

# Steps to LOCAL Work-Based Learning Connections

**WTCS-YA Credit Articulation Recommendations**



**November 2010**

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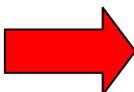
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### Symbols KEY

Important Note



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## Introduction

In the arena of secondary educational experiences, work-based learning (WBL) programs provide students with opportunities to relate classroom learning to actual business and industry worksites by providing for practice and connection of academic skills to employability skills and technical/professional skills in a chosen occupational career cluster. Students who complete WBLs have a more realistic picture of the requirements of employers, the expectations for professionalism and careers, and the advantage of recognizing the value of life-long learning, training, and educational experiences.



This document has been developed by a team of YA Consortium Coordinators, Technical College staff, the Department of Public Instruction, and the Department of Workforce Development (Appendix A) to assist local Youth Apprenticeship (YA) coordinators, Technical College Tech Prep staff, Technical College Program Administrators, and Technical College Admissions staff with determination of local technical college articulated credit agreements for their YA programs. **However, this process can be utilized, as applicable, for any WBL program, such as the Wisconsin Department of Public Instruction's State Certified Skills Standards Program (Skills Co-op).** Furthermore, this document notes the formal announcement that the current Wisconsin Technical College System (WTCS) [Credit for Prior Learning Policy #323](#) will replace the previous state-wide WTCS-YA negotiated Advanced Standing Agreement dated December 2005. This guidance document has been created as a supplement to the WTCS policy #323 to provide additional support for articulating high school YA programs. Refer to Appendix B to ascertain the individual YA program credit awards based on the December 2005 state-wide agreement and their associated sunset dates.

Local Technical College Articulation Agreements developed using this process in conjunction with the WTCS Credit for Prior Learning Policy should provide incentive for the student to discover smooth transitions from secondary to post-secondary education and recognize the value added credits that follow them from their WBL experiences.

### Rationale for Change:

In the past, the **state-wide** WTCS-YA negotiated Advanced Standing Agreement was based on credit for an entire YA package of standardized classroom curriculum and worksite experiences in a standard two year YA segment (Appendix E), however, WTCS does not have the authority to enter into articulation agreements *on behalf of the sixteen technical colleges*. But WTCS still supports and encourages the development of local articulation agreements. Furthermore, YA curriculum revised since 2006 allows for more occupational options within

specific career clusters and pathways which can be completed in either one OR two year segments.

## Definitions:

The following definitions will be helpful as local technical college articulation agreements are developed.



**Articulation:** The process of comparing the content of courses that are transferred between secondary and postsecondary institutions such as technical colleges or universities. There are two types of articulation: [Advanced Standing \(AS\) or Transcribed \(TC\) credit options](#).

- **Advanced Standing (AS) Credit:** Also referred to as “credit in escrow” because the application of the credit is delayed until students enroll in a technical college program. This type of credit could be applied in any number of different ways as electives, as portions of a class, etc.
- **Transcribed (TC) Credit:** Also referred to as “dual credit courses” since high schools also give credit OR as “direct credit” because students are earning technical college credit directly from the technical college.

**Credit for Prior Learning:** Wisconsin technical colleges shall provide maximum recognition for work completed through nationally or regionally accredited post-secondary institutions or other education, training, or work experiences pertinent to the student’s new educational programming and the technical college’s graduation requirements. Technical colleges shall develop policies and procedures for implementing the WTCS State Board Credit for Prior Learning Policy.

**Work-Based Learning (WBL) Programs:** Programs which provide students with specific occupational skills, as well as valuable employability skills, interpersonal skills, and a general knowledge of the world of work. In Wisconsin, WBL skills are defined by Wisconsin industries and endorsed by business and industry. Students are instructed by qualified skilled worksite mentors.

**Youth Apprenticeship (YA):** A work-based learning program (WBL) managed by the Wisconsin Department of Workforce Development that prepares secondary students for work or post secondary education by giving them a combination of classroom instruction and paid on-the-job training. In this education model, secondary students obtain a set of state-wide defined occupational abilities by learning concepts in the classroom and applications in a work setting.

## **REFERENCES:**

- [Wisconsin Department of Public Instruction Work-Based Education Web](#) page.
- [WTCS Credit for Prior Learning Policy #323](#). This policy has been adopted by all 16 colleges, however they are given the freedom to create their own implementation procedures.
- [WTCS Ways in Which High School Students Can Earn Technical College Credit through Articulation](#).
- [Youth Apprenticeship Program Operations Manual](#).

## **Statutory and Legal Considerations:**

### **Under Wisconsin State Statutes [118.34](#) (High School) Technical preparation programs**

In cooperation with a technical college district board, each school board shall establish a technical preparation program in each public high school located in the school district. The program shall consist of a sequence of courses, approved by the technical college system board, designed to allow high school pupils to gain advanced standing in the technical college district's associate degree program upon graduation from high school.

### **Under Wisconsin State Statutes [106.13](#) Youth Apprenticeship Program**

The council on workforce investment, the technical college system board, and the department of public instruction shall assist the department of Workforce Development in providing the youth apprenticeship program.

### **Under Wisconsin State Statutes [121.02](#) School District Standards**

Provide access to an education for employment program approved by the state superintendent. Beginning in the 1997-98 school year, the program shall incorporate applied curricula; guidance and counseling services; technical preparation; college preparation; youth apprenticeship or other job training and work experience; and instruction in skills relating to employment. The state superintendent shall assist school boards in complying with this paragraph.

### **Under Wisconsin Department of Public Instruction Administrative Code [PI 26](#), Education for Employment**

Tech prep combines 2 years of secondary education with a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study. It integrates academic, vocational, and technical instruction. It provides technical preparation in career fields; builds pupil competence through applied, contextual academics in a sequence of courses; it leads to an associate or baccalaureate degree in a specific career field; and leads to placement in appropriate employment or further education.

The secondary school district is required to maintain the [secondary student's high school transcript](#).



The district **must include** specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and ***whether those credits were earned through advanced standing (AS), transcribed credit (TC), or the advanced placement (AP) program***; and the participating postsecondary institution, when appropriate. **SEE Sample high school transcript** on PAGE 7; NOTE **STAR** on transcript.

Wisconsin's Technical Colleges may also opt to give a "certificate of eligibility" that specifies the course title, course number and credits for which advanced standing may be granted upon enrollment at a technical college.

**OFFICIAL TRANSCRIPT**

**SOUTH MILWAUKEE HIGH SCHOOL**

801 15th Avenue  
 South Milwaukee, WI 53172  
 (414) 766-5100  
 Fax: (414) 766-5131  
 www.sdsm.k12.wi.us

