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23-24 STUDENT HANDBOOK



CESA 6
YOUTH APPRENTICESHIP
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PROGRAM DESCRIPTION

WHAT IS YOUTH APPRENTICESHIP?

Youth Apprenticeship (YA) provides high school juniors/seniors an opportunity to prepare for a career while still in high school. YA, is a one or two-year educational experience that combines academic and technical skills training. This program helps students develop skills needed for the jobs of tomorrow and helps businesses develop, attract, and retain a highly skilled workforce. Upon high school graduation, you will have your diploma, a certificate of proficiency in your program area from the State of Wisconsin, and possible credits toward post-secondary education, relevant work, and training experience in a specific career field. These achievements will make your resume and job application stand out in your future job-search.

YOUTH APPRENTICESHIP CHECKLIST

- ☐ Complete a Youth Apprenticeship application
- ☐ [Secure YA placement](#) on your own or with the assistance of a YA Coordinator
- ☐ Communicate with your YA Coordinator regarding job status
- ☐ Sign enrollment paperwork (Education Training Agreement and employer forms)
- ☐ Let your counselor know you are in Youth Apprenticeship and verify school schedule
- ☐ Attend monthly meetings with your YA Coordinator at school and/or individual check-ins
- ☐ Complete required student reflections
- ☐ Participate in progress meetings with your employer, coordinator and parent(as applicable)
- ☐ Master the required employability and skill competencies for your YA program area
- ☐ Complete the YA program survey and closeout process to receive final grade and certification

EXPECTATIONS

STUDENT EXPECTATIONS

The YA program is a significant commitment that will be highly beneficial for your future. All program students must be willing to do the following in order to successfully complete the program and earn credit. Your participation makes you accountable to the YA Coordinator, your school and your employer.

- Attendance is paramount to your success. You are expected to attend school and required work hours to remain eligible for the program. .
- Maintain employment with your YA employer for the duration of the school year while completing a minimum of 450 hours for each program year.
 - 200 summer hours can be applied to this requirement
 - Quitting or being terminated can result in a failing grade, communicate any concerns or challenges with your YA Coordinator
- Enroll in related coursework and maintain passing grades.

One Year YA Students	Two Year YA Students
1 High school credit required of related instruction or 3 College Credits	2 High school credits required of related instruction or 6 College Credits

- - Your YA Coordinator and School Counselor can help support your questions related

- to which courses are required or appropriate for related instruction.
 - Failing grades could result in losing release time from school
- Monitor your email and complete student assignments for course credit
- Meet with your YA Coordinator at school on a regular basis
- Be knowledgeable of the “student learner” laws and other key program components. It is important that everyone involved in the YA Program is aware of the laws, rules, and expectations associated with it. [Wisconsin Employment of Minors Guide](#)

PARENT/GUARDIAN EXPECTATIONS

- Support student in their school and employment skill development
- Ensure that students have access to transportation to and from the worksite and any off-site related instruction they are registered for
- Direct students to the proper adult when they have a program related issue
 - School Counselor
 - YA Coordinator
 - Class Instructor
 - Employer/Mentor
- Encourage students to show responsibility and communicate with the YA Coordinator directly
- Participate in progress reviews and other meetings
- **Does not communicate directly with the employer outside of YA Performance evaluation conferences unless there is an emergency situation**

SCHOOL DISTRICT EXPECTATIONS

- Be an advocate for the student and the YA Program
- Provide flexibility with class scheduling
- Schedule meetings when necessary to aid in success
- Monitor high school grades to ensure the student is on track for graduation
- Record grades in students’ files to reflect worksite evaluation and secondary education classes on transcript

YA COORDINATOR EXPECTATIONS

- Work with businesses to help find placement for students enrolled in the program
- Monitor placement by maintaining regular communication with mentors
- Conduct onsite worksite visits per state guidelines
- Compile grades from employers per grading timeline
- Meet with students at their school to discuss school and work progress as needed

