



Resident Aide

Youth Apprenticeship

RESIDENT AIDE

Resident Aides provide key caregiving activities to clients in a caregiving facility. In WI, youth apprentices working in a CBRF (Community Based Residential Facility) must complete the required WI DHS training but are not required to pass the CNA exam.

Length of Apprenticeship: One or two years

COMPETENCIES

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

Year 1: All the required competencies plus **eight** of the additional competencies

Year 2: All the required competencies plus **sixteen** of the additional competencies

Required Competencies	Additional Competencies
<ol style="list-style-type: none"> 1. Use standard precautions and infection prevention controls 2. Change unoccupied bed linens 3. Follow Individual Service Plan (ISP) 4. Report client changes 5. Prepare client for service 6. Position client 7. Ambulate client 8. Measure temperature, pulse, and respiration 9. Provide client comfort measures 10. Assist client with toileting 	<ol style="list-style-type: none"> 1. Measure blood pressure 2. Measure weight and/or height 3. Transport client within facility 4. Assist to transfer client 5. Aid client with bathing or showering 6. Aid client with eating and hydration 7. Aid client with oral hygiene 8. Aid client with grooming--dress and undress 9. Aid client with grooming- shaving 10. Aid client with grooming -- hair care 11. Aid client with grooming- nail care 12. Maintain inventory of supplies and/or equipment 13. Care for clients with a urinary catheter 14. Manage client appointments 15. Measure pulse oximetry 16. Measure blood sugar 17. Instruct clients in collection of specimens 18. Provide client skin care 19. Apply non-prescription topical medications 20. Prepare and/or serve food 21. Provide ostomy care 22. Give bed bath 23. Apply TED (anti-embolism) stockings and/or tubi-grips 24. Assist with care of client with dementia 25. Use isolation techniques 26. Apply first aid and choking emergency procedures (simulated) 27. Respond to emergency situations as a Resident Aide 28. Assist with post-mortem care 29. Practice safe medication storage and administration 30. Lead a client activity

REGISTERED APPRENTICESHIP BRIDGING OPPORTUNITIES

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

- Medical Assistant registered apprenticeship
- Community Health Worker registered apprenticeship

POST-SECONDARY PATHWAY OPPORTUNITIES

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

- Medical Assistant Technical Diploma
- Human Services Associate Degree
- Substance Abuse Counselor Associate Degree
- Gerontology Associate Degree

WORK REQUIREMENTS

Community-Based Residential Facilities (CBRFs) are not required to have licensed practical nurses or registered nurses on the premises at all times. If CNAs or Resident Aides under the age of 18 are employed, they must work on site with another qualified caregiver. The under 18 staff member *may not work alone*. Additionally, **a facility waiver of the 18-year-old requirement must be requested** from the Division of Quality Assurance, DHS, for YA students who are placed in CBRFs. For more information OR to request a waiver, contact the Assisted Living Regional Director for the county in which your facilitate is located at <https://www.dhs.wisconsin.gov/dqa/bal-regionalmap.htm>



Resident Aide

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.

- Competency checklist (including both all required and 8 additional competencies)
- Employability Skills checklist (in this On-the-Job Learning Performance Standards 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.

- Competency checklist (including both all required and 16 additional competencies)
- Employability Skills checklist (in this On-the-Job Learning Performance Standards 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 PLANNING

Youth apprentices must complete one of the following during Youth Apprenticeship participation.