Graduated on: June 11, 2009  
 South Milwaukee High School

	T1	T2	T3	T4	Semester 1	Semester 2	Summer School
<b>08-09 South Milwaukee High School</b>							
ADV ACCOUNTING*			A- 0.5	A 0.5			
AMERICAN LEGAL SYSTEM	A 0.5						
AP CALCULUS AB	A 0.5	B 0.5	C+ 0.5	A 0.25			
CURRENT ISSUES/EVENTS		A- 0.5					
ENGLISH IV##	A 0.5	A- 0.5					
FORENSIC SCIENCE	A- 0.5	B 0.5					
PHOTOGRAPHY			A 0.5	A- 0.5			
PSYCHOLOGY COLLEGE LEVEL*			B 0.5	B 0.5			
<b>07-08 South Milwaukee High School</b>							
ACCOUNTING#@	A 0.5	A 0.5					
AMERICAN GOVERNMENT	A 0.5	A- 0.5					
ENGLISH III ACC			A 0.5	A- 0.5			
FAMILY FOOD & SOCIETY		A 0.5					
GERMAN IV			A- 0.5	A 0.5			
PHY ED-SELF ENHANCEMENT	A 0.5						
PHYSICS			A 0.5	A- 0.5			
PRE-CALCULUS	A 0.5	B 0.5					
TURNING JAPANESE			B+ 0.5	B 0.5			
<b>06-07 South Milwaukee High School</b>							
ADV COMPUTER APPLICATIONS#@			A 0.5	A 0.5			
ALGEBRA II & TRIG A#@			A 0.5	A 0.5			
CHEMISTRY ACC#			A 0.5	A 0.5			
ENGLISH II ACC	C+ 0.5						
ENGLISH II COMMUNICATION ACC	B+ 0.5						
GERMAN III	A- 0.5	A+ 0.5					
HEALTH		A 0.5					
MARKETING			A+ 0.5	A 0.5			
PHY ED 10-12		A- 0.5					
WORLD HISTORY	A 0.5	A 0.5					
<b>05-06 South Milwaukee High School</b>							
BASIC ELECTRICITY ELECTRONICS				A 0.5			
BIOLOGY ACC	A- 0.5	B+ 0.5					
COMPUTER APPLICATIONS#@	A- 0.5	A+ 0.5					
DESIGN				A- 0.5			
ENGLISH I ACC			B- 0.5	B 0.5			
GEOMETRY A			A 0.5	A 0.5			
GERMAN II	A 0.5	A 0.5					
PHY ED 9			A+ 0.5				
MECHANICAL DRAFTING			A 0.5				
US HISTORY	A- 0.5	A 0.5					
<b>04-05 South Milwaukee Middle School</b>							
Algebra 8					A 0	A 0	

NP = Not Passing  
 WP = Work is Passing

Total Units Attempted: 31.750  
 Total Units Earned: 31.750  
 Cumulative GPA: 3.7619  
 Rank: 29 out of 280

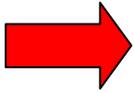
# Advanced Standing-Articulated with MATC (Milwaukee)  
 ## Advanced Standing-Articulated with Bryant & Stratton  
 #@ Advanced Standing-MATC (Milwaukee) and Bryant & Stratton  
 \* Transcribed Credit-MATC (Milwaukee)



2005-2006 Days Enrolled: 179.000 Absences: 2.000  
 2006-2007 Days Enrolled: 177.000 Absences: 0.000  
 2007-2008 Days Enrolled: 175.000 Absences: 0.250  
 2008-2009 Days Enrolled: 177.000 Absences: 1.750

*Mary Kelly*  
 SIGNATURE

DATE



## Parts of Work-Based Learning Programs (WBL) to consider:

When developing local articulation agreements, the YA/WBL credit award should consider the following areas. Guidance for developing these sections is outlined in more detail later.

- a. **Related Technical Classes.** Coursework required for YA related technical instruction is locally determined and can take place at the high school, technical college, online, or at the employer worksite.
- b. **Worksite Experiences.** The worksite competencies for each YA program are standardized statewide and based on industry criteria, standards, and input. The worksite experiences could be evaluated as similar to a learning lab environment for credit.
- c. **Industry Recognized Certification.** Industry certification represents a demonstrated skill level for a specific skill set within the industry. This can provide evidence of competence which could be considered additionally for credit.

## Constraints and Clarifications:

When developing local articulation agreements, the work-based learning (WBL) credit award should consider the following constraints and points of clarification:

### YA-Technical College Articulation Constraints:

- 36 YA Consortia feed into 16 technical college districts
- EACH YA program's performance competencies are standardized state-wide AND practiced, performed, and evaluated at the worksite
- EACH YA program has several options for student experiences. For example, Health YAs can do Certified Nursing Assistant (CNA), Medical Assistant, Pharmacy Tech or Health Information Management in one year segments.
- The Wisconsin Department of Workforce Development (DWD) YA program does not require specific classes and courses for students to take; however recommendations are suggested in each YA program's Appendix C. EACH YA Consortium determines the required classes/courses needed and available for YA programs offered.
- YA students must learn the Learning Objectives as designated in the applicable curriculum. The Learning Objectives must be covered somewhere, e.g., in on-the-job training, in a class, online, etc.
- State-aligned technical college courses are recommended by DWD for YA learning if applicable and available
- YA **WORK** experiences are broad based experiences and, may not align exactly to any one technical college (**CLASSROOM**) course

- YA programs consist of 2, possibly 3, components to articulate; Coursework, Work Experiences (similar to a LAB-Based experience), and Industry Certification.
- The standard feature of all YA programs is the **WORKSITE** Skill Standards Checklist
- Technical College credit articulation is locally determined

#### **YA-Technical College Clarifications:**

- Current local articulation agreements already in place should NOT be affected by this guidance document
- It is hoped that this guidance document will help make current articulation practices more consistent across all programs and technical colleges in accordance with the WTCS Credit for Prior Learning Policy
- Locally developed Articulation agreements should specifically state how to use and apply ANY credit to the ***applicable programs*** at the technical college (as required by the Credit for Prior Learning Policy). For example, credit for YA programs could be realized in credit for classes OR not having to take specific classes. Credit can also be realized with fee reductions or fee waivers.
- There has been a shift of emphasis from Advanced Standing to Transcribed (TC) credit at the 16 Technical Colleges and high schools; however, Advanced Standing may never be completely obsolete. It can and should be used as a stepping stone to Transcribed credit. In some cases, it is the only option available.
- Advanced Standing (AS) Articulation agreements should specifically state how to use and apply the AS credit to identified programs at the technical college.
- Changes to the Wisconsin Technical College Admissions Form question #24 will include a new prompt, “in order to obtain secondary articulated credit earned, you must provide the appropriate documentation needed from your YA, Industry Certifications, Co-op, etc” in order to flag the student and technical college to possible credit awards at the technical college.
- If the technical college program already requires an industry certification, then that element could be fulfilled in the high school WBL program. Local agreements can designate a “value” to the earned certification if that certification is a required part of the technical college program, e.g. Advanced Standing credit.
- IF Advanced Standing OR Transcribed CREDIT occurred during a high school program, it MUST be on the high school transcript according to PI 26.04(6) legislated language. SEE Sample high school transcript above.

#### **Roles & Responsibilities:**

The following groups listed below are all considered stakeholders and have a place in the process of developing high school to post-secondary articulation agreements.

***YA Consortium Coordinator:***

- Organize and implement the local YA program
- Carry out the administrative policies of the consortium or steering committee
- Coordinate YA activities with participating schools, students, and employers
- May work for a local school district, a chamber of commerce, a CESA, a technical college or university, or a local business
- The following link will provide a directory to all of the [YA Consortium Coordinators](#) in the state.

***Tech Prep Coordinator or designee:***

- May serve as a liaison to the deans and technical college instructors
- Provides for smooth transitions for students from high school to post-secondary education
- Partner with high schools, YA & LVEC Coordinators, Technical College deans & faculty, and Technical College Admissions/Enrollment staff to develop an articulated credit review and admission process and local articulated credit agreements
- Meet regularly with partner YA Consortium & Feeder School School-to-Work (STW)/YA Coordinators to update and evaluate agreements
- Monitor and track use of articulated credit
- The following link will provide a directory to all of the [Tech Prep Coordinators](#) in the state.

***Technical College Admissions staff:***

- Assist students in getting registered
- Answer financial aid questions
- Help students find access to student services when needed
- Follow local technical college processes for reviewing high school transcripts for technical courses taken, work site experiences, and industry certifications earned.
- Verify type of work-based learning program, e.g., YA, Co-op, Skills Co-op, etc.
- Refer to locally developed agreements to inform students of articulated credit

***Technical College Deans and Program Administrators:***

- Help develop locally articulated agreements with high schools and Tech Prep for pertinent programs
- Refer to locally developed agreements to handle articulated credit
- Promote WBL articulation as a means to recruit and retain dedicated students with “real-world” experience in your technical college programs

### ***Secondary High School Counselors***

- Educate students for admissions and credit self advocacy no matter where or when they go into post-secondary settings
- Use high school course catalogs and e-portfolios to identify, promote, and capture post-secondary credit available and taken
- Ensure that high school transcripts display AS, TC, and AP credit courses as required by PI 26.