EMPLOYER/MENTOR EXPECTATIONS

- Provide opportunity for student(s) to see all aspects of the business and learn various components of the industry work
- Complete worksite evaluations, skill standards checklists quarterly, and verify hours worked
- Maintain communication with YA Coordinator
- Manage YA students as you would any employee in regard to pre- employment screenings, random drug testing procedures, attire, cell phone and internet usage

COMMUNICATION EXPECTATIONS

- Please be aware that your YA Coordinator’s scheduled work hours align with school operating

- hours
- When emailing your coordinator, you can expect to receive a reply within 24-48 hours of that email being received
- If you receive an email saying that your coordinator is out of the office or working limited summer hours, your coordinator will reply during their next office hours
- If you send an email over the weekend, you will receive a response upon return to the office during normal working hours.
- In case of an urgent issue, please indicate this in the subject line, i.e., URGENT: a brief description of situation

PLANNING YOUR SCHEDULE

You will have multiple schedules to manage during the course of your YA program. It is important you follow the schedule established for you. **Please discuss potential conflicts with the appropriate people as soon as possible – YA Coordinator, School Counselor or Employer.**

HIGH SCHOOL

Each school district has their own rules and regulations about how many hours you must be in school to meet graduation requirements. Meet with your School Counselor/Youth Apprenticeship coordinator to discuss your schedule.

EMPLOYER SITE

Employers will set a training schedule around your high school and/or secondary education classes.

POST-SECONDARY/COLLEGE PROGRAMS

If you are taking any classes off site, review your scheduled courses and share your schedule with your employer and YA Coordinator.

GRADING POLICY

Youth Apprentices will receive grades aligned with school grading timelines throughout the duration of the program. The grade you earn for the YA program is calculated using the following criteria:

- (80%) YA employer's feedback on your [Employability Skills](#)
- (10%) Completion of the student reflection assignments, student testimonial and post program survey
- (10%) Check-in attendance with your YA Coordinator

*Program communication, deadlines and assignments will be emailed directly from YA@cesa6.org to the email address that you used at the time of your YA application. It is important that you get into the habit of **checking your email on a weekly basis**. All assignments are expected to be completed electronically, paper copies will be accepted.

Employer Skill Evaluations

YA Students will be evaluated by their worksite mentor. The employer will be providing feedback on essential employability skills and required on the job technical skill competencies based on your specific program area. To receive program credit, apprentices must complete all of the required competencies identified in your job guide at a satisfactory rating meeting entry level criteria. Apprentices that have met this requirement will be issued a certificate of occupational proficiency from the Department of Workforce Development.

It is your responsibility to review your progress on the required skill competencies and communicate with your YA Coordinator and worksite mentor regarding questions throughout your training. If you have questions related to any of the evaluations or required skill competencies, please speak with your YA Coordinator. Please note that the Department of Workforce Development will not award an apprenticeship certificate if students do not receive a high school diploma.

PROGRAM COSTS

Students enrolled in the YA program will need to verify with their school and/or their employer if there are any costs associated with required related instruction or other incidental costs such as uniforms, tools of the trade, physical examinations, testing etc. Public school students that are taking classes through a local college partner may be eligible to apply for tuition assistance through Start College Now programs. Please check with your school counseling office regarding registration timelines and required paperwork. Please communicate with your School Counselor or YA Coordinator if you have questions regarding financial assistance options.

DROPPING THE PROGRAM

STUDENT REQUEST TO DROP

Enrollment in the YA program is documented as a year-long course on your schedule and transcript. If a student is contemplating dropping the program, or changing employers, it is **required** that they first talk with their YA Coordinator. These activities have the same policies as dropping a class so this impacts credits and possibly GPA as well. If the request to drop is approved, the student is subject to tuition reimbursement and grading policies. Students may also receive a failing grade if dropping at semester. Students dropping the program must work with their School Counselor to ensure full class loads at their high school and submit a letter of resignation to their YA Coordinator and employer **after approval is granted**.

STUDENT REQUEST TO CHANGE PROGRAM AREA

Students may not change program areas mid-program due to requirements for related instruction. Students are eligible to switch to a different pathway if the YA Coordinator and school agree to the program change.