- 1. Student is enrolled in a regionally endorsed DPI pathway. 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.
 - Certified Nursing Assistant (DHS) _____ (registry number)
 - Medication Aide/Assistant (DHS)
 - Feeding Assistant (DHS)
 - Leadership Certificate (DPI)
 - ServSafe Food Handler
 - MS- Technology Associate (MTA)
 - MS- Office Specialist (MOS) – any TWO certifications
 - Certified Patient Care Technician/Assistant (CPCT/A)
 - Basic Life Support/CPR certification
 - DWD-BAS Certified Pre-Apprenticeship program
 - Other certificates identified by the CTE Incentive Grant
<https://dwd.wisconsin.gov/det/cteincentive/> (YA certificates excluded)
 - A Wisconsin Technical College approved certificate (WTCS) related to this occupational field (or related to this occupation)
- 3. Student is participating in a Career and Technical Student Organization (CTSO)
 - WI HOSA: Future Health Professionals (HOSA)
 - WI Family, Career and Community Leaders of America (FCCLA)
 - WI DECA
 - WI Future Business Leaders of America (FBLA)
 - Skills USA Wisconsin

SIGNATURES

The On-the-Job Learning Performance Standards Guide includes a list of competencies youth apprentices learn through mentoring and training at the worksite. Rate the student’s achievement of each competency below. Review this document on a regular basis with the youth apprentice to record progress and plan future steps to ensure completion of the required competencies. Mentors, instructors, and the apprentice sign below.

Mentor Signature	
Mentor Signature	
Mentor Signature	
Instructor Signature	
Instructor Signature	
Apprentice Signature	

EMPLOYABILITY SKILLS

Youth apprentices must demonstrate key employability skills. Rate the ability of the youth apprentice to demonstrate the employability skills below. To view indicators of the skills see the [DPI Employability Skills](#) portfolio checklist.

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 behavior

The following skills are required of all youth apprentices.

Employability Skills	Rating		
	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Develop positive work relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicate effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Collaborate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain composure under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform quality work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide quality goods or services (internal and external)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Show initiative and self-direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Adapt to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrate safety and security regulations and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Apply job-related technology, information, and media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Fulfill training or certification requirements for employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Set personal goals for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REQUIRED COMPETENCIES

Youth apprentices in the first year of the program must perform all the following required 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

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
	1. Use standard precautions and infection prevention controls <ul style="list-style-type: none"> • put on and dispose of appropriate personal protective equipment properly 	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> perform hand hygiene handle needles and sharp devices safely to prevent injury clean and disinfect areas and equipment according to facility policy handle linens and all equipment to minimize the spread of infection follow isolation procedures when needed safely dispose of bio-hazardous materials 			
2. Change unoccupied bed linens <ul style="list-style-type: none"> remove soiled linens avoid contact of own body and clothing with the soiled items being handled contain soiled items per facility policy handle clean linens to ensure their cleanliness make bed as required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follow Individual Service Plan (ISP) <ul style="list-style-type: none"> locate and review the Individual Service Plan (ISP) for the client to be served implement active interventions and monitor interventions as required by worksite supervisor collect objective and subjective data if required report client changes to supervisor document interventions as required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Report client changes <ul style="list-style-type: none"> identify client change - positive or negative such as vital signs including weight, mobility, behavior/mental status, safety, appetite, or life circumstances report changes to supervisor document client changes as required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prepare client for service <ul style="list-style-type: none"> identify client introduce self provide privacy for the client explain procedure to the client re-approach client and obtain assistance as needed report/record relevant observations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Position client <ul style="list-style-type: none"> secure assistance, if needed, before beginning to move and turn client change client position on schedule or as needed for a procedure/care noting client safety and proper body mechanics. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> • seek client input to determine their comfort with the position • report/record client condition, reactions, and position change if needed • make observations about condition of the skin • ensure there are no skin-on-skin surfaces touching • give skin care to potential or existing pressure areas 			
7. Ambulate client <ul style="list-style-type: none"> • ensure client is wearing proper footwear • secure assistance, if needed, before beginning to ambulate client • follow guidelines for ambulating the client noting client safety and proper body mechanics • assist to stand with assistive devices as needed • assist with ambulation using a gait belt, walker, cane, or crutches • encourage client to maintain good standing posture while ambulating • remain alert to client condition and responses during ambulation • report/record client condition, reactions, and ambulation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Measure temperature, pulse, and respiration <ul style="list-style-type: none"> • prepare the equipment for the procedure • position client using proper body mechanics if necessary • measure temperature, pulse, respirations, according to protocol • report/record reading(s) • care for equipment according to protocol 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide client comfort measures <ul style="list-style-type: none"> • secure information from the client regarding the pain (location, intensity, duration) using a pain scale • observe and recognize signs of unreported pain • report type of pain, location, intensity, and duration • provide comfort measure(s) to relieve pain as directed by supervisor • report/record comfort measure applied and client response as required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist client with toileting <ul style="list-style-type: none"> • position client using proper body mechanics if necessary • place client on bedpan, at urinal, and/or assist client to commode noting client safety and proper body mechanics • provide assistance as required by the client's condition 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> • provide perineal care after elimination is complete if needed • wash moving front to back • report/record relevant observations about client elimination • clean and disinfect equipment • dispose of contaminated articles as required 			