### ***Secondary High School Teachers***

- Note pertinent and applicable technical college and university programs that are available locally for your subject
- Promote local WBLs offered related to your subject area to your students

### ***Parents & Students***

- Save all Work-Based Learning (WBL) documentation as proof of learning during WBL program
- Note college courses taken, worksite experiences, and certifications earned in your post-secondary application forms, essays, and/or interviews as applicable

Each technical college will be responsible for the identification and recognition of articulated credits locally. Information on current articulated (TC and AS) credits are captured and recorded yearly by Technical College Tech Prep staff and maintained in an Excel Workbook database by WTCS under [School-to-Work \(STW\) Reports](#).

## **Creating Articulation Agreements Overview:**

### **Credit Evaluation of WBL Secondary Student Work Requirement**

Technical College Admissions/ Enrollment and Tech Prep staff should develop standard processes to consider and evaluate prior learning experiences according to the [WTCS Credit for Prior Learning Policy 323](#).

“Each WTCS college shall adopt policies and/or procedures for awarding credit for prior learning that are consistent with State Board policy and procedures established by the System Office. Colleges shall ensure the availability of their policies and/or procedures on credit for prior learning in college publications and on college websites.

Each college’s credit for prior learning policies and/or procedures shall address:

- A. Minimum Grade Requirements
- B. Impact of Transferred Credits on College Transcripts and Grade Point Calculations
- C. Costs of Obtaining Credit for Prior Learning
- D. Consistency Within a College Across Program Areas
- E. Maximum Credit for Prior Learning
- F. Appeal Process”

This Guidance Document further provides for guiding questions, points to consider, and examples of local practices for creating consistent agreements to evaluate and admit YA/WBL students to Technical College programs with credit earned.

### **Steps to Creating Local Technical College-YA/WBL Articulation Agreements**



The following steps could be followed as local technical college processes and agreements are developed. It is helpful to review again the section on Constraints and Clarifications prior to this development.

1. Identify the stakeholders involved in the Articulation Agreement **Process** Development including the [local Technical College Tech Prep Coordinator](#), Technical College Instructor(s), Deans, Youth Apprenticeship/LVEC/School-to-Work Coordinator(s), High School Instructors, Regional campus coordinator, if applicable.
2. Identify the YA/WBL programs offered in the local area by Secondary School District, Career Cluster and Pathway.
3. Evaluate and encourage support at the local technical college for articulation efforts of YA/WBL experiences and coursework.
4. Plan for a review of YA/WBL programs by pertinent technical college deans and faculty as appropriate for the development of local agreements. Presently, one AND two year YA programs exist, and all YA programs include classroom courses and work experience. Appendix C below outlines the industry standards and certifications used to develop YA curriculum. Appendix D explains how DWD-YA programs are chosen, researched, and curriculum developed using the WIDS format.
5. Devise a process to determine the applicability of high school, technical college, university, and industry-based technical courses to be considered for credit with

pertinent technical college programs (**Section Two**). Technical coursework required for YA programs is locally determined and may vary between school districts.

6. Devise a process to determine the applicability of work-based (similar to LAB) experiences to pertinent technical college programs (**Section Three**). YA worksite skills are standardized state-wide; however the combination of different career pathway unit skills learned may differ between students.
7. Devise a process to determine applicability of industry or technical certifications to pertinent technical college programs (**Section Four**).
8. Outline the type(s) of articulated credit to be received and how it will be applied to pertinent technical college programs. One or two year YA programs may match up to specific occupational technical college programs.  
Credit may be awarded for:
  - Classroom and work experience combined
  - Classroom and work experience separatelyOptions for credit value include but are not limited to:
  - Advanced Standing (AS) including how to use and apply the AS credit
  - Credit by Examination
  - Experiential Learning including how to use and apply the credit
  - Transcribed Credit (TC)
  - Fee Reductions or Waivers
9. Determine a process for identifying incoming technical college applications for articulated credit review (**Section One**).
10. Identify a method to compare admission applications and high school transcripts of YA/WBL students to current local articulation agreements (**Section One**).
11. Plan for a method to award designated articulated credit to YA/WBL students (**Section One**).
12. Plan for method to track, monitor, and evaluate YA/WBL student access of articulated credit (**Section One**).



### Local Practice:

While we do not have an umbrella agreement for entire YA programs, we do have a series of agreements that cover a number of the courses required for our YA programs. For example, our culinary sequence leads to a YA in Hospitality, Lodging, and Tourism. In this area, students begin by taking a non-articulated course, and then follow that up with a series of three courses that have Memorandums of Understanding signed with **MATC**. Students who take these courses and earn B's or better can get anywhere from one to four transcribed credits at MATC in Introduction to Food Service/Hospitality Industry, Introduction to Food Service Cost Control, and Food Service Sanitation. Furthermore, students completing these courses and the ProStart certification offered through them earn an additional two general elective credits from MATC.

*Submitted by: Chris Daniels, South Shore YA Consortium.*

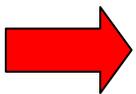
In early 2010, Tech Prep staff and the deans/faculty at **MPTC** formed a task force to review the current courses being awarded for YA completion. Each dean/faculty from the respective program areas took a look at the YA curriculum documents to see what courses would be the best match. In some cases, we already had transcribed credit agreements in place for courses. In other cases, we will offer advanced standing for certain courses upon YA completion.

*Submitted by: Jennifer Wagner, MPTC Tech Prep Coordinator.*

## Section One: Admissions

According to the [WTCS Credit for Prior Learning Policy 323](#), Technical College Admissions/ Enrollment and Tech Prep staff should develop standard processes to consider and evaluate prior learning experiences.

Additionally, according to the Credit for Prior Learning Policy 323, sub. 3(b), the Technical College shall award Technical College credit for high school credits earned by students that are part of a recognized Youth Apprenticeship program. **Therefore, each Technical College shall identify a process for evaluating and applying Youth Apprenticeship Credit for Prior Learning.**



EACH technical college's **Process for Admissions** should be able to answer the following questions:

- Who will be the point person(s) for credit evaluation of YA/WBL students?
- How will WTCS applications be identified, routed, and evaluated for a YES to question #24, *“Have you taken a high school course that might be counted for technical college credit, such as Youth Apprenticeship, Certified Nursing Assistant, Certified Co-ops?”*
- How will students missing question #24 be handled when they ask for evaluation of their WBL experiences?
- What specific steps do students need to take to get their credits?
- What documentation do students need to provide? Examples may include YA Skills Standards Checklists, YA completion certificates, DPI Skill Standards Certificates, high school transcripts, industry recognized certifications, etc.
- How will admission applications and high school transcripts of YA students be checked against local articulation agreements?
- What codes are the local high schools using to indicate Advanced Standing (AS) or Transcribed (TC) credits IN COMPLIANCE WITH PI26? SEE SAMPLE TRANSCRIPT on Page 7.
- How will the designated articulated credit be applied or awarded to the YA student?
- Do students who have completed a Youth Apprenticeship and/or articulated credits benefit in any way in regards to the admission process (i.e. waived application fees, priority registration or admission, etc.)?
- How will the articulated credit be applied to the pertinent technical college programs?
- How will student access to articulated credit be tracked and monitored?



### **Local Practice:**

**AT MATC**, applications are both manually and electronically reviewed. If the student has indicated credit for prior learning or high school articulation or YA, the application gets flagged and is re-routed to be processed by a specialist. The specialist reviews the high school transcript as well as any other docs that the student might have submitted which would be helpful. The associate dean and department chair for the applicable program are alerted so that they might aid in the evaluation of the work. From there, the appropriate credit is applied to the college transcript by the specialist. The key to the whole process is the addition of the specialist who takes special care of these situations. Without that, everything gets lost in the shuffle.