FAILING GRADES

Students must pass classes at their high school and secondary education institution to remain in the YA program. If the student is not passing their classes, the following may occur:

- Student may lose their release time and be pulled from their worksite until grades improve
- Referral to tutoring support at their high school or secondary education provider
- Student may be dropped from the program and will be subject to the tuition reimbursement policy

TERMINATION FROM EMPLOYMENT

Should a student be terminated by their employer during the program as a result of their performance and/or attendance, Students and families may be subject to tuition reimbursement policy and may receive a failing grade.

POLICIES

ATTENDANCE

Youth Apprentices are students and employees. The learning and training are intensive and concentrated at the high school, related classes, and worksite. We want to encourage students to engage in school activities understanding that work will need to be made up.

If students do not attend their high school classes because of illness, injury, etc, the student **should not** attend any off-site class or work that day. In the case of student being unable to attend school due to illness, injury, etc., the following must occur:

- Parent(s)/Guardian(s) needs to contact their student's high school
- Student needs to contact their employer prior to their scheduled start time and in accordance with company policy regarding their absence
- If a day off is needed, it is the student's responsibility to arrange it with their employer well in advance. Advance notice must be given and students must follow the employer's time off request process. Employers/mentors will decide if students can have the time off from work.

Inclement Weather /Snow Days/Virtual Learning Day

High school is usually **canceled or moved to a virtual learning day** when the bus companies cannot safely transport students to school. Secondary education facilities and businesses seldom close due to weather. Do not assume that if your high school is closed, **delayed or transitioned to virtual learning** that your work and related classes are **canceled** or delayed. Each situation will be handled on an individual basis. If you are not safely able to travel to work, it is your responsibility to communicate with your employer regarding your attendance. **You are responsible to adhere to your employer's attendance policy.**

Requesting Time off

If a day off is needed, it is the student's responsibility to arrange it with their employer well in advance. Advance notice must be given and students must follow the employer's time off request process. Employers/mentors will decide if students can have the time off from work.

Apprentices are to required to make requests in advance for any time off requested related to:

- Family Vacations
- Sports and/or School Activities
- Non-School Days
- Holiday and School Breaks
- Academic Support to make up missing work or prep for ACT/AP testing

Please discuss any requested time off with your work site mentor as early as possible. Each situation will be handled on an individual basis. Please be aware that employers are not always aware of individual school schedules and scheduled days off from required school attendance. If you plan to work on non-school days, please communicate with your employer so they are able to extend your scheduled work hours as applicable.

Off Site Related Instruction Courses

If you registered to take classes outside of the high school for your required YA related instruction, attendance at these classes is mandatory. If an unavoidable absence is necessary, contact your instructor as soon as possible to discuss the absence.

Suspension or Expulsion

Apprentices that receive disciplinary action from school are not allowed to go to work during this time period. It will be your responsibility to communicate with both your YA Coordinator and your employer regarding your temporary absence until a resolution is finalized.

ATTIRE

The clothing students wear must be appropriate for the type of work performed. Students are expected to exhibit the same professionalism as other workers. If an apprentice is unsure whether something is appropriate, ask the mentor.

DRUG AND ALCOHOL POLICY

The YA program is committed to providing a safe and productive work environment for its students. Using or being under the influence of drugs or alcohol, on or off the job, may pose serious health risks. To ensure a safe and healthy working environment, students may be required to participate in drug screenings that may be conducted prior to employment, at random, or following a work injury. Should a YA student be suspected of drug or alcohol use, he/she will be subject to disciplinary action in accordance with the school and employer policies.

CELL PHONE AND INTERNET USAGE

Students are required to follow school and workplace policies as it relates to cell phone and internet usage. Reference your student and employee handbooks. If you don't have a copy of the policies, please ask.

SAFETY

Students' safety and the safety of those around them are very important to the program. Employers are responsible to instruct students on proper fire and evacuation procedures. Students may be exposed to potentially harmful agents in the work environment; some chemicals may be toxic. Please refer to the employer's procedure manual on how to appropriately deal with these hazards in a safe manner and regarding emergency treatment. Students, please keep yourself and others safe by following your worksites' safety regulations and rules.

