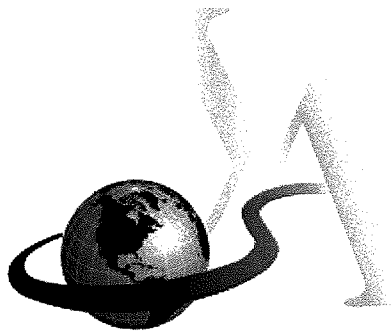


Mississippi Valley/CESA #4
Youth Apprenticeship Consortium

Mentor Training Guide
Rev. January 2018



*Investing in
Wisconsin's Future*

Regional Coordinator: Sherri Torkelson
Cooperative Education Service Agency (CESA) #4
923 East Garland St.
West Salem, WI 54669
Phone: 608-786-4855
Email: storkelson@cesa4.org

Training Outline

Jan. 2018

Part 1: Youth Apprenticeship Program Guiding Documents

- A. YA 101 Document
- B. YA Employer Fact Sheet
- C. Employment and Training Agreement (ETA)

Part 2: Youth Apprenticeship Program Area and Pathway (all Program-specific)

All of these documents are available for download from DWD site or CESA #4 YA website (links can be found on the next page).

A. Program Area Checklist:

- Review format and sections on front page.
- Complete top box with student information.
- Reference p. 2 to be completed at end of program.
- Review Operational Program Notes on p. 3 to ensure the mentor understands definitions, student competency completion expectations, and Competency Ratings.
- Review Required Skills, p. 4:
 - Core Employability Skills
 - Safety
 - OSHA, Confidentiality, etc. where appropriate
- Locate Selected Pathway and review specific Checklist competencies (be prepared to reference supporting curriculum)
- Note Additional Certifications opportunities, last page of document

B. Child Labor Laws and rules specific to this Program Area and Pathway (exemptions for student learners, prohibited activities, etc.)

- Work Permit – only required if under age 16

Part 3: Mentor Responsibilities:

A. Overall program requirements:

- Regular check-ins with Youth Apprentice
- Meet 3 times with school coordinator and student
- Inform school coordinator of any concerns or potential problems ***immediately***
- Be aware of student's school performance
- Encourage achievement of any additional certifications and training that the student might be able to earn

B. YA School coordinator's role:

- Assist with understanding Checklist and program requirements
- Advocate both for student and for employer

- Any additional requirements the YA School Coordinator may expect of the student (weekly log, etc.)
- Helpful background on the student
- Preferred means of communication between mentor and School Coordinator

Part 4: Getting the Youth Apprenticeship Started:

1. Complete the **Employer Profile** for Student Orientation for the School Coordinator to give to the student.
2. Review the **Tips for Mentors and Employers** document
3. Provide the **Employer Checklist for Student Orientation** for the Mentor to use as a guide on the student's first day.
4. Additional Employment basics the student will need to know:
 - Work Protocol expectations, time card, etc.
 - Payroll, related documents
 - Work hours, schedules, time off
 - Who to contact when ill
 - How to request time off

Part 5: Wrapping up the Discussion:

- Share contact information (yours and theirs)
- Set up your first check-in or meeting with Mentor and Student

Resources:

- Employer powerpoint
- YA Calendar for Employers (DWD publication)
- Guide to Child Labor Laws (PDF) <http://www.dcsc.org/wp-content/uploads/2015/01/Child-Labor-Guide.pdf>
- Review of WI Child Labor Laws ppt – Jim Chiolino, 12.19.2017
- CESA #4 YA Webpage: <http://www.cesa4.k12.wi.us/programs/cte-youthapprenticeship.cfm>
- DWD YA Website: <http://dwd.wisconsin.gov/youthapprenticeship/>
- MV C4 Program Area and Contact Information document (“Orange”)

Optional Forms for the School Coordinator and/or Mentor:

- Mentor Questionnaire – for consideration as a workplace mentor
- Worksite Evaluation – to determine approval as a participating worksite
- Mentoring Feedback – for the mentor to complete after the program is finished
- Midyear Evaluation of Student – to be completed by mentor
- End of Year Evaluation of Student – to be completed by mentor

Part 1: Guiding Documents

Documents in this section:

YA 101

YA Employer Fact Sheet

Employment and Training Agreement (ETA)



Youth Apprenticeship 101

Key elements of the youth apprenticeship program are:

- *Industry-developed skill standards*
- *Exposure to multiple aspects of the industry*
- *Skilled mentors assigned to train the students*
- *Paid on-the-job work experience*
- *Related classroom instruction*
- *Curriculum guidelines for all programs*
- *Performance evaluation of demonstrated competencies*
- *State-issued skill certificate*

