



# Monthly School Board Standing Committee Meetings

November 13, 2018

**6:15 P.M. Planning/Facilities/Equipment**

**6:30 P.M. Audit/Budget/Finance**

**6:45 P.M. Curriculum/Program**

Please Note: Committee meetings may start early if preceding meeting adjourns early.

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<b><u>I. PLANNING/FACILITIES/EQUIPMENT - 6:15 P.M.</u></b>	
A. Bradford Planetarium	4
B. Information Items	
1. Capital Project Update	13
C. Future Agenda Items	
1. To be determined	
D. Adjournment	
<b><u>II. AUDIT/BUDGET/FINANCE - 6:30 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Information Items	
1. Monthly Financial Statements	15
2. Summary of Grant Activity	32
3. Cash and Investment Quarterly Report	33
B. Future Agenda Items	
1. To be determined	
C. Adjournment	
<b><u>III. CURRICULUM/PROGRAM - 6:45 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. New Course and Course Drop Proposals: Science	34
B. Proposed Program Changes to the Certified Nursing Assistant Program	38
C. Course Change Proposals: Youth Apprenticeship	47
D. Course Change Proposals: Family and Consumer Science	207
E. Course Change Proposal: Indian Trail Business Academy	217
F. New Course Proposals: Career and Technical Education	219
G. Proposal to Restructure High School Social Studies Course Scope and Sequence	242

H. Proposal to Change to Fifth Grade Instrumental Start for Band and Orchestra	295
I. Information Item	
1. Talent Development Program Update	326
J. Future Agenda Items	
1. To be determined	
K. Adjournment	

PLEASE NOTE: The November Personnel/Policy Committee Meeting has been canceled.

**There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.**



KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 13, 2018  
Planning, Facilities & Equipment Committee

**BRADFORD PLANETARIUM**

**Background:**

At the April 25, 2016, School Board meeting, the Board approved a proposal to implement a Phase 2 series of energy efficiency projects using the energy revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation. Furthermore, the Board approved an Initial Resolution on May 10, held a Public Hearing on the projects on May 24, and formally approved the selection of the performance contractors on June 28, 2016. The last of the three projects in Phase 2 is at Bradford High School. Design work for Bradford began during the winter break and we had the 50% design review effort the week of May 21<sup>st</sup>. We are planning on bidding the construction work out in late fall-early winter similar to the timeframe we bid out the Tremper project this past year.

Normally design details are not brought before the Planning, Facilities, Equipment (PFE) Committee or the School Board; however we felt that there was an item that we should notify the Board of in advance in case there were any concerns related to our plans. This item is whether to demolish the old planetarium or spend the funds necessary to refurbish the space. Our current plans are to demolish the planetarium as part of the project based on the cost to renovate and the lack of use of the space; however, we have held off on developing detailed plans until we could provide Board members this update. The design details for demolition and refurbishment are very different, so this is something that we need to provide direction to the architects and engineers as soon as possible, preferably before the end of June.

The planetarium (Picture 1) was something constructed by the State when the building was part of the UW system in the 1960's. It is not a space that KUSD would ever include in a building design. Over the years the planetarium has been used in different ways, from part of the high school curriculum at Bradford to a field trip destination as part of elementary school science. From 1999-2011, the planetarium was visited by 4<sup>th</sup> grade classrooms and there was a part-time instructional position assigned to the planetarium to support this use. In the spring of 2011, a \$167,000 upgrade was performed by the science department to purchase a new projection system, computer hardware and software, and training. That following year the planetarium was not used at all by the district. During the 2012-13 school year an effort was made to increase the use of the space; however only 2 open houses and 9 presentations were made in the space. Here is a summary on the number of uses annually since the part-time position was eliminated in 2011:

- 2011-12                      0

- 2012-13            11
- 2013-14            0
- 2014-15            0
- 2015-16            16
- 2016-17            8
- 2017-18            School estimates that it is under 10

As the design team started developing the scope for the energy project, our assumption was that we would refurbish the space, not unlike we are doing on the rest of the school. As part of the 50% design review, we included a budget evaluation component to see how the design efforts were tracking versus the original cost estimate for the project. One line item that jumped at us was the planetarium refurbishment estimate of \$92,500. In addition, the roof of the planetarium was not included in the scope because it is leak-tight. The roof; however is a brown aluminized metal and if left untouched would be the only brown metal left on the exterior of the west, north and south sides of the school. Painting the aluminized roof would create either a regular maintenance issue or a potential peeling eyesore, so the most likely solution would be to clad the roof in a metal that would match the metal planned for the upper gymnasium. This would add \$37,500 to the cost for refurbishment bringing the total to approximately \$130,000. The refurbishment scope of work includes the following:

