Shrink Filing
4. Finishing Examples: Barrel, Sanding, Deburring, Buffing, Brushing, Polishing, Electropolishing, Chemical Cleaning, Ultrasound Cleaning, Vapor Degreasing, Painting, Coating, Dipping, Electroplating, Engraving, Plating	8. Separating Examples: Cutting, Sawing, Centrifuging, Filtration, Pressing, Distillation, Evaporation, Fractionalization, Chemical

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. Read technical drawings and work orders <ul style="list-style-type: none"> review technical drawings gather reference materials 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret manufacturing processes <ul style="list-style-type: none"> determine type of print and views used determine material specifications determine critical dimensions and tolerances analyze supplementary data determine product/job instructions and specifications interpret assembly/packaging symbols follow assembly/packaging procedures 	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. Identify set up for manufacturing process <ul style="list-style-type: none"> review technical drawings, work orders, and/or procedures plan process sequencing identify tools and equipment needed for process identify set up verify correct set-up, production schedule, deadlines, and time frames 	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. Select tools and materials <ul style="list-style-type: none"> select tools and production equipment for process select appropriate work holding devices for work piece and equipment check raw materials needed against work order verify raw materials meet specifications gather all resources needed at the workstation notify work site professional of discrepancies 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist production set up <ul style="list-style-type: none"> assemble tools and production equipment 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> • verify production equipment is available for use and in working order • verify production equipment is current for preventative maintenance and/or calibration • calculate control settings • check equipment fluid, air, pressure levels • set production equipment parameters for the procedure • secure work holding devices • stage pieces and raw materials for production 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Support set up <ul style="list-style-type: none"> • verify set up meets process requirements and product specifications • examine first piece/product or production run for visual and/or dimensional specification • adjust piece/product • verify repeatability of set up • document set up procedure 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Operate equipment <ul style="list-style-type: none"> • wear required Personal Protective Equipment (PPE) • follow equipment safety procedures • operate equipment according to machine requirements • monitor equipment for correct operation • notify work site professional of operating discrepancies 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
8. Monitor product and process specifications <ul style="list-style-type: none"> • monitor product for specification • monitor process and equipment performance • adjust process for quality and/or productivity • take corrective actions to resolve problems • replenish processing materials • test product for function • label products for compliance or non-compliance • document quality control checks • verify pieces meet specifications • notify worksite profession of discrepancies 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Process production documents <ul style="list-style-type: none"> • document processing data on items such as labor, quality, quantity, and time • verify fabrication and production documentation is completed • verify documentation is legible • verify documentation is complete • verify documentation is in appropriate format • verify documentation is stored or forwarded • verify pieces are stored or staged 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Follow shutdown process <ul style="list-style-type: none"> • review shutdown procedure • stop production process • verify all equipment is shut down safely • identify process or equipment maintenance concerns with the production run • report process or equipment maintenance concerns 	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency Substitute (if you replaced a competency above, note the competency and rating)	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

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

YA POST-PROGRAM COMPLETION SURVEY

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. The form should be filled out during the final meeting between the student, mentor, and Local Youth Apprenticeship Coordinator, when the final checklist is filled out and signed. Information captured on this form must be entered online using the Youth Apprenticeship Online Data Application (YODA) System.

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.