Responsibilities of Local School District Partners

School districts participating in a youth apprenticeship program are responsible for:

- *Recruiting students for the youth apprenticeship program;*
- *Assessing interested students, either by administering the Wisconsin Pupil Assessment exam or otherwise determining the student's ability to successfully complete the youth apprenticeship curriculum;*
- *Assigning a school coordinator to oversee student enrollment in the program;*
- *Integrating the youth apprenticeship program into the student's overall educational program;*
- *Developing curriculum maps for each youth apprentice to ensure that all graduation requirements will be met;*
- *Issuing credit toward graduation for the youth apprenticeship program experience;*
- *Signing the Education/Training Agreement for each student and complying with the conditions and requirements identified in the agreement; and*

Curriculum Requirements

- *A minimum of 180 hours OR 2 semesters of classroom Related Technical Instruction is required for each one year YA program with 250 of the work hours coinciding with the instruction*
- *The student must receive high school credit towards graduation for the Related Technical Instruction, no matter the provider*
- *The Program Area Learning Objectives are the foundation for the Related Technical Instruction*
- *Learning Objectives may be taught on-the-job and/or through the Related Technical Instruction, but all of the applicable Learning Objectives must be covered*

Scheduling Work Hours

- *Youth apprentices in a Level Two program must complete a minimum of 900 hours of work-based learning while they are enrolled in the program. At least 500 hours of the required minimum work-based learning hours must take place when related classes are being held, so that classroom instruction can be integrated with worksite learning.*
- *Youth apprentices in a Level One program must complete a minimum of 450 hours of work based learning while they are enrolled in the program. At least 250 hours of the required minimum work-based learning*

hours must take place when related classes are being held, so that classroom instruction can be integrated with worksite learning.

- *Youth apprentices may work more than the required minimum hours throughout the program as long as they do not exceed the daily or weekly hours allowable under the child labor laws.*

Employers of youth apprentices are responsible for:

- *Interviewing and hiring the youth apprentice(s) for a minimum of 900 hours (450 hours for Level One), for the length of the program. Youth apprentices may be shared and/or rotated among several participating businesses in order to learn all required competencies and/or provide summer employment, in which case the total number of hours per employer may be less.*
- *Paying the youth apprentices minimum wage or higher, as agreed upon by the local youth apprenticeship consortium.*
- *Providing workers compensation coverage. Other benefits may be provided at the discretion of the employer.*
- *Instructing the youth apprentice in the required competencies provided for this program.*
- *Ensuring that any work performed in occupations declared hazardous shall be under the direct and close supervision of a qualified and experienced person.*
- *Ensuring that the work of any student learner in the occupations declared hazardous are incidental to his/her training and shall be intermittent and only for short periods of time.*
- *Ensuring that safety instructions will be provided.*
- *Assigning a mentor and skilled trainers to work with the youth apprentice throughout the course of the program. (One mentor can be assigned to more than one youth apprentice.) Allowing release time from work for the mentor(s) and trainers to attend relevant training or meetings.*
- *Signing and complying with the requirements in the Education/Training Agreement for each youth apprentice.*
- *Complying with all applicable state and federal child labor regulations*

Program Monitoring

The local consortium or steering committee is responsible for developing procedures to monitor the youth apprenticeship program to ensure that:

- *The statewide youth apprenticeship curriculum guideline is being followed in the school-based and the work-based learning components of the program;*
- *The curriculum is regularly reviewed and any necessary modifications are sent to DWD for review and approval;*
- *Written evaluation reports are completed every grading period by the workplace mentors and shared with school personnel and parents or guardians. Meetings must be held between workplace mentors, a school representative, and parents or guardians each semester during the school year;*
- *Students are meeting academic requirements for high school graduation;*
- *Students are meeting the number of required work-based learning hours;*
- *Students are learning the required competencies in the work-based learning component*

***Additional Questions? Please contact Sherri Torkelson,
Regional Youth Apprenticeship Coordinator
Mississippi Valley/CESA #4 Consortium, Ph: 608-786-4855
Email: storkelson@cesa4.k12.wi.us***



Hiring Youth Apprentices



Fact Sheet for Wisconsin Employers

Basic Structure Youth Apprenticeship (YA) is a highly successful talent acquisition strategy in which employers hire high school juniors or seniors for a one or two-year apprenticeship. During the apprenticeship, the student continues toward high school graduation and takes courses related to the profession as a way of enhancing what is being learned on the job. The YA Program is coordinated locally by regional consortia and overseen by the Wisconsin Department of Workforce Development (DWD). Each consortium typically includes several participating high schools. Employers may hire from more than one high school and even work with multiple consortia to meet their hiring needs.