GRIEVANCE PROCEDURE

If students in the YA program, their parent(s)/guardian(s), or work site have concerns about any aspect of the program, they should first contact the YA Coordinator. The YA Coordinator will work to resolve the issue and will include, if necessary, the worksite mentor. If future discussion is needed, a meeting will be arranged with the student, parent(s)/guardian(s), worksite mentor, and YA Coordinator.

Steps to follow for student/parents	Issues at Work Site	Issues with High School Courses
1	Speak with your work site mentor (if not resolved move onto step 2)	Speak with your high school classroom instructor or school counselor (if not resolved move onto step 2)
2	<u>Speak with your</u> Youth Apprenticeship Coordinator (if not resolved move onto step 3)	Speak with your Youth Apprentice Coordinator (if not resolved move onto step 3)
3	Fill out <u>grievance form</u> and send to CESA 6 regional coordinator within 30 days after completing step 2	Fill out grievance form and send to CESA 6 regional coordinator within 30 days after completing step 2
Actions Taken Once A Grievance is Filed		
1	Form reviewed within 30 days of receiving and email confirmation will be sent upon receipt	Form reviewed within 30 days of receiving and email confirmation will be sent upon receipt
2	Written response through email to inform applicant within 30 days, all parties notified	Written response through email to inform applicant within 30 days, all parties notified

Once assigned to a worksite, students may not pursue alternate employment for their apprenticeship experience without consulting with their YA Coordinator (*please review the section on Dropping the Program*). In the event a YA's employment is terminated, the student will be removed from the YA program, and it will be the responsibility of the student's school district to arrange an alternate program of study.

HARASSMENT

The YA program will not condone the harassment of individuals as an explicit or implicit condition of employment by anyone – supervisors, other employees, volunteers, instructors, and customers. Harassment can include bullying, emotional, racial, religious and sexual harassment, as well as hazing, backlash, stalking and mobbing.

If you believe you are being harassed, by another employee, customer, or any other person in the scope of your employment, you should promptly take the following steps:

1. Politely, but firmly, tell whoever is harassing to stop. State your feelings about the actions, and politely request the person to cease the harassment.
2. If the harassment continues or you have reason not to confront the harasser, you should talk to your supervisor, manager, YA Coordinator, or your High School instructor immediately.

EMPLOYMENT OF MINOR LAWS

Wisconsin and federal laws do not limit the hours that 16 and 17-year-olds may work other than generally holding that they may not be employed or permitted to work during hours of required school attendance. Student learners (YA students) however can work during school hours since they are registered in a work-based learning program. Minors under 18 years of age may not work more than 6 consecutive hours without having a 30-minute, duty-free meal period. Minors 16 and 17 years of age who are employed after 11:00 pm must have 8 hours of rest between the end of one shift and the start of the next shift.

As student learners, Youth Apprentices may perform certain tasks that would otherwise be disallowed as hazardous if that work is incidental to the training and is for intermittent and short periods of time. The work must be performed under the direct and close supervision of a qualified and experienced person. There must be a schedule of organized and progressive work processes to be performed on the job. [Wisconsin Employment of Minors Laws](#) regulate the number of hours and time of day that apprentices may work. The type of work, tools, and machinery students will be using during the training will be determined by the company in accordance with child labor laws, OSHA, and the company's insurance carrier.

HEALTH AND SAFETY

Employers are very concerned about the health and safety of their employees. Employers working with youth apprentices will provide safety instruction and support during the training and employment program. It is critical that you take all safety training seriously to avoid accidents and injury on the job site. Please make sure to discuss accident procedures with your workplace mentor as a part of your employment. It is important that you report all injuries and incidents regardless of how minor it may seem.