ADDITIONAL COMPETENCIES

Year 1: Apprentices must perform at least **eight** of the additional competencies

Year 2: Apprentices must perform at least **sixteen** of the additional 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

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Measure blood pressure <ul style="list-style-type: none"> • prepare the equipment for the procedure • position client using proper body mechanics if necessary • take blood pressure • report/record blood pressure reading(s) • care for equipment according to protocol 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Measure weight and/or height <ul style="list-style-type: none"> • prepare equipment for the procedure • set scale to zero for weight • position client using proper body mechanics if necessary • measure weight and height according to protocol • report/record weight and height reading(s) • care for equipment according to protocol 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Transport client within facility <ul style="list-style-type: none"> • secure assistance, if needed, before preparing client for transporting • transport clients by wheelchair noting client safety and proper body mechanics • follow department/facility guidelines for entering an elevator, corridor or ramp 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> • remain alert to client condition and responses during transport • remain with client until other staff take over responsibility for the client • report/record client condition, reactions, and transport as required 			
4. Assist to transfer client <ul style="list-style-type: none"> • secure assistance and or equipment as determined by the ISP • encourage client to participate in transfer procedure as appropriate • follow transfer procedure noting client safety and proper body mechanics • seek client input to determine their comfort during and after transfer • assist to attach/secure any safety devices or monitors to client • report/record client condition, reactions, and transfer 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Aid client with bathing or showering <ul style="list-style-type: none"> • check water temperature before bathing • have client check water temperature • assist in determining client's ability to take a bath or shower • safely give or assist with tub, shower, sponge bathing noting client safety and proper body mechanics • follow "clean-to-dirty" principle when assisting with the bath • remain nearby and alert to client 's condition and reactions • report/record client condition, reactions, and bathing • clean and disinfect equipment 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Aid client with eating and hydration <ul style="list-style-type: none"> • position client for the meal • confirm the food is appropriate to a prescribed diet • safely assist client with eating as needed following proper feeding protocol • sit while assisting client • assist with and/or clean client as needed • report/record client eating patterns, fluid intake, problems and change as required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Aid client with oral hygiene <ul style="list-style-type: none"> • gently clean tooth surfaces, tongue, gums, cheeks using gentle motions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> • safely give or assist with specialized oral hygiene care • care for dentures • report/record client condition, reactions, and oral care • clean and disinfect equipment • dispose of contaminated articles 			
8. Aid client with grooming--dress and undress <ul style="list-style-type: none"> • determine client's ability to assist with dressing/undressing • safeguard the clothing and other belongings of the client • offer client choice of weather appropriate clothing • safely dress/undress client needing partial or total assistance • report/record client condition, reactions, and clothing change • handle soiled laundry as required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Aid client with grooming—shaving <ul style="list-style-type: none"> • determine client's ability to assist with procedure according to the ISP • safely assist with shaving • report/record client skin condition, reactions, and shaving procedure • clean and disinfect equipment • dispose of contaminated articles 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Aid client with grooming -- hair care <ul style="list-style-type: none"> • use client's personal care items and shampoos if preferred • style the client's hair • assist the client in shampooing hair • meet the client's needs for comfort while giving hair care • report/record client hair and scalp condition, reactions, and hair care • clean and disinfect equipment • dispose of contaminated articles 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Aid client with grooming- nail care <ul style="list-style-type: none"> • follow facility policy for trimming nails • safely clip nails if order indicates • report/record client nail, hand, foot condition, reactions, and nail, hand, foot care • clean and disinfect equipment • dispose of contaminated articles 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Maintain inventory of supplies and/or equipment <ul style="list-style-type: none"> • follow procedure for inventory of supplies, equipment, and/or medications 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> • monitor minimum quantities (par level) • report expired, discontinued, damaged, and/or missing supplies immediately to worksite professional • straighten and clean shelves • assist with removal and disposal of expired, damaged, and/or recalled items as required or directed • store and stock items appropriately 			