- Metal flashing replacement and tuck-pointing of the masonry exterior (Picture 2)
- Window replacement (Picture 3)
- Ceiling and lighting replacement (Picture 4)
- HVAC replacement (Picture 5)
- Carpet replacement (Picture 6)

Spending a \$130,000 to refurbish a space that is minimally used is not something to be taken lightly; therefore, we asked the engineers to look at what the cost would be to demolish the space in lieu of renovation. The cost for demolition and restoration of the grounds would be \$60,000. In addition, we would save anywhere between \$500 and \$1,100 in annual operating costs related to the planetarium. Based on the cost savings (summarized in the table below) to demolish the space versus renovation, and the lack of use of the space the past seven years, our plans are to demolish the planetarium unless otherwise directed by the School Board.

	<b>Renovation Option</b>	<b>Demolition Option</b>
Construction Cost	\$130,000	\$60,000
Annual Operating Cost	\$500 - \$1,100	\$0

With the concurrence of the School Board during agenda review meetings in June 2018 (see Attachment A), we moved forward with the design of the Bradford energy efficiency project including the demolition of the planetarium. As of late October, the project design was approximately 90-95% complete, and is slated for final completion in mid-November. A play was held inside the Bradford planetarium in October and that spurred a group of people to urge KUSD to not demolish the planetarium. It was decided to reopen this issue and bring it to a formal vote by the School Board at the November 27, 2018 meeting.

In light of the fact that the project schedule and even more so the project budget hinges strongly to having the competitive bid process take place in 2018 and not early 2019, and that the design of the west side of the school was complete, we were forced to design a full alternate that included keeping and restoring the planetarium. That additional design effort came at a cost of \$22,000 which will have to be absorbed by the project budget at the expense of something else. The bid package that is being issued in late November will include two alternatives for the planetarium: demolition and refurbishment with bidders required to provide separate costs for the two alternatives for KUSD to select based on the final decision of the School Board.

The cost estimates provided in June and summarized above remain valid today according to our architectural and engineering design team.

**Recommendation:**

Administration is seeking input from the Planning, Facilities & Equipment Committee regarding the Bradford planetarium. It is recommended that this report and committee input/recommendation be forwarded to the School Board for their consideration at the November 27, 2018, regular School Board meeting.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

June 11, 2018

**BRADFORD PROJECT UPDATE - PLANETARIUM**

**Background:**

At the April 25, 2016, School Board meeting, the Board approved a proposal to implement a Phase 2 series of energy efficiency projects using the energy revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation. Furthermore, the Board approved an Initial Resolution on May 10, held a Public Hearing on the projects on May 24, and formally approved the selection of the performance contractors on June 28, 2016. The last of the three projects in Phase 2 is at Bradford High School. Design work for Bradford began during the winter break and we had the 50% design review effort the week of May 21<sup>st</sup>. We are planning on bidding the construction work out in late fall-early winter similar to the timeframe we bid out the Tremper project this past year.

Normally design details are not brought before the Planning, Facilities, Equipment (PFE) Committee or the School Board; however we felt that there was an item that we should notify the Board of in advance in case there were any concerns related to our plans. This item is whether to demolish the old planetarium or spend the funds necessary to refurbish the space. Our current plans are to demolish the planetarium as part of the project based on the cost to renovate and the lack of use of the space; however, we have held off on developing detailed plans until we could provide Board members this update. The design details for demolition and refurbishment are very different, so this is something that we need to provide direction to the architects and engineers as soon as possible, preferably before the end of June.

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space. Here is a summary on the number of uses annually since the part-time position was eliminated in 2011:

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would be to demolish the space in lieu of renovation. The cost for demolition and restoration of the grounds would be \$60,000. In addition, we would save anywhere between \$500 and \$1,100 in annual operating costs related to the planetarium. Based on the cost savings to demolish the space versus renovation, and the lack of use of the space the past seven years, our plans are to demolish the planetarium unless we hear differently today. Once the decision is finalized, we will update the PFE Committee as part of the monthly construction informational report.

This is an informational report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 13, 2018  
Planning/Facilities/Equipment Standing Committee

**CAPITAL PROJECT UPDATE**

**Energy Efficiency Projects:**

At the April 25, 2016, School Board meeting, the Board approved a proposal to implement a Phase 2 series of energy efficiency projects using the energy revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation. Furthermore, the Board approved an Initial Resolution on May 10, held a Public Hearing on the projects on May 24, and formally approved the selection of the performance contractors on June 28, 2016.