Steps to take if an injury occurs at the job site:

- Obtain immediate medical attention if needed
- In an emergency, call 911
- In non-emergency situations, transport the injured employee to a medical care facility
- Immediately report incident to supervisor/employer/mentor
- Secure the accident site and preserve evidence if applicable
- Report the incident and injury to your YA Coordinator within 24 hours of the incident
- Complete any required employer incident reports within 24 hours
- Establish a return-to-work timeline
- **Communicate weekly with YA employer and YA Coordinator on return-to-work progress**

Youth Apprenticeship students that have other physical or emotional health concerns should immediately communicate with the YA Coordinator and YA employer regarding any time that will be required off work. The YA student will need to communicate on a weekly basis the status of their opportunity and readiness to return-to work in order to monitor progress and ensure credit can be earned for the YA experience. You will need to provide medical documentation if you request significant time off due to a physical or mental illness. Ask your employer how many absences require a doctor's note.

COVID-19 PROTOCOLS

The health and safety of all Youth Apprenticeship students and their families, the high schools we serve, and our employer partners are always of utmost importance. Please follow your school district's policies and procedures regarding COVID-19 related to attendance at school. Please follow your employer's policies and procedures regarding workplace safety requirements that may be in place.

UNEMPLOYMENT INSURANCE

If a YA student is enrolled full-time in a public educational institution and receives school credit for their participation in the YA program, then they are NOT eligible to file for unemployment compensation from their YA employer. YA students who do NOT meet these criteria may be eligible for unemployment compensation benefits if they are terminated from their employment. To learn more about those requirements, visit the Department of Workforce Development's Unemployment Insurance Division website at: [https://dwd.wisconsin.gov/ui/Workers Compensation](https://dwd.wisconsin.gov/ui/Workers%20Compensation).

WORKERS COMPENSATION INSURANCE

Once a YA student becomes a paid employee, they must be covered by the employer's workers compensation coverage. Schools are not allowed to cover YA students through their workers' compensation policy.

The worker's compensation reporting requirements for youth are no different than for adults for an injury or death while on the job. To learn more about those requirements, visit the Department of Workforce Development's Worker's Compensation Division website at: <https://dwd.wisconsin.gov/apprenticeship/ya/legal.htm> Neither the Department of Workforce Development nor schools can exonerate employers from liability if a Youth Apprentice is injured on the job and a subsequent lawsuit is filed.

TRANSPORTATION INSURANCE/LIABILITY

YA students are responsible for their own transportation to and from the worksite and are responsible for their own insurance. In instances where the school provides transportation for the YA student, the school is responsible for insurance coverage. The employer is only responsible for this insurance coverage if the facility provides transportation to and from work for the YA student.

UNIONS AND LAYOFFS

Worker Displacement

No employer may hire a YA student who will displace any currently employed worker, including reduction of the hours of non-overtime work, wages, or employment benefits.

Layoffs/Strikes

A YA student cannot be hired when any other individual is on temporary layoff, with the clear possibility of recall, from the same or equivalent job or if the employer has terminated the employment of any regular employee, or otherwise reduced the workforce, with the intention of filling the vacancy created with a YA student. Child labor laws prohibit YA students from working in a company where a strike or lockout is in active progress.

Collective Bargaining Agreements

The YA program should not impair existing contracts for services or collective bargaining agreements. Any YA 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. Hiring of youth apprentices may not impair the existing contracts for services or collective bargaining agreements of an employer. The Department of Workforce Development also recommends that employers with organized labor obtain the concurrence of the labor organizations prior to hiring youth apprentices to ensure full support of participation in the program.

- Local bargaining units should determine the status of YA students already working in the facility in the event of a layoff.
- YA students may be laid off or transferred to work areas to take the place of laid off workers.
- Youth apprentices may be required to become union members if that is a condition of the employer's collective bargaining agreement or that is agreed to by management and the union organization as a condition of hiring youth apprentices.

NEXT STEPS

REGISTERED APPRENTICESHIP

The Benefits of Registered Apprenticeship



A PAYCHECK
From day one, you will earn a paycheck guaranteed to increase over time.



HANDS-ON TRAINING
Receive practical on-the-job learning in a wide selection of programs.



AN EDUCATION
Get hands-on training and earn college credit while earning a great wage!



A CAREER
Apprenticeship can pave the way to a fulfilling, long-term career with competitive wages.



CERTIFICATION
Get a nationally recognized completion certification and take it anywhere in the U.S.