Below are the eleven YA career program areas that have been approved:

- ✦ Agriculture, Food and Natural Resources
- ✦ Architecture and Construction
- ✦ Art, A/V Technology and Communications
- ✦ Finance
- ✦ Health Science
- ✦ Hospitality, Lodging and Tourism
- ✦ Information Technology
- ✦ Manufacturing
- ✦ Marketing
- ✦ Science, Technology, Engineering and Mathematics (STEM)
- ✦ Transportation, Distribution and Logistics

Key Attributes for Employers

- ✦ **Hiring:** YA coordinators help identify potential youth apprentices and assist with coordinating interviews, but employers determine who to hire and may opt not to hire any youth.
- ✦ **Mentors:** Before hiring a youth apprentice, employers are asked to identify an individual who will act as a mentor at the workplace for the apprentice.
- ✦ **Education/Training Agreement:** Signed by the apprentice, their parent, the employer, the school principal and the local YA coordinator, this agreement enumerates the expectations and responsibilities of each party during the apprenticeship.
- ✦ **Skills Checklists:** Each type of apprenticeship offers a list of skills that youth are expected to learn at the workplace. These are shared with employers prior to hiring the apprentice.

Benefits for Employers The YA Program has been connecting employers with high school student talent for over 25 years, creating a scalable and successful program with input from industry. Over 2,900 employers and 4,000 youth apprentices across Wisconsin participated in the YA Program during the 2017/18 school year. Employers extend permanent job offers to more than 75 percent of the graduating youth apprentices annually, making YA an excellent pipeline for recruiting and retaining loyal, well-trained talent. Employers continually report a high level of satisfaction, and cite these program benefits:

- ✦ Access to young workers who are eager to learn and have interest in the profession.
- ✦ Quality, prescreened youth apprentices who receive ongoing support during their apprenticeship.
- ✦ A method to address future hiring needs in a cost-effective and timely manner.
- ✦ The chance to shape the skills, expectations and habits of youth apprentices at a young age.

Work Permits Work permits are not required in Wisconsin for anyone 16 years of age and older as of June 23, 2017. Most youth apprentices are 16 – 18 years old.

Student Learner Status of Youth Apprentices Students enrolled in the YA Program are considered Student Learners, a classification which allows them to perform some work that otherwise would be off-limits to youth. This is the case if certain conditions exist, including for short and intermittent periods of time.

Hours Allowed As Student Learners, youth apprentices are allowed to work during school hours. Also, Wisconsin does not limit the number of or which hours youth ages 16 and 17 may work, and labor laws pertaining to minors do not apply once individuals are 18 years old. In certain circumstances, youth apprentices may be 15 years old when they are hired. The following rules related to work hours for youth ages 14 and 15 would apply in those situations:

Maximum Work Hours for Minors Ages 14 and 15	After Labor Day through May 31	June 1 through Labor Day
Daily Hours		
Non-School Days	8 hours	8 hours
School Days	3 hours	3 hours
Weekly Hours		
Non-School Weeks	40 hours	40 hours
School Weeks	18 hours	18 hours
Permitted Time of Day	7 AM – 7 PM	7 AM – 9 PM

Types of Work Allowed For youth under the age of 18, a number of work types are deemed hazardous and are not allowed. Also, youth may not operate certain pieces of equipment in some professions, such as in manufacturing and construction. For additional information, please see these resources from DWD's Equal Rights Division (ERD): State of Wisconsin Work Permit Officer Handbook: Employment of Minors and Street Trades and Manufacturing & Construction Equipment & Wisconsin's Employment of Minor Law factsheet. Other resources are also available on the ERD website at: https://dwd.wisconsin.gov/er/labor_standards/child_labor_laws.htm.

Employers with specific questions are encouraged to contact ERD's Labor Standards Bureau by calling the Madison Office at (608) 266-6860 or the Milwaukee Office at (414) 227-4384 or connecting with staff online at: <https://dwd.wisconsin.gov/er/contacts.htm>.

Wages As employees, youth apprentices must be paid at least the minimum wage.

Workers Comp Once employed, youth apprentices are covered by their YA employer's workers compensation insurance policy. For agricultural employers, youth apprentices must be covered by a comparable general liability insurance policy in the absence of workers compensation coverage. Please note that workers compensation rates are not impacted by the age of employees, but rather the industry in which the employer operates.