13. Care for clients with a urinary catheter <ul style="list-style-type: none"> • provide for client comfort • cover collection bag • change bags according to facility protocol • clean the bag 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Manage client appointments <ul style="list-style-type: none"> • verify the required elements of the medical order, if applicable for services • ascertain the time required for the health service(s) required by the client • refer client to worksite professional or guidelines for priority scheduling to address emergencies and/or urgent care • identify conflicts in schedule and those of the client's schedule • assist in recommending resolution to scheduling conflicts • confirm client and the department/facility have the identical appointment information • enter appointment times and other required information • prepare an appointment card if client is present • document any scheduling change in the correct locations • document status of the appointment: late, no show, rescheduled, cancelled, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Measure pulse oximetry <ul style="list-style-type: none"> • prepare the equipment for the procedure • position client using proper body mechanics if necessary • apply pulse oximeter to thin part of client's body- ear lobe, fingertip or across foot for infants • connect oximeter to monitor if applicable • report/record readings 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Measure blood sugar <ul style="list-style-type: none"> • prepare the equipment for the procedure • position client using proper body mechanics if necessary • perform finger stick • report/record readings 	<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>17. Instruct clients in collection of specimens</p> <ul style="list-style-type: none"> • explain instructions for specimen collection in plain language • respond to client questions accurately within scope of their job role OR refer to worksite professional • collect specimen noting client safety and standard precautions • accurately label specimen • complete document for collecting specimen 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. Provide client skin care</p> <ul style="list-style-type: none"> • pay special attention to bony prominences and other areas subject to pressure ulcers • report/record any skin breaks or discolorations, reactions, and skin care • check working condition of equipment (i.e. air mattresses, tubes, bed alarms) • change linens and incontinence products as needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. Apply non-prescription topical medications</p> <ul style="list-style-type: none"> • confirm non-prescription topical application is on the medication administration record • follow the "rights" for administering medication • position client using proper body mechanics if necessary • apply topic medication as required • report/record the appearance of the skin and the reaction/response of the client following the procedure • store medication appropriately 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. Prepare and/or serve food</p> <ul style="list-style-type: none"> • consult the dietary plan for the client • obtain order for meal from client or meal information from the diet plan including fluids • place order for meal if designated • assist to prepare meal if needed • ensure meal is processed as appropriate for client ability (chopped, cut, pureed, etc.) • plate meal items ordered by client or by dietary plan • deliver meal to client ensuring hot food remain hot and cold food remain cold • determine if assistance is needed for eating • monitor food intake and record as required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>21. Provide ostomy care</p> <ul style="list-style-type: none"> • remove pouch safely • empty and measure the drainage if output is to be saved for a specimen 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> • clean the skin and stoma • dry the area completely • attach a new pouch or clean the reusable pouch according to manufacturer instructions • report/record observations about ostomy system, stoma, and the characteristics of the discharge • clean and disinfect equipment • dispose of contaminated articles 			