[Registered Apprenticeship \(RA\)](#) is supported through the [Department of Workforce Development \(DWD\) Bureau of Apprenticeship Standards](#). As a Youth Apprentice, there are crosswalks in place that will allow you to have part or all of your work hours earned through your YA experience apply toward the requirements of a RA experience. To learn more about how to take advantage of this opportunity, please review the bridge guide that can be found [here](#). For more information, contact the [Apprenticeship Navigator](#) for your county.

Post-Secondary Education

Your Youth Apprenticeship program may also provide the opportunity for you to earn credit at the post-secondary level. It will be very important for you to keep a copy of your training agreement and your completed skills checklist to verify skills learned while on the job. This [TABLE for YA Programs](#) highlights which program admissions requirements each program fulfills at each UW System campus.



VISIT US AT: [**YAWISCONSIN.ORG**](http://YAWISCONSIN.ORG)

The CESA 6 Youth Apprenticeship consortium does not discriminate based on sex, race, color, national origin, ancestry, creed, pregnancy, religion, marital or parental status, sexual orientation, or disability. Inquiries related to Section 504 of the Rehabilitation Act of 1973, s.118.13, Wisconsin Statutes, or Title IX of the Education Amendments of 1972 should be directed to the home school non-discrimination officer or to the CESA 6 Youth Apprenticeship Consortium Director at ya@cesa6.org with 'Discrimination' in the subject line.

INTERESTED IN YA & SEEKING A PLACEMENT SITE?



We encourage you to reach out and find opportunities that fit your personal and career goals related to the youth apprenticeship program. While your YA Coordinator will offer assistance, going through the job seeking process is a great skill to learn prior to graduation.

WHERE DO I START?



- Visit a business and ask if they are hiring
- Family & friends - someone is likely to know someone in the field you are interested in
- Utilize online resources (indeed.com, linkedin.com) - make a list of local companies
- School staff - they may have connections for you
- Local business community - talk with the chamber of commerce & other social organizations



WHAT TO SAY?

- Keep it brief - they are busy
- Do your research on the company and find out what they do
- Share what skills you have that can be a benefit to their organization or why you want to work for them.



Most jobs are found through referrals, and people you know are often happy to assist!



HOW TO CONNECT WITH THEM

- When a company hears from a student who already wants to get professional experience, they're likely to be impressed that someone so young is taking so much initiative. Reach out to them via phone, email, in-person or through website chat features.



Take some time to explore options. Keep in mind that your first few jobs will provide a good opportunity to find out what you want to do... and what you don't.

Ask if they offer the opportunity to take a tour or job shadow!



YOU FOUND AN OPPORTUNITY/ INTERESTED EMPLOYER

- Please connect with your YA Coordinator to determine next steps and if any additional follow up is needed.



FAQ'S

A potential employer may ask about Youth Apprenticeship:

- Is it a paid position?
- How long is the program?
- When can you work?

If an employer needs more information, let them know your YA Coordinator can follow up with to answer any questions they have about the program.



Employability Skills

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>	<ul style="list-style-type: none"> Interacts with others with respect and in a non-judgmental manner Responds to others in an appropriate and non-offensive manner Helps co-workers and peers accomplish tasks or goals Applies problem-solving strategies to improve relations with others When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation 	Year 1 Rating		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Year 2 Rating		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicates effectively 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		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> Adjusts 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"/>
3. Collaborates with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities Shares responsibility for collaborative work and decision making Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise Avoids contributing to an unproductive group conflict Shares information and carries out responsibilities in a timely manner 	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. Maintains composure under pressure <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<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"/>
5. Demonstrates integrity <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<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"/>
6. Performs quality work <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		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides quality goods or services (internal and external) <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"> 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Shows initiative and self-direction <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"> 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Adapts to change <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"> 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 	<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>	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		

<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 	<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>	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
<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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Fulfills training or certification requirements for employment <i>Examples of this requirement may include . . .</i>	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
<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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sets personal goals for improvement <i>Examples of this requirement may include . . .</i>	Year 1 Rating		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 2 Rating		
<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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>