**Highlights This Month:**

Bullen & Lance:

These projects are nearing completion with the focus being to close out the open punch list walkthrough items at both schools. In addition, we are fine tuning the heating systems now that we have the boilers running again for the winter and finishing up the HVAC control system work. We are performing much of the work after hours and on days with no students in the building. A handful of tasks will be performed over winter break, and one final item related to the main entrance at Bullen will be completed next summer.

Tremper:

There is still a great deal of construction activity even with school in session. Some of the larger tasks include: installation of the metal panels on the two new additions, flashing and trim work on the roof, insulating ductwork and piping, HVAC control system work, and work within the boiler room and other mechanical rooms. Another big item taking place this fall and early winter is the conversion of an old space in the technical education wing into the new culinary lab. That work is progressing very quickly with all infrastructure rough-ins complete, and the construction of all of the walls. Drywall taping and painting are the next steps on the construction schedule for the culinary room. Planning for the spring/summer work scope is in full swing. The focus of the 2019 work is on the west end of the classroom wing of the school.

### Bradford:

Design work for Bradford continues, and is very near completion. We are approximately 90% complete with the construction documents, and are focused on putting the project out to bid in late November. Bids will be received on December 20, 2018, and contractor selection will take place the following day. We continue to have a team of engineers and contractors evaluating the project budget versus the latest set of plans and specifications to ensure that our design remains in line with the available budget in light of the construction market cost increases in Wisconsin and across the country. A number of key equipment items are expected to see dramatic price increases in early 2019 because of the price of aluminum and steel, so we plan on expediting orders over the holidays to obtain the best possible pricing. Smaller construction activities will begin in early 2019, and major work will start over the 2019 spring break.

### **School Security Projects:**

On June 1, 2018, KUSD was awarded \$888,788 from the State of Wisconsin Department of Justice to implement school security related improvements and training programs. The grant period runs through the end of May, 2019. An additional \$1,194,499 was awarded at the end of September with that grant period running through the end of August, 2020. The majority of the initial grant work has been completed or is nearing completion. Equipment for several projects associated with the second grant is in the process of being competitively bid out and ordered, and work will begin later this fall. Some of the projects such as the rekeying of several older schools, and the construction of secured entrances at a number of schools are larger projects that will take place over the length of the grant period.

This is an informational report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

Kenosha Unified School District  
Kenosha, Wisconsin

November 13, 2018  
Audit/Budget/Finance Standing Committee

**Monthly Financial Statement Highlights (As of 9/30/2018)**

As requested by committee members, the KUSD Finance Department is providing a brief cover report with notable highlights to accompany the standard monthly financial statements.

**Revenues:**

- General State Aid (Equalization Aid = \$149.9 MM): Expected 14.81%, Actual 14.82%
- Categorical Aid (\$654/pupil = \$13.9 MM): Expected 0%, Actual 0%
- State High Poverty Aid (\$1.7 MM): Expected 0%, Actual 0%
- State Aid for Personal Property (\$1.65 MM): Expected 0%, Actual 0%
- Tax Levy Collections (\$88.4 MM): Expected 0%, Actual 0%

**Expenses (includes operating funds 10 and 27 only):**

- Salaries
  - District Funded
    - Teachers (Budget \$103,362,000): Expected 9.7 %, Actual 10.13%
    - Administration (Budget \$13,977,000): Expected 23.1%, Actual 22.90%
  - Grant Funded
    - Teachers (Budget \$3,353,000): Expected 9.7%, Actual 9.52%
    - Administration (Budget \$572,000): Expected 23.1% Actual 22.96%
- Benefits
  - District Funded
    - Health (Budget \$44,078,000): Expected 5%, Actual 4.85%
    - Dental (Budget \$2,486,000): Expected 5%, Actual 4.88%
  - Grant Funded
    - Health (Budget \$2,115,000): Expected 5%, Actual 4.49%
    - Dental (Budget \$90,000): Expected 5%, Actual 5.40%

**Notable Items:**

- The first equalization aid payment was made on September 17, 2018.
- The General State Aid of \$149.9 MM is the final aid certification finalized on October 15, 2018.
- State Aid for Personal Property in the amount of \$1.65 MM is new for 2018-19. This new aid provided a direct reduction in the tax levy.
- The Tax Levy amount of \$88.4 MM is the final amount set by the Board of Education along with the adopted budget on October 23, 2018.