*Submitted by: Jonathan Feld, MATC Tech Prep Coordinator.*

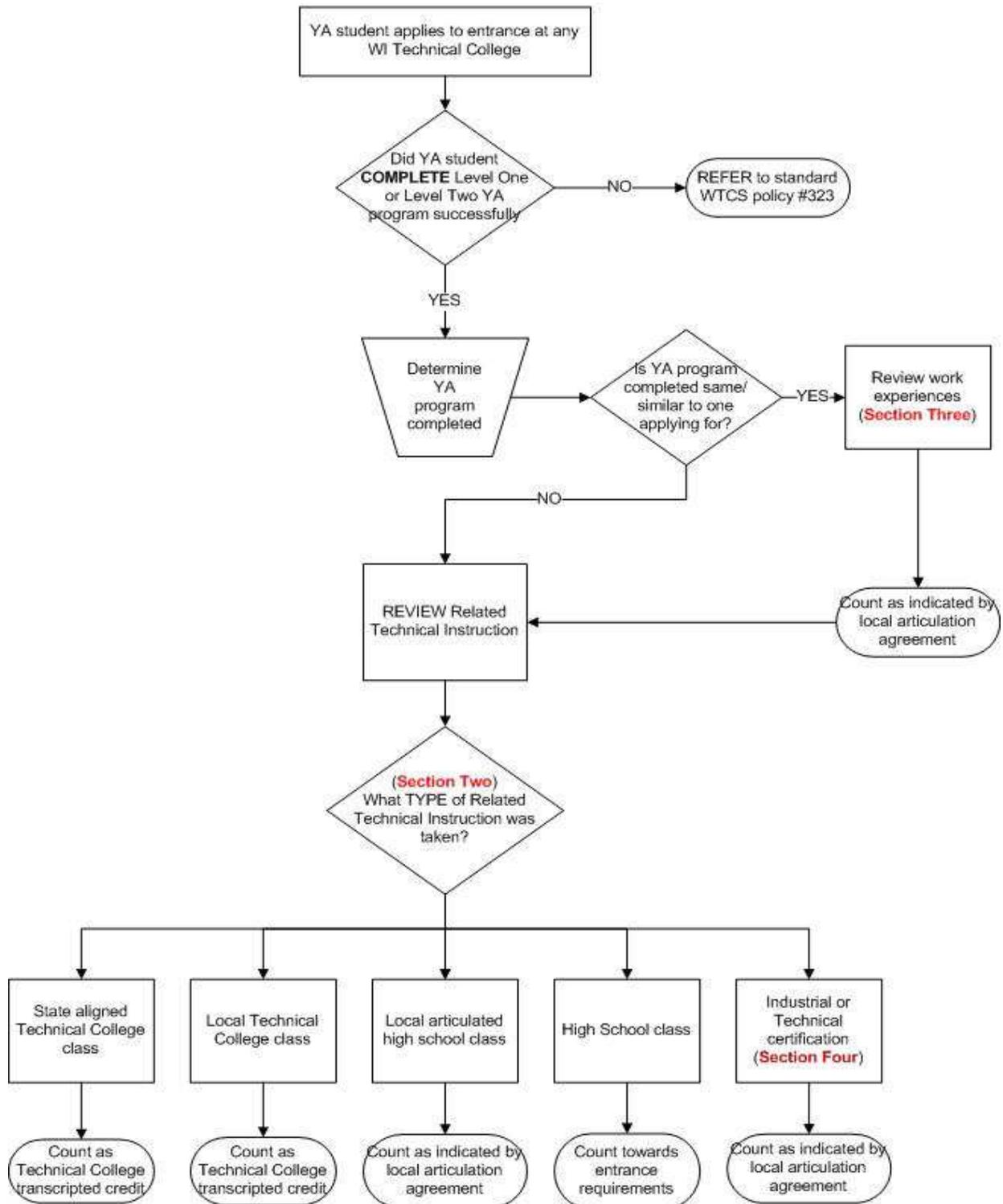
**AT MPTC**, students **MUST** provide admissions staff a copy of their YA certificate in all cases. Even if it is on their MPTC transcript as a transcribed course, the YA certificate will help admissions staff award any advanced standing credit. Admissions staff will be provided the final document listing what courses should be awarded AS or TC upon YA completion.

*Submitted by: Jennifer Wagner, MPTC Tech Prep Coordinator.*

# Admissions Process Flow Chart

Admissions Process (**Section One**)  
 Articulated Credit Guidance for Youth Apprenticeship Programs  
 at Wisconsin Technical Colleges

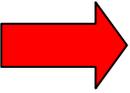
In accordance with WTCS Policy #323 Credit for Prior Learning



## Section Two: Technical Courses Taken

According to the [WTCS Credit for Prior Learning Policy 323](#), Technical College Admissions/ Enrollment and Tech Prep staff should develop standard processes to consider and evaluate prior learning experiences.

Additionally, according to the Credit for Prior Learning Policy 323, sub. 3(b), the Technical College shall award Technical College credit for high school credits earned by students that are part of a recognized Youth Apprenticeship program. **Therefore, each Technical College shall identify a process for evaluating and applying Youth Apprenticeship Credit for Prior Learning.**



EACH technical college's process for determining the applicability of high school, technical college, university, and industry-based **Technical Courses** taken should be able to answer the following questions:

- What are the required related technical instruction courses required for the different YA/WBL programs at the different high schools?
- Was the coursework taken at another technical college, university, or employer-based class?
  - Who will be responsible for evaluating technical classes taken elsewhere?
  - Is the curriculum available for review?
  - What curriculum details are required for review?
  - Do the skills learned in the class match to any required local technical college classes?
  - Is there an option to “test out” of a required local technical college class?
- Was the coursework taken at the local Technical College?
  - Did this student take the class through Youth Options/Contracted Class at the technical college?
  - How is the Transcribed Coursework identified on local high school transcripts?
  - Do we have the capability to initiate Transcribed Credit (TC) Agreement for the class? See [Ways in Which High School Students Can Earn Technical College Credit through Articulation](#)
- Was the coursework taken at the high school?
  - Did this student take this class through an Advanced Standing agreement?
  - If none, is it possible to create an Advanced Standing (AS) Agreement for the class?

- How is the Advanced Standing Coursework identified on local high school transcripts?

Suggested **Technical Course Articulation** Timeline:

Work generally begins one school year prior to the beginning of the articulation agreement for technical coursework.

**Fall:**

- YA Coordinator or high schools instructors contact local technical college to discuss possibility of articulating specific classes. Possible Contacts- Technical College Tech Prep Coordinator or designee, Program Dean, Faculty
- High school School-to-Work/YA/LVEC Coordinator or high school instructors and Tech Prep Coordinator or designee will review high school course description book to denote Articulation agreements in place with local technical college
- YA Coordinator/high school instructors and Tech Prep Coordinator or designee bring the high school instructors and Technical College Faculty together to meet to discuss the course outcomes, competencies, hours of instruction, etc.

**February:**

- High school instructors submit curriculum to the local technical college for Advanced Standing (AS) Agreements. Possible Contacts- Technical College Tech Prep Coordinator or designee, Program Dean, Faculty

**April:**

- New Articulation Agreements (TC or AS) approved
- Review of previous Articulation Agreement(s) by Tech Prep Coordinator or designee- Has curriculum changed, software changed, any additions/deletions?