Unemployment Insurance (UI) Benefits If a youth apprentice is enrolled full-time in an educational institution and receives school credit for their participation in the YA Program, they are not eligible to file for UI benefits from their YA employer. If these conditions are not met, they may be eligible.

Other Resources for Interested Employers

- Contact the DWD YA staff to get started: Call (608) 267-6705 or send email to ya@dwd.wisconsin.gov.
- Contact your local YA consortia directly at: YA.wi.gov.



Education/Training Agreement: Wisconsin Youth Apprenticeship

A fully signed copy of this Agreement is effective immediately. The agreement must be on file with the Employer and School when the student begins working. DWD should receive a copy within 30 days of the student's start date.

This agreement is between

Youth Apprentice	
AND	
Primary Employer	Secondary Employer (If Applicable)

The undersigned parties agree to enter into a youth apprenticeship authorized by Chapter 106.13 of the Wisconsin statutes for the purpose of educating the student named above as a student learner in the industry area and pathway of:

_____ (YA Program Area);

and _____ (YA Pathway).

Starting wage for the youth apprentice will be \$ _____ (minimum wage or higher) per hour.

The apprenticeship will begin on _____ (Month / Day / Year) and be completed by _____ (Month / Day / Year).

The youth apprentice and parent/guardian signatures authorize the school to release reports on Youth Apprenticeship grades, attendance, and progress towards high school graduation to the Youth Apprenticeship Coordinator and the Department of Workforce Development while this agreement is in effect to assist the youth apprentice.

Assurances – The undersigned parties agree to comply with the following:

- A. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any youth apprenticeship program on the basis of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.
- B. Youth apprentices will be provided with adequate and safe equipment and a safe and healthful workplace in conformity with all health and safety standards of Federal and State law.
- C. The local youth apprenticeship consortium will establish and maintain a grievance procedure for youth apprentices, a copy of which will be given to and explained to the youth apprentice at the beginning of the program.
- D. Youth apprentices will not displace any currently employed worker (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits).
- E. The youth apprenticeship program will not impair existing contracts for services or collective bargaining agreements. Any youth apprenticeship program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.
- F. An employer will not hire a youth apprentice when:
 1. Any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent jobs, or
 2. The employer has terminated the employment of any regular employee or otherwise reduced its work force with the intention of filling the vacancy so created with a youth apprentice.
- G. To comply with Child Labor laws, youth apprentices shall not work in a company where a strike or lockout is in active progress.
- H. Pupil records released pursuant to this agreement will not be further disclosed without prior written consent of the youth apprentice and/or the parent or guardian.

The Youth Apprentice agrees to:

- A. Maintain the academic and attendance requirements required by the youth apprenticeship consortium;
- B. Observe company rules and other requirements identified by the employer;
- C. Participate in progress reviews scheduled with mentors, school personnel and parent(s) or guardian(s); and
- D. Comply with the items stated in the Assurances section above.

Youth Apprentice:

Printed (Typed) Name	Signature	Date Signed
Email Address	Telephone Number	Date of Birth

The Youth Apprentice's Parent or Guardian agrees to:

- A. Assist the youth apprentice in meeting the academic and attendance requirements of the program;
- B. Ensure transportation to and from the work site is provided;
- C. Participate in progress reviews scheduled with mentors, school personnel and the youth apprentice; and
- D. Comply with the items stated in the Assurances section above.

Parent or Guardian:

Printed (Typed) Name	Signature	Date Signed
Email Address	Telephone Number	

The Employer agrees to:

- A. Provide a work based learning experience for the length of the agreement (or as specified if one of multiple employers);
- B. Pay the youth apprentice for all work performed during the program at no less than minimum wage;
- C. Provide worker's compensation for the youth apprentice for all hours worked;
- D. Instruct the youth apprentice in the required competencies provided for this program;
- E. Comply with all applicable state and federal child labor laws;
- F. Ensure that any work performed in occupations declared hazardous shall be under the direct and close supervision of a qualified and experienced person;
- G. Ensure that the work of any student learner in the occupations declared hazardous are incidental to his/her training, shall be intermittent and only for short periods of time;
- H. Ensure that safety instruction will be provided;
- I. Authorize the mentor to attend training related to the program;
- J. Authorize the mentor to participate in progress reviews scheduled with the youth apprentice, the youth apprentice's parent or guardian, and school personnel; and
- K. Comply with the items stated in the Assurances section above.