<p>22. Give bed bath</p> <ul style="list-style-type: none"> • check water temperature before bathing • have client check water temperature • give bed bath noting client safety and proper body mechanics • allow client to assist with bathing, as appropriate • follow "clean-to-dirty" principle during bath • make observations relative to client's condition and reactions • report/record client condition, reactions, and bath • clean and disinfect equipment 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>23. Apply TED (anti-embolism) stockings and/or tubi-grips</p> <ul style="list-style-type: none"> • turn stocking inside out • place foot of sticking over toes, foot and heel • pull top of stocking over foot, heel and leg • pull stocking up leg gently avoiding force and over-extension of joints 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>24. Assist with care of client with dementia</p> <ul style="list-style-type: none"> • obtain the client's attention before speaking • address the client by name • approach the client slowly from the front and at the same level • use a calm, low pitched tone of voice • speak clearly and distinctly; do not rush • break tasks into clear, simple steps one at a time • use non-verbals appropriately • re-approach client as needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>25. Use isolation techniques</p> <ul style="list-style-type: none"> • gather food, equipment, and supplies needed for giving care in the isolation unit • put on gown, gloves and/or mask as required by the type of isolation used for this client • transfer food, equipment, and supplies into the isolation unit 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<ul style="list-style-type: none"> • provide care for the client according to guidelines noting Standard Precautions • give client extra attention to help offset the client's feelings of abandonment • transfer soiled linen, contaminated equipment, and trash out of the isolation unit as required and per Standard Precautions • remove contaminated gown, gloves and/or gloves without contaminating self or clean areas 			
<p>26. Apply first aid and choking emergency procedures (simulation)</p> <ul style="list-style-type: none"> • role play how to establish unresponsiveness • role play how to control bleeding • identify the steps to follow in a medical emergency situation • explain when to call 911 • role play how to treat a choking person • role play how to control the bleeding of a wound 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>27. Respond to emergency situations as a Resident Aide</p> <ul style="list-style-type: none"> • identify the emergency situations (i.e. elopement, fire, weather, need for law enforcement) • contact emergency care or designate someone to get help • give appropriate immediate care to the injured client • apply principles of client safety, proper body mechanics, and standard precautions • explain the fire and disaster plan 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>28. Assist with post-mortem care</p> <ul style="list-style-type: none"> • care for body with respect and dignity, including the maintenance of privacy • clean and prepare body as required • prepare the body for final viewing by the family • demonstrate respect and understanding in dealing with the grieving family • care for client's valuables and belongings • remove used equipment, supplies, and linens from the client care area 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
29. Practice safe medication storage and administration <ul style="list-style-type: none"> • follow safe administration practices • document medication administration • follow requirements for handling and storage of medications including controlled substances • follow proper procedure for reporting medication errors 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Lead a client activity <ul style="list-style-type: none"> • select appropriate activity for client • set up activity for group or client • Invite and transport clients to activity • direct activity • clean up activity • record participation as required 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RELATED INSTRUCTION

Indicate which related instruction courses the youth apprentice completed:

Level 1

Course Title	Credits	Location

Level 2

Course Title	Credits	Location



Post-Program Completion Survey

Youth Apprenticeship

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. **Information captured on this form must be entered online using the Youth Apprenticeship Online System.**

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			
<i>*If student accepted a job at a different employer, please provide that employer's contact information:</i>			
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 Youth Apprenticeship Program Identification, Affiliation and Branding

The Wisconsin Youth Apprenticeship Program was created under state legislation. When operating a program that is recognized by the DWD as an official Youth Apprenticeship Program the operating entity must use the DWD/YA logo to acknowledge the affiliation.

Additionally, when involving YA stakeholders in publications, projects, marketing materials, banners, media releases, public events, etc., grantees must acknowledge funding from the Wisconsin Youth Apprenticeship Program with the DWD/YA logo and/or the following statement:

*"This **[[publication/project/event was made possible] or [[publication/project/event was funded in part]]** with support from the Wisconsin Youth Apprenticeship Grant."*

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.