**May:**

- Signing of Agreements

**Summer/Fall following year:**

- Training for high school instructors, if needed, for Transcribed Credit (TC) classes



### **Local Practice:**

#### **MPTC Transcribed Credit:**

Each student that takes a transcribed credit in high school (high school teacher teaches the class, using MPTC curriculum, grading policies, textbooks, and software) completes an MPTC course registration form. Staff at the college create a student record for the student and enroll the student in the course. Upon successful completion of the course (grade of C or higher), the high school staff completes a grade sheet and submits it to the college. The student now has an official MPTC transcript. Upon enrollment at MPTC, the student does not need to do anything special. Admissions staff will review the student course history and see what courses have been taken. If the student chooses to attend another college (4 year or technical college), the student will have to request an official transcript be sent to that institution for review.

*Submitted by: Jennifer Wagner, MPTC Tech Prep Coordinator.*

#### **MPTC Advanced Standing Credit:**

The high school curriculum must be reviewed by a technical college dean/faculty and it must be at least an 80% match to our competencies. In most recent cases, many high schools are actually using our exact MPTC curriculum. They are not required to do so, but have chosen to because it provides more rigor for the students. The high school can use their own textbook, but some high schools have used our book as well. At the conclusion of the semester, MPTC Tech Prep staff send an excel document to the high school teacher and request the following information: student name, birth date, high school, home address, and grade. The student must earn a grade of B or higher in order to be awarded advanced standing credit. We house all this information in our student information system. Once a student enrolls at MPTC, Admissions staff check the student high school course history in our data system. Upon enrollment into a program, the course is moved onto their official student record. In the case that a student does not go to MPTC, they must work with the other college to show them a high school transcript that indicates the course was advanced standing. In some cases, I have been asked to provide verification to other colleges that a student did in fact take the course in high school.

*Submitted by: Jennifer Wagner, MPTC Tech Prep Coordinator.*

#### **Dane County School to Career Office**

The **Dane County YA** Coordinator recruited a champion in the Madison College IT Department, Ken McCullough. Ken was always on board with introducing high school students to his IT programs at Madison College and works directly with the YA Coordinator to provide a local, high school, YA IT class at Madison College.

*Submitted by: Diane Kraus, Dane County YA Consortium Coordinator.*

### Section Three: Worksite (Lab) Experiences

According to the [WTCS Credit for Prior Learning Policy 323](#), Technical College Admissions/ Enrollment and Tech Prep staff should develop standard processes to consider and evaluate prior learning experiences.

Additionally, according to the Credit for Prior Learning Policy 323, sub. 3(b), the Technical College shall award Technical College credit for high school credits earned by students that are part of a recognized Youth Apprenticeship program. **Therefore, each Technical College shall identify a process for evaluating and applying Youth Apprenticeship Credit for Prior Learning.**



EACH technical college's process for determining the applicability of **Work-based (similar to LAB) Experiences** to pertinent technical college programs should be able to answer the following questions:

- Do all parties agree that the Youth Apprenticeship worksite experience is valuable?
  - If no- what must be done locally to encourage recognition of this value?
- Who will be responsible for evaluating the value and depth of the worksite learning experiences?
- How will meaningful credit for the worksite experience be realized (avoiding elective credits if none are required for the program)?
- Have local technical college program deans/faculty previously reviewed the YA checklist worksite skills for competencies covered in their technical programs in order to help create articulation agreements?
- Do the standardized **worksite competency** skills fulfill any **required competencies** at the college? If so-what classes OR credit could be awarded?
- Is an experiential learning portfolio required and could the YA Skills Checklist fulfill that requirement?
- Can the YA student “test-out” of the class based on their worksite experiences?
- Can the student pay a discounted rate for credits associated with experiential learning? (See ALSO [Student Fee Schedule](#))
- Does the local Technical College program have certification requirements? If YES- Is industry standard testing available for obtaining credits? (Ex, ASE exams, NATEF exams, Cisco IT Essentials)?

Suggested **Worksite Experience Articulation** Timeline:

Work generally begins one school year prior to agreement date.

**Spring (semester before entering into college):**

- YA Student OR answer to WTCS application question #24 initiates the contact with the local Technical College staff person(s) for evaluation of worksite learning experiences.
- Identified Technical College staff will contact/visit the worksite to determine the credit for the skills learned at the workplace in accordance with the Youth Apprenticeship Competency checklist. Credit may be awarded on a case-by-case basis or for a specific YA program in accordance with the local technical college Credit for Prior Learning Policy Process and Local Technical College Articulated Agreements.



### **Local Practice:**

Several meetings with the Transportation-Auto Technician department at **Madison College** resulted in a review of the national industry certification (NATEF) requirements, Madison College courses, and YA requirements. We knew that this needed to be entry level and reviewed what the faculty could complete in the number of hours that they would have the students in the classroom. After that we looked at what we needed in the worksite along with YA requirements. Some competencies are repeated in classroom and at worksite. The Madison College faculty said they would articulate certain amounts of credit for the high school class and certain amounts for the worksite compared to what they were delivering at the local technical college level.

*Submitted by: Diane Kraus, Dane County YA Consortium Coordinator.*

## Chart of ALL Available YA Worksite Programs and Pathways

YA Program	Pathway Units
Agriculture, Food & Natural Resources- Plants	1 year units Plants- Basic Crops Landscaping Greenhouse/Floral
Agriculture, Food & Natural Resources- Animals	1 year units Animals- Basic Large Animal/Herd Small Animal/Vet Asst.
Architecture & Construction	<b>To Be Determined 2010-11</b>
Arts, A/V Technology & Communications	<b>To Be Determined 2011</b>
Finance	1 year units Accounting- Basic Accounting- Advanced Banking- Basic Banking- Advanced Insurance Services
Health Services	1 year units Health Care Foundations Health Information Management Nursing Assistant Medical Assistant Pharmacy Technician
Hospitality, Lodging, & Tourism	6 month units Food & Beverage- Dining Food & Beverage- Kitchen Lodging- Front Office Lodging- Housekeeping Reservations & Tour/Activity Maintenance & Grounds Marketing & Sales I Marketing & Sales II Meetings & Events Management I Management II

## Chart of ALL Available YA Worksite Programs and Pathways (continued)

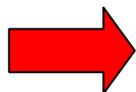
YA Program	Pathway Units
Information Technology (IT)	<i>1 year units</i> IT Fundamentals Hardware Software Web & Digital Media
Manufacturing	<i>1 year units</i> Assembly & Packaging Manufacturing Processes- <i>Choose One Minimum</i> (Casting, Conditioning, Filling, Finishing, Forming, Joining/Combining, Molding, Separating, Machining- Grinder, Machining- Lathe, Machining- Machine Center) Production Control & Quality Management Industrial Equipment- Basic Industrial Equipment- Advanced
Science, Technology, Engineering & Math (STEM)	<b><i>To Be Determined 2010-11</i></b>
Transportation, Distribution & Logistics- Auto Collision	<i>6 month units</i> Auto Collision- Collision Repair Basics Auto Collision- Non-structural Analysis & Repair Auto Collision- Painting & Refinishing Auto Collision- Damage Analysis & Electrical Repair
Transportation, Distribution & Logistics- Auto Technician	<i>6 month units; ALL units in full 2 year program</i> Auto Technician- Vehicle Basics & General Service Auto Technician- Brake Systems Auto Technician- Electrical/Electronics Auto Technician- Suspension & Steering Auto Technician- Engine Performance & Repair
Transportation, Distribution & Logistics- Logistics/SCM	<i>6 month units</i> Logistics/SCM- Inventory Management & Production Logistics/SCM- Planning & Purchasing Logistics/SCM- Storage & Warehousing Logistics/SCM- Distribution & Transportation Operations

## Section Four: Industrial and/or Technical Certifications Earned

According to the [WTCS Credit for Prior Learning Policy 323](#), Technical College Admissions/ Enrollment and Tech Prep staff should develop standard processes to consider and evaluate prior learning experiences.