Employer Representative:

Printed (Typed) Name	Signature	Date Signed
Street Address	City	State
		Zip Code
Email Address	Telephone Number	

The School District agrees to:

- A. Ensure the youth apprentice will meet high school requirements and the student will have the opportunity to successfully complete all requirements of the youth apprenticeship program;
- B. Participate in progress reviews scheduled with mentors, the youth apprentice, and youth apprentice's parent or guardian;
- C. Award credit toward graduation for both the related instruction and work-based component;
- D. Provide safety instruction for work considered hazardous under child labor laws; and
- E. Comply with the items stated in the Assurances section above.

School Principal (or designee):

Printed (Typed) Name	Signature	Date Signed
Title	Telephone Number	Email Address

Youth Apprenticeship Coordinator:

Printed (Typed) Name	Signature	Date Signed
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Part 2: Youth Apprenticeship Program Area and Pathway Competencies

Program Area Checklist: download appropriate documents

A. Program Area Checklist:

- Review format and sections on front page.
- Complete top box with student information.
- Reference p. 2 to be completed at end of program.
- Review Operational Program Notes on p. 3 to ensure the mentor understands definitions, student competency completion expectations, and Competency Ratings.
- Review Required Skills, p. 4:
 - Core Employability Skills
 - Safety
 - OSHA, Confidentiality, etc. where appropriate
- Locate Selected Pathway and review specific Checklist competencies (be prepared to reference supporting curriculum)
- Note Additional Certifications opportunities, last page of document

Child Labor Laws and Exemptions: download documents specific to the Program Area Checklist

- ### **B. Child Labor Laws and rules specific to this Program Area and Pathway (exemptions for student learners, prohibited activities, etc.)**
- Work Permit – only required if under age 16

Part 3: Mentor Responsibilities

Program Requirements from Outline and YA 101

YA School Coordinator's Role from Outline and YA 101

A. Overall program requirements:

- Regular check-ins with Youth Apprentice
- Meet 3 times with school coordinator and student
- Inform school coordinator of any concerns or potential problems ***immediately***
- Be aware of student's school performance
- Encourage achievement of any additional certifications and training that the student might be able to earn

B. YA School coordinator's role:

- Assist with understanding Checklist and program requirements
- Advocate both for student and for employer
- Any additional requirements the YA School Coordinator may expect of the student (weekly log, etc.)
- Helpful background on the student
- Preferred means of communication between mentor and School Coordinator

Part 4: Getting the Youth Apprentice started

Forms in this section:

Employer Profile

Tips for Mentors and Employers

Employer Checklist for Student Orientation

Additional Employment Basics specific to the worksite

Employer Profile

Dear Employer:

Thank you for agreeing to serve as a worksite for a student. Please fill out the following so that your student will arrive ready and prepared to work and learn. If you have any questions, please contact _____ at _____.

Business Organization: _____

Address: _____

City, State, Zip Code: _____

Phone: _____ Website: _____

Internship Supervisor: _____ Title: _____

Phone: _____ Email: _____

Where should the student report on the first day? (Please be specific.)

Will the student need any type of identification or documentation and if so, what type?

What is the dress code for your workplace? (Please be specific).

Give a brief description of the type of work the student will perform.

What other information should the student be aware of before becoming an employee at your place of work?

Signature

Date

Tips for Mentors and Employers

Thank you for allowing our student to work at your place of business. Please use the following to help you prepare:

	Before the program begins, make sure the student has received information about hours he or she will be expected to work, the workplace dress code, and the exact location where he or she should report on the first day. You may also include information about any breaks that will be part of the schedule and whether food can be purchased or should be brought.
	Set up a workplace orientation that includes a tour of the company. The plan should include pointing out restrooms, break areas, and workspaces and introducing co-workers
	Discuss with the student the learning objectives listed in his or her training plan. Be prepared with ideas for how these objectives can be met over the course of the program.
	Review company policies, including the use of equipment and safety procedures.
	Remember that the student is not there to replace an employee. The student should be given the opportunity to explore several different job functions a part of learning more about the organization and the world of work.
	Realize that this will be a new experience for many students, and some may initially be very shy or very bold.
	Invite lots of questions and ask questions to be sure the student understands an assignment.
	Have the student sit in on a meeting and/or perform small tasks to become familiar with the environment before moving on to bigger assignments.
	Be sure to take a break or eat lunch with the student to get better acquainted.
	Go over the schedule with the student, and discuss how he or she might prepare for different assignments over the coming days and weeks.
	Stay in touch with the school program coordinator; complete the midpoint and final evaluation forms as requested.

Employer Checklist for Student Orientation

Use this checklist to make sure students are made aware of company rules and policies, learn about the company's history and operations, and understand their work responsibilities.