Additionally, according to the Credit for Prior Learning Policy 323, sub. 3(b), the Technical College shall award Technical College credit for high school credits earned by students that are part of a recognized Youth Apprenticeship program. **Therefore, each Technical College shall identify a process for evaluating and applying Youth Apprenticeship Credit for Prior Learning.**

Industrial and/or technical certifications (i.e., A+ Certification, ASE, MSSC, ServSafe, ACCT, etc.) earned prior to program entry may be considered for credit for prior learning. See Appendix C below for certifications used in development of the applicable YA program curriculums.



EACH technical college's process for determining the applicability of **Industrial and/or Technical Certifications earned** to pertinent technical college programs should be able to answer the following questions:

- What evidence of certification is required for credit?
- How will credit be handled if the student trained for the certification but did not take OR pass the certification test?
- Did the student receive an industrial or technical certification?
- Is the certification required in the specific occupational program?
- If the certification is required as part of a technical program, how will articulated credit be realized?
- If the certification is NOT required:
  - Who will evaluate its applicability to the program?
  - Who will determine how it will be articulated IF it is applicable?



### Local Practice:

The **Milwaukee Area Technical College (MATC)** Culinary Arts YA agreement states successful completers of a Hospitality YA program are granted advanced standing (AS) credit for their work experience. A similar arrangement exists for ProStart graduates. Another state-wide example of local practices involves the acceptance of the state DHS Certified Nursing Assistant

certification to meet state Technical College program pre-requisites for nursing program course requirements.

*Submitted by: Jonathan Feld, MATC Tech Prep Coordinator.*

# Steps to LOCAL Work-Based Learning Connections

## WTCS-YA Credit Articulation Recommendations

### APPENDIX A: WTCS-YA Articulation Guidance Task Team

Member	Position	Email Address
Lora Schultz	MSTC Tech Prep Mid State YA Consortium	<a href="mailto:lora.schultz@mstc.edu">lora.schultz@mstc.edu</a>
Kari Krull	Manitowoc YA Consortium	<a href="mailto:krullk@mpsd.k12.wi.us">krullk@mpsd.k12.wi.us</a>
Diane Kraus	Dane County YA Consortium	<a href="mailto:dkraus@dcsc.org">dkraus@dcsc.org</a>
Cyndy Sandberg	Jefferson County YA Consortium	<a href="mailto:sandbergc@charter.net">sandbergc@charter.net</a>
Chris Daniels	South Shore YA Consortium	<a href="mailto:Daniels.Chris@sdsm.k12.wi.us">Daniels.Chris@sdsm.k12.wi.us</a>
Mary Denzin	Fond du Lac YA Consortium	<a href="mailto:MaryDenzin@fdlac.com">MaryDenzin@fdlac.com</a>
Jim Cleveland	Fond du Lac YA Consortium	<a href="mailto:jimc@fdlac.com">jimc@fdlac.com</a>
Marie Collins	Southern Lakes YA Consortium	<a href="mailto:Marie.Collins@badger.k12.wi.us">Marie.Collins@badger.k12.wi.us</a>
Nikki Kiss	LTC	<a href="mailto:nikki.kiss@gotoltc.edu">nikki.kiss@gotoltc.edu</a>
Jonathan Feld	MATC Tech Prep	<a href="mailto:feldj@matc.edu">feldj@matc.edu</a>
Lee Lord	MATC	<a href="mailto:lordl@matc.edu">lordl@matc.edu</a>
Jennifer Wagner	MPTC Tech Prep	<a href="mailto:jwagner@morainepark.edu">jwagner@morainepark.edu</a>
D'Ann Zickert	Madison College	<a href="mailto:DZickert@matcmadison.edu">DZickert@matcmadison.edu</a>
Juanita Comeau	Madison College	<a href="mailto:JComeau@matcmadison.edu">JComeau@matcmadison.edu</a>
Robin Kroyer Kubicek	UW-Oshkosh Center for Career Development & Employability Training for DWD-YA	<a href="mailto:robinkk@wi.rr.com">robinkk@wi.rr.com</a>
Ann Westrich	WTCS Tech Prep Director	<a href="mailto:ann.westrich@wtcsystem.edu">ann.westrich@wtcsystem.edu</a>
Cathy Crary	DWD-YA Director	<a href="mailto:cathy.crary@dwd.wisconsin.gov">cathy.crary@dwd.wisconsin.gov</a>
Sharon Wendt (DPI)	DPI Career & Technical Education Director	<a href="mailto:Sharon.Wendt@dpi.wi.gov">Sharon.Wendt@dpi.wi.gov</a>

**Meetings held:**

- January 22, 2010
- February 18, 2010
- March 16, 2010
- May 19, 2010

# Steps to LOCAL Work-Based Learning Connections WTCS-YA Credit Articulation Recommendations

## APPENDIX B: Sunset Dates

For the YA Programs Designated in the  
State-wide WTCS-YA Advanced Standing Agreement  
December 2005

### NOTE:

**This Reference Document is no longer considered binding, however it should still be honored for YA students currently in these programs through the SUNSET DATE indicated.** It is the local Technical College's decision to continue to use this agreement past the Sunset Dates. Furthermore, this format can be utilized as the local Technical College builds its own articulation agreements.

#### Key to technical colleges:

BTC	Blackhawk Technical College
CVTC	Chippewa Valley Technical College
FVTC	Fox Valley Technical College
GTC	Gateway Technical College
LTC	Lakeshore Technical College
MDSN	Madison Area Technical College
MSTC	Mid-State Technical College
MILW	Milwaukee Area Technical College
MPTC	Moraine Park Technical College
NATC	Nicolet Area Technical College
NTC	Northcentral Technical College
NWTC	Northeast Wisconsin Technical College
SWTC	Southwest Wisconsin Technical College
WCTC	Waukesha County Technical College
WWTC	Western Wisconsin Technical College
WITC	Wisconsin Indianhead Technical College

**Automotive Collision Repair (6 credits)- DEC 2011**

**Auto Collision Repair & Refinish Technician (31-405-1)**

CVTC LTC MDSN MILW NTC SWTC WCTC WITC

**Auto Collision Repair & Refinish Technician (32-405-1)**

FVTC MDSN NWTC

**Automotive Technician (6 credits)- DEC 2011**

**Automotive Technology (10-602-3)**

FVTC GTC MDSN MILW NTC NWTC WCTC

**Automotive Maintenance Technician (31-404-3)**

CVTC FVTC GTC LTC MILW NATC NWTC WCTC WITC

**Automotive Technician (32-404-2)**

BTC MDSN MSTC MPTC NATC NTC NWTC SWTC WWTC

**Biotechnology (11 credits)- DEC 2013**

**Biotechnology Laboratory Technician (10-007-2)**

MDSN

**Drafting & Design – Architectural (6 credits)- DEC 2013**

**Architectural Technology (10-614-1)**

MDSN MILW NWTC

**Architectural Residential Design (10-614-3)**

NTC

**Architectural Commercial Design (10-614-4)**

WITC

**Drafting & Design – Engineering (6 credits)- DEC 2013**

**Quality Management Specialist (10-185-2)**

FVTC

**Mechanical Design Technician (10-606-1)**

BTC CVTC FVTC GTC LTC MDSN MSTC MILW MPTC NTC NWTC SWTC WCTC WWTC WITC

**Model Building Design & Construction (10-614-2)**

NWTC

**Architectural-Residential Design (10-614-3)**

NTC

**Industrial Engineering Technician (10-623-1)**

BTC CVTC FVTC MILW

**Quality Assurance Technician (10-623-2)**

LTC

**Materials Planning & Control Technician (10-623-6)**

FVTC

**Applied Engineering Technology (10-623-7)**

FVTC GTC NTC NWTC WITC

**Drafting & Design – Mechanical Design (6 credits)- DEC 2013**

**Quality Management (10-185-2)**

FVTC

**Mechanical Design Technician (10-606-1)**

BTC CVTC FVTC GTC LTC MDSN MSTC MILW MPTC NTC NWTC SWTC WCTC WWTC WITC

**Architectural-Residential Design (10-614-3)**

NTC

**Industrial Engineering Technician (10-623-1)**

BTC CVTC FVTC MILW

**Quality Assurance Technician (10-623-2)**

LTC

**Materials Planning & Control Technician (10-623-6)**

FVTC

**Financial Services (9 credits)- DEC 2011**

**Finance (10-102-2)**

MDSN SWTC WWTC WITC

**Banking & Financial Services (10-102-6)**

FVTC MILW

**Financial Institutions Management (10-102-8)**

NWTC

**Financial Planning (10-114-1)**

WCTC

**Financial Services Representative (31-102-2)**

MSTC

**Graphic Arts – Printing (6 credits)- DEC 2014**

**Graphic Communication - Electronic Prepress (10-111-6)**

MPTC

**Marketing & Graphic Communications (10-111-7)**

NWTC

**Printing And Publishing (10-204-1)**

FVTC MDSN MILW MPTC WCTC WWTC

**Graphic Communication Technologies (10-204-2)**

NTC

**Graphic Technologies -- Designer (10-204-3)**

GTC

**Package and Label Printing Technician (10-204-4)**

FVTC

**Printing (31-204-1)**

FVTC LTC MDSN MILW NWTC WCTC

**Health Services (3 credits)- DEC 2011**

**Health Care Business Services (10-160-1)**

NTC NWTC

**Dental Hygienist (10-508-1)**

BTC CVTC FVTC GTC LTC MDSN MILW NTC NWTC WCTC WWTC

**Nursing - Associate Degree (10-510-1)**

BTC CVTC FVTC GTC LTC MDSN MSTC MILW MPTC NATC NTC NWTC SWTC WCTC WWTC WITC

**Surgical Technology (10-512-1)**

GTC MILW MPTC WCTC

**Clinical Laboratory Technician (10-513-1)**

BTC CVTC GTC MDSN MILW MPTC NWTC SWTC WCTC WWTC

**Occupational Therapy Assistant (10-514-1)**

BTC FVTC GTC MDSN MILW WWTC WITC

**Respiratory Care Practitioner (10-515-1)**

CVTC GTC MDSN MSTC MILW MPTC NWTC SWTC WWTC

**Physical Therapist Assistant (10-524-1)**

BTC GTC MDSN MILW NWTC WCTC WWTC

**Electroneurodiagnostic Technology (10-525-1)**

MILW MPTC WCTC WWTC

**Radiography (10-526-1)**

BTC CVTC GTC LTC MDSN MILW MPTC NATC NTC NWTC WCTC WWTC WITC

**Diagnostic Medical Sonography (10-526-2)**

CVTC NTC NWTC

**Health Information Technology (10-530-1)**

CVTC GTC MILW MPTC NWTC WWTC

**Speech Language Pathologist Assistant (10-532-1)**

NWTC

**Hotel/Motel (9 credits)- DEC 2011**

**Hotel/Hospitality Management (10-109-1)**

GTC MILW

**Hotel & Restaurant Management (10-109-2)**

CVTC FVTC MDSN NWTC WCTC

**Logistics (3 credits)- DEC 2011**

**Supply Chain Management (10-182-1)**

GTC LTC MILW NWTC

**Welding (6 credits)- DEC 2013**

**Industrial Welding Technician (10-621-1)**

FVTC MDSN MILW

**Manufacturing – Production Technician (6 credits)- DEC 2011**

**Quality Management (10-185-2)**

FVTC

**Model Building Design & Construction (10-614-2)**

NWTC

**Industrial Engineering Technician (10-623-1)**

BTC CVTC FVTC MILW

**Quality Assurance Technician (10-623-2)**

LTC

**Materials Planning & Control Technician (10-623-6)**

FVTC

**Applied Engineering Technology (10-623-7)**

FVTC GTC NTC NWTC WITC

**Manufacturing – Machining (6 credits)- DEC 2011**

**Industrial Engineering Technician (10-623-1)**

BTC CVTC FVTC MILW

**Machine Tool Operation (31-420-1)**

LTC MILW NTC NWTC SWTC WCTC WWTC WITC

**Machine Tool Technician (32-420-1)**

FVTC GTC MSTC WITC

**Machine Tooling Technics (32-420-5)**

CVTC MDSN NTC NWTC WWTC WITC

**Tool And Die Making (32-439-1)**

CVTC MILW WCTC

**Production Agriculture (4 credits)- DEC 2012**

**Agriculture/Outdoor Power Equipment (10-003-2)**

FVTC

**Agri-Business/Science Technology (10-006-2)**

FVTC SWTC WWTC

**Agri-Science Technician (10-006-3)**

CVTC

**Farm Operation (31-080-4)**

FVTC MSTC

**Tourism (9 credits)- DEC 2011**

**Hotel/Hospitality Management (10-109-1)**

GTC MILW

**Hotel & Restaurant Management (10-109-2)**

CVTC FVTC MDSN NWTC WCTC

**Recreation Services (10-109-4)**

MDSN

**Travel Services (10-109-5)**

MILW

# Steps to LOCAL Work-Based Learning Connections

## WTCS-YA Credit Articulation Recommendations

### APPENDIX C: YA Program Alignments

**ALL YA programs** align with components of the Knowledge and Skill statements (**CCKS**) of the applicable Career Cluster developed by the [States' Career Clusters Initiative](#). In addition to those standards, when applicable the following YA programs were also aligned with or used learning objectives from the applicable industry based certification programs or Wisconsin Technical College courses *where pertinent* in the YA curriculum. Appendix C of each YA Program Guide details recommended related technical instruction based on these alignments.

YA Program Career Cluster	Alignment
<b>Agriculture, Food, and Natural Resources</b>	CCKS CAERT (Center for Agricultural & Environmental Research & Training) 2010
<b>Architecture and Construction</b> [Drafting & Design – Architecture]	CCKS <b>TBD</b>
<b>Art, A/V Technology, and Communications</b> [Printing/Graphics]	CCKS <b>TBD</b>
<b>Finance</b>	CCKS
<b>Health Science</b>	CCKS CNA (Certified Nursing Assistant) 2006 Testing Requirements 15 WTCS 2007 State Aligned Courses <ul style="list-style-type: none"> <li>• <b>501-101</b> Medical Terminology</li> <li>• <b>501-104</b> Principles of Customer Service in Healthcare</li> <li>• <b>501-107</b> Introduction to Computing for Healthcare</li> <li>• <b>501-308</b> Pharmacology for Allied Health</li> <li>• <b>509-302</b> Human Body in Health and Disease</li> <li>• <b>509-307</b> Medical Office, Insurance, and Finance</li> <li>• <b>509-309</b> Medical Law, Ethics, and Professionalism</li> <li>• <b>513-110</b> Basic Lab Skills</li> <li>• <b>513-111</b> Phlebotomy</li> <li>• <b>513-113</b> QA/Laboratory Math</li> <li>• <b>530-172</b> Health Care Delivery Systems</li> <li>• <b>530-181</b> Intro to the Health Record</li> <li>• <b>530-182</b> Human Diseases for the Health Professions</li> <li>• <b>543-310</b> VIDEO CNA Program</li> <li>• <b>806-177</b> General Anatomy &amp; Physiology</li> </ul> Pharmacy Technician Certification Exam Knowledge and Skill Statements 2007