- Explain the history of the company or organization.
- Explain the current work of the company or organization (and provide written materials if available).
 - Products or services
 - Management structure/organization chart
 - Department structure
- Discuss policies and procedures.
 - Hours of operation
 - Dress code
 - Safety rules
 - Emergency procedures
 - Work schedule
 - Breaks
 - Notification of absence
- Tour the worksite.
 - Work areas
 - Break areas
 - Restrooms
 - Fire extinguishers, fire alarms, and emergency exits
- Introduce the student to as many coworkers as possible.
- Show the student to his or her work station.
- Describe any policies for answering phones, dealing with customers, etc.
- Review training plan objectives with the intern.
- Describe the work the student will perform and expectations for that work.
- Explain the importance of following policies and meeting expectations to have a successful experience.

Part 5: Wrapping Up

Share contact information

Set up first check-in with Mentor and Student



Appendix: Resources and Optional Forms

Resources:

- Employer powerpoint
- YA Calendar for Employers (DWD publication)
- Guide to Child Labor Laws (PDF) <http://www.dcsc.org/wp-content/uploads/2015/01/Child-Labor-Guide.pdf>
- Review of WI Child Labor Laws ppt – Jim Chiolino, 12.19.2017
- CESA #4 YA Webpage:
<http://www.cesa4.k12.wi.us/programs/cte-youthapprenticeship.cfm>
- DWD YA Website:
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- MV C4 Program Area and Contact Information document (“Orange”)

Optional Forms for the School Coordinator and/or Mentor:

- Mentor Questionnaire – for consideration as a workplace mentor
- Worksite Evaluation – to determine approval as a participating worksite
- Mentoring Feedback – for the mentor to complete after the program is finished
- Midyear Evaluation of Student – to be completed by mentor
- End of Year Evaluation of Student – to be completed by mentor

YOUTH APPRENTICESHIP OPPORTUNITIES WITH THE MISSISSIPPI VALLEY CESA #4 CONSORTIUM


2017-2018

TORRILSON 2/2018

YA Program

YA Program

- Paid employment
- On-the-job, mentored training
- Related technical classroom instruction



TORRILSON 2/2018

YA Program Design

Key elements of the YA program are:

- Industry-developed skill standards
- Exposure to multiple aspects of the industry
- Skilled mentors assigned to train the students
- Paid on-the-job work experience
- Related classroom instruction concurrent with work-based learning
- Curriculum guidelines for all programs
- Performance evaluation of demonstrated competencies
- State-issued skill certificate

TORRILSON 2/2018

YA Program Design

Program Timeframe

- **Level One:**
 - Junior OR Senior year of High School
 - 450 hours of work-based learning **MINIMUM**
 - 2 semesters of related classroom instruction
- **Level Two (standard YA program):**
 - Junior AND Senior year of High School
 - 900 hours of work-based learning **MINIMUM**
 - 4 semesters of related classroom instruction

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YA Program Design


Program Timeframe

- **Begin:**
 - As early as JUNE after sophomore year or as late as JUNE after the Junior year for a Level Two
 - As early as JUNE after junior year for a Level One senior year or as late as FALL of the senior year
- **Complete:**
 - By high school graduation
 - By AUGUST AFTER high school graduation provided the YA student is enrolled in technical college in a related field or still enrolled in YA credit classes with local school district permission

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YA ROLES AND RESPONSIBILITIES

- Students
- Parents
- Employers
- Schools



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STUDENTS

- Maintain academic skills and attendance
- Participate in regular progress reviews
- Exhibit maturity and responsibility to employer

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PARENTS

- Assist the youth apprentice in meeting the academic and attendance requirements of the program;
- Ensure transportation to and from the work site is provided; and
- Participate in scheduled progress reviews

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EMPLOYERS

- Provide a trained and qualified mentor
- Interview and hire YA students
- Provide on the job training for the student
- Pay the student
- Provide progress reviews
- Ensure the student meets the minimum required number of work hours
- Comply with Child Labor Laws, Worker's Compensation, ETAs, Work Permits as appropriate, and other applicable laws
- Complete the Skills Checklist

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SCHOOL/DISTRICT

- Recruit students
- Coordinate student enrollment
- Provide CTE instruction related to the YA program and worksite training as part of the student's education program
- Provide a designated School YA Coordinator to work with the business, student and parents to ensure worksite hours and related classroom instruction requirements are met
- Conduct and/or participate in progress reviews
- Grant high school graduation credit for related instruction (and additional credit as determined by the local district)

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YA PROGRAM AREAS

Agriculture, Food & Natural Resources Architecture & Construction Art, A/V Technology & Communications Finance Health Science	Hospitality and Tourism Information Technology Manufacturing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics
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WORKSITE CURRICULUM STRUCTURE

- Program Guides (includes curriculum, checklists, and required employability and technical skills)
- Performance based (work site skills assessed by the employer)
- Defined rating scale with criteria

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CREDIT OPTIONS FOR STUDENTS

- High School Credit
- Advanced Standing and/or Transcribed Credit at Technical Colleges
- Agreements with Universities
- Registered Apprenticeship linkages under discussion

Each of these options are specific to the program, the school district, and the post-secondary institutions.