YA Program Career Cluster	Alignment
<b>Hospitality, Lodging, and Tourism</b>	CCKS ProStart 2008 AHLA (American Hotel & Lodging Association) Lodging Management Program 2008 17 2008 AHLA Certifications <ul style="list-style-type: none"> <li>• Restaurant Server</li> <li>• Room Service Attendant</li> <li>• Banquet Set-Up Employee</li> <li>• Kitchen Steward</li> <li>• Bus Person</li> <li>• Banquet Server</li> <li>• Front Desk Representative</li> <li>• Bell Attendant</li> <li>• Concierge</li> <li>• PBX Operator</li> <li>• Reservationist</li> <li>• Valet</li> <li>• Retail Cashier</li> <li>• Guestroom Attendant</li> <li>• Public Space Cleaner</li> <li>• Laundry Attendant</li> <li>• Maintenance Employee</li> </ul>
<b>Information Technology</b>	CCKS CISCO IT Essentials 2009 National K12 Business Education Standards for IT 2009
<b>Manufacturing</b> [Welding] [Drafting & Design – Mechanical Design]	CCKS Manufacturing Skills Standards Council (MSSC) Activities and Knowledge & Skill Statements 2007 Adult Apprenticeship- Machining 2007 <b>TBD</b>
<b>Science, Technology, Engineering, and Mathematics</b> [Biotech] [Drafting & Design – Engineering]	CCKS CAERT (Center for Agricultural & Environmental Research & Training) 2010- Biotech Units <b>TBD</b>
<b>Transportation, Distribution and Logistics</b>	CCKS NATEF 2008 Auto Technician Program AYES 2.0 Program 2008 NATEF 2009 Auto Collision Program

*TBD- Program yet to be developed*

# Steps to LOCAL Work-Based Learning Connections

## WTCS-YA Credit Articulation Recommendations

### APPENDIX D: DWD Requirements for state-wide YA Program Curriculum Development

It is recommended that new youth apprenticeship occupations meet the following criteria:

1. The industry/occupational cluster is a stable or growth industry in the state, which is in need of skilled workers, as demonstrated by labor market information and/or industry testimony.
2. The industry provides good jobs with sustainable wage levels.
3. There is a career ladder and/or advancement potential for entry level employees within the industry without extensive educational requirements.
4. Jobsites are available statewide for youth apprentices or there is significant regional concentration of employment opportunities.
5. Businesses within the industry are committed to assisting with program development and hiring youth apprentices.
6. Training provided by the youth apprenticeship program will result in higher entry level wages and/or opportunities within the industry upon program completion.
7. At least one or more of the following:
  - Industry-based curriculum is available which can be adopted or adapted for high school age youth.
  - Technical college curriculum is available which can be adopted or adapted for high school youth, and which will teach the required competencies.
  - National or state industry skill standards are available on which curriculum can be based.
  - Funding is available from public or private sources to develop the curriculum.
  - Adult Apprenticeship curriculum is available

## **Development Process Youth Apprenticeship Curriculum Materials:**

### **Process to Develop New Areas**

- 1. Research selected industry/occupation**
  - Address 1-7 criteria for approving
  - Check national skill standards
  - Research classroom resources for instruction: high school, technical college, business
- 2. Develop/organize advisory group – Include all stakeholders**
  - Youth Apprenticeship Coordinators
  - Business
  - Employer Associations
  - Technical College Advisory Groups
  - Technical College Instructors
  - High School Instructors
- 3. Develop list of specific competencies**
  - Input from advisory group
  - Gather and review technical college course outcome summaries
  - Use national skill standards, as appropriate
  - Align with state recognized Career Pathways
  - Review any industry curriculum available

### **Required Components**

- 1. Skill Standards and Checklist**
  - List of competencies to be performed at the worksite
  - List of core abilities to be demonstrated at the worksite
  - List of safety procedures to be demonstrated at work site
- 2. Curriculum Overview**
  - Overview of curriculum for instructors, employers and YA Coordinators
  - Short description of each course
  - Child Labor rules that apply
  - Related instruction outcome summary for each course
- 3. Related Instruction Outcome Summary (Level 5)**
  - Recommended related instruction/courses
    1. Technical College
    2. Industry
    3. High School
  - Minimum requirement of instructional hours
  - Recommended prerequisites
  - Recommended textbooks and/or resource materials and ordering information
  - List of competencies/standards
  - Method of evaluation for both classroom and worksite performance

**Steps to LOCAL Work-Based Learning  
Connections  
WTCS-YA Credit Articulation Recommendations**

**APPENDIX E:  
Original Memorandum of Understanding for  
Advanced Standing Credits**

*Wisconsin Board of Vocational, Technical and Adult Education*

313 Price Place      P.O. Box 7874      Madison, WI 53707      608-266-1707



Dwight A. York  
State Director

**MEMORANDUM**

*Jye*

DATE: November 23, 1993

TO: Secretary James Klauser, DOA  
Secretary Carol Skornicka, DIIIR  
Superintendent John Benson, DPI

FROM: Dwight A. York *D.A. York*

SUBJECT: Advanced Standing - WTCS Programs/Youth Apprentices Programs

I am pleased to enclose a draft of the guide that will be used by our technical colleges in making any advanced standing decisions for youth apprentice programs. The guide will be finalized after the WTCS Instructional Service Administrators have completed their review.

I also want to report that the five colleges with associate degree printing programs have met and reviewed the Printing Youth Apprentices curriculum. They concur that each high school student completing the two year apprenticeship will be awarded 12 college credits should he/she decide to continue their studies in printing technology. I will make an announcement as soon as all five colleges have formally acknowledged the agreement.

The WTCS banking program staff members have also begun their review of the youth apprentice curriculum. They will probably reach consensus on the number of comparable competencies after the writing has been completed and the full curriculum is ready for review.

All of this activity has been further enhanced by a decision made recently by the directors/presidents of the technical colleges. They agreed that:

"All technical colleges will recognize 'advanced standing agreements' made between a high school and a single Wisconsin technical college for the purpose of granting advanced standing for comparable courses when requested at another technical college."

These activities have been undertaken to underline the sincerity of our participation in School-to-Work activities and to enhance the opportunities available to high school youth in this State. We also want to assure the 'portability' of educational experience for youth and adults in Wisconsin.

DAY:JGF  
104/F:MOS/ADVSTND1.YAP  
Enclosure

cc: Orlando Canlo, IRM  
Wade Dyke, Office of Workforce Excellence  
Pauline Nikolay, DPT  
Ed Chin, WBVIAR  
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RECOGNITION OF ADVANCED STANDING  
WISCONSIN YOUTH APPRENTICE PROGRAM  
AND  
WISCONSIN TECHNICAL COLLEGE PROGRAM

Basis for advanced standing decisions:

1. Agreements for advanced standing will be established statewide for associate degree technical college programs that are directly related (occupation specific) to an approved youth apprentice program.
2. Agreements for advanced standing will be established statewide on a program-to-program basis.
3. A number of advanced standing credits to be awarded statewide will be reached through consensus with all technical colleges offering the program.
4. Associate degree program courses appropriate for inclusion in an advanced standing agreement include occupational-specific, occupational-related, and elective courses.
5. A meeting to reach consensus on the comparability of competencies in a youth apprentice program and a technical college program will be scheduled after the youth apprentice curriculum has been completed and is available for review. The meeting will be facilitated by WBVTAE staff.
6. Each college will verify the agreement and authorize dissemination of information about the advanced standing credit award.
7. Each college will identify the specific courses in their program to which the statewide established number of credits will apply.
8. Advanced standing will be awarded only after a high school student has completed the approved youth apprentice program and received a certification of competency from DILHR.
9. A technical college applicant will receive advanced standing upon application to the associate degree program. Program application must occur within two (2) years of completing the apprentice program.

10. Advanced standing credit will be awarded upon application to a technical college program. Testing or assessment to verify the applicant's competence will not be required.
11. Statewide youth apprentice advanced standing credit agreement will not invalidate other articulation agreements a college may have with a high school for an equivalent course.

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