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CONSORTIUM DISTRICTS:

Arcadia	Melrose-Mindoro
Alma Center-Humbird-Merrillan	Onalaska
Bangor	Royall
Black River Falls	Sparta
Cashton	Tomah
Gale-Ettrick-Trempealeau	Viroqua
Holmen	West Salem
Independence	Westby
LaCrosse	Wonevot

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FOR MORE INFORMATION:

Department of Workforce Development YA Website:
<http://dwd.wisconsin.gov/youthapprenticeship/>

CESA #4 Website:
<http://www.cesa4.k12.wi.us/programs/cte-youthapprenticeship.cfm>

Sherril Torkelson, Regional Coordinator
Mississippi Valley/CESA #4 YA Consortium
323 East Garland St, West Salem, WI 54263
608-756-4855 | storkelson@oces4.org | TORKELSON 1/2018

Calendar for Youth Apprenticeship Employers and Mentors: A Two-Year Timeline

① September - March

- Prospective businesses will be approached by partnerships that offer Youth Apprenticeship programs.
- Utilize appropriate channels to secure internal approval.
- Identify possible mentors.

① April - May

- Participate in interview process developed by local consortium schools.
- Conduct second interviews, as needed.
- Follow notification process developed by local consortium for both successful and unsuccessful applicants.
- Sign Education/Training Agreement for Youth Apprentice according to process developed by local consortium.

Year 1:

① June - August

- Inform other employees about Youth Apprenticeship program, its goals, training expectations of employees, and hours and responsibilities of the Youth Apprentice.
- Have the Youth Apprentice begin working at a mutually agreed upon time (at the beginning, middle, or end of summer).
- Orient new Youth Apprentice to workplace, provide safety training, etc.
- Participate in the mentor training provided by your consortium.
- Make certain work the Education/Training Agreement is on file.
- Orient employees who have mentoring responsibilities to competency checklists.

① September - May

- Develop Youth Apprenticeship work schedule.
- Provide training and keep track of progress in competencies in state Skills Standards Checklist.
- Coordinate worksite training with classroom instruction as much as possible.
- Participate in progress reviews with student, local Youth Apprenticeship coordinator and parents.
- Meet regularly with student to discuss performance, schedules, and other issues.
- Attend mentor meetings.

Year 2:

① June - August

- Employ student full or part time.
- Continue to train student in competencies required by the program.

① September - May

- Continue training and participation outlined in first year of program.
- Provide guidance to Youth Apprenticeship in post-secondary options.
- Offer assistance to schools for recruitment of additional work sites.
- Complete training and fill out competency checklists with designated local Youth Apprenticeship contact.
- Participate in any recognition event organized by the school for graduating Youth Apprentices.

① Ongoing Activities

- Participate in ongoing evaluations as developed by the local consortium.
- Be aware of child labor laws and exemptions.
- Participate in regularly scheduled mentor meetings.
- Serve on Advisory Committee, if possible.
- Participate in planning activities for new Youth Apprenticeship programs.

Mentoring: Mentor Questionnaire

Please complete this form if you would like to be considered a workplace mentor. Your answers will help to match you with a suitable student.

Date: _____

Name: _____ Job Title: _____

Business/Organization: _____

Business Address: _____

Work Telephone: _____

Email: _____

Describe your job duties:

Why are you interested in becoming a mentor?

Have you previously been involved in a mentoring relationship, and if so, when and where?

Describe the actions you would take as a mentor and what you would expect from the student assigned to you:

I, _____, agree that if selected as a mentor, I will attend all necessary training. I also agree that I will attend all scheduled mentoring sessions with my assigned student, communicate regularly with the program coordinator, and notify school staff of any problems. I promise that I will do my best to ensure a mentoring relationship with my student that is positive and focused on helping the student prepare for life and the world of work. I also agree to a background check as required.

Worksite Evaluation

Worksite: _____

Address: _____

Worksite Supervisor: _____ Date of Visit: _____

		Notes/Comments
	Does the worksite have necessary work permits? (if applicable)	
	Is there a process to train students on safety rules and regulations?	
	Does the worksite display an Equal Employment Opportunity Policy in a place visible to all?	
	Does the worksite supervisor agree to complete and submit evaluations and other forms related to the student's experience?	
	Is the general condition of the worksite clean and well organized? (For example, no hazardous materials are left in unsafe locations, and aisles and work areas are neat.)	
	Are tools and machinery stored properly and safely?	
	Are fire extinguishers visible, fire exits marked, and a fire evacuation plan posted?	
	Is safety equipment supplied and readily available? (Note any items the student will need to provide.)	
	Will a student under age 18 be placed only in occupations permitted by federal and state child labor laws?	

The worksite ___ is ___ is not approved for work-based learning experiences.

Site evaluator signature

Date

Mentoring Feedback - Mentor

Date: _____

Mentor: _____

Business/Organization: _____

Work Phone: _____ Email: _____

Student: _____

Mentorship Period: _____ to _____

Was your mentoring relationship a positive experience?

How many visits did you have with your student?

Where did the mentoring sessions take place?

Check which topics you discussed with your student during your sessions:

- What employers will expect
- How to choose a career path
- How to improve grades
- What skills are needed to be prepared for any type of job
- What skills are needed to be prepared for a specific job
- How to improve communication skills
- What education may be needed beyond high school
- Other

Describe other mentoring activities in which you and the student participated:

How did the student respond to your mentoring?

What suggestions do you have for the mentoring program or for other mentors?

Would you be willing to be a mentor again?

Signature

Date

Midpoint Evaluation - Employer

Dear Mentor/Supervisor:

Your student has now reached the midpoint of his or her work assignment with you. Please take a moment to complete this evaluation and return it to the program director.

Student: _____

Company: _____ Supervisor: _____

Evaluation Period: _____ to _____

Circle the number that best represents the student's performance.

- 4 - Exceeds expectations 2 - Developing
 3 - Meets expectations 1 - Deficient

Student is punctual.	4	3	2	1
Student is dependable.	4	3	2	1
Student completes assignments correctly and on time.	4	3	2	1
Student demonstrates problem-solving abilities.	4	3	2	1
Student is polite and respectful to others.	4	3	2	1
Student demonstrates effective and oral communication skills.	4	3	2	1
Student demonstrates effective written communication skills.	4	3	2	1
Student demonstrates appropriate nonverbal communication skills.	4	3	2	1
Student builds positive relationships with co-workers, clients, and customers.	4	3	2	1
Student accepts constructive criticism.	4	3	2	1
Student demonstrates willingness to learn.	4	3	2	1
Student demonstrates understanding of the company or organization's products or services.	4	3	2	1

Please list three specific tasks the student was asked to carry out, and rate his or her performance.

	4	3	2	1
	4	3	2	1
	4	3	2	1

Please list one thing that you would like to see the student focus on or accomplish during the second half of the internship:

Supervisor signature

Date

Final Evaluation - Employer

Student: _____

Company: _____ Supervisor: _____

Evaluation Period: _____ to _____

Circle the number that best represents the student's performance:

- 4 - Exceeds expectations 2 - Developing
 3 - Meets expectations 1 - Deficient

Student is punctual.	4	3	2	1
Student is dependable.	4	3	2	1
Student completes assignments correctly and on time.	4	3	2	1
Student demonstrates problem-solving abilities.	4	3	2	1
Student is polite and respectful to others.	4	3	2	1
Student demonstrates effective and oral communication skills.	4	3	2	1
Student demonstrates effective written communication skills.	4	3	2	1
Student demonstrates appropriate nonverbal communication skills.	4	3	2	1
Student builds positive relationships with co-workers, clients, and customers.	4	3	2	1
Student accepts constructive criticism.	4	3	2	1
Student demonstrates willingness to learn.	4	3	2	1
Student demonstrates understanding of the company or organization's products or services.	4	3	2	1

List and rate specific tasks the student was asked to carry out or other skills that the student was expected to master:

	4	3	2	1
	4	3	2	1
	4	3	2	1

Use the following to assess your experience with this program.

4 - Strongly agree

2 - Disagree

3 - Agree

1 - Strongly disagree

I received all the information I needed to provide a successful work-based learning experience.	4	3	2	1
I am satisfied with the level of communication with the program coordinator and/or program staff.	4	3	2	1
I feel this experience was worthwhile for the student.	4	3	2	1
I would be interested in hosting another student.	4	3	2	1

Please add any additional comments here:

Supervisor signature

Date