**Administrative Recommendation**

Administration requests that the Audit/Budget/Finance Standing Committee review and accept the attached reports.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Lisa M. Salo, CPA  
Accounting Manager

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 10 General Fund**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	55,315,858	55,315,858				49,045,390	49,045,390				
100 Operating Transfers In	137,395	0		137,395	0.00	250,996	0		250,996	0.00	131,865
200 Local revenues	75,360,968	1,212,130		74,148,838	1.61	75,955,584	1,075,238		74,880,347	1.42	76,434,882
300 Interdistrict revenues	750,000	0		750,000	0.00	610,000	0		610,000	0.00	750,339
500 Intermediate revenues	27,000	0		27,000	0.00	22,500	0		22,500	0.00	0
600 State aid	171,872,500	22,380,875		149,491,625	13.02	164,430,579	22,858,413		141,572,166	13.90	164,570,004
700 Federal aid	10,262,819	19,202		10,243,617	0.19	11,826,198	6,039		11,820,159	0.05	9,564,033
900 Revenue adjustments	330,000	62,792		267,208	19.03	385,990	103,477		282,513	26.81	803,203
<b>Total Revenues</b>	<b>258,740,682</b>	<b>23,674,999</b>		<b>235,065,683</b>	<b>9.15</b>	<b>253,481,848</b>	<b>24,043,167</b>		<b>229,438,681</b>	<b>9.49</b>	<b>252,254,326</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	120,953,766	15,832,330		105,121,436	13.09	120,694,099	15,657,662	0	105,036,437	12.97	117,415,356
200 Benefits	61,243,264	4,529,411	1,350	56,712,503	7.40	58,393,023	4,380,558		54,012,465	7.50	59,106,555
300 Purchased Services	26,446,940	2,949,283	1,122,621	22,375,036	11.15	24,494,292	3,786,118	1,467,812	19,240,363	15.46	23,756,060
400 Supplies	13,276,058	4,791,044	1,297,492	7,187,521	36.09	14,481,062	3,018,430	2,186,982	9,275,650	20.84	12,533,253
500 Capital Outlay	785,184	125,714	194,609	464,861	16.01	1,431,578	230,400	54,772	1,146,405	16.09	1,074,938
600 Debt Services	560,000	111,267		448,733	19.87	430,443	74,529	0	355,914	17.31	542,795
700 Insurance	665,150	568,091		97,059	85.41	758,584	595,687	0	162,897	78.53	651,800
800 Operating Transfers Out	33,592,525	3,600,670		29,991,855	10.72	32,114,131	3,543,503		28,570,628	11.03	30,512,453
900 Other objects	1,217,796	84,591	19,804	1,113,401	6.95	684,635	93,253	11,943	579,439	13.62	390,648
<b>Total Expenditures</b>	<b>258,740,682</b>	<b>32,592,401</b>	<b>2,635,876</b>	<b>223,512,405</b>	<b>12.60</b>	<b>253,481,848</b>	<b>31,380,140</b>	<b>3,721,509</b>	<b>218,380,199</b>	<b>12.38</b>	<b>245,983,857</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-8,917,402</b>				<b>0</b>	<b>-7,336,973</b>				<b>6,270,468</b>
<b>Fund Balance - Ending</b>	<b>55,315,858</b>	<b>46,398,455</b>				<b>49,045,390</b>	<b>41,708,416</b>				<b>55,315,858</b>

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 21 Special Revenue Trust**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	70,387	70,387				157,679	157,679				
200 Local revenues	0	9,926		-9,926		162,568	116,339		46,228	71.56	295,406
<b>Total Revenues</b>	<b>0</b>	<b>9,926</b>		<b>-9,926</b>		<b>162,568</b>	<b>116,339</b>		<b>46,228</b>	<b>71.56</b>	<b>295,406</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	1,601		-1,601		0	0		0		9,518
200 Benefits	0	192		-192		0	0		0		1,208
300 Purchased Services	0	337		-337		0	35,519	1,045	-36,564		120,146
400 Supplies	82,251	579	445	81,227	0.70	272,964	11,756	3,785	257,423	4.31	69,018
500 Capital Outlay	0	0		0		0	151,666	17,392	-169,058		171,286
900 Other objects	-11,863	0		-11,863	0.00	0	3,501		-3,501		11,521
<b>Total Expenditures</b>	<b>70,387</b>	<b>2,709</b>	<b>445</b>	<b>67,234</b>	<b>3.85</b>	<b>272,964</b>	<b>202,442</b>	<b>22,222</b>	<b>48,300</b>	<b>74.16</b>	<b>382,698</b>
<b>Net Revenue/Expenses</b>	<b>-70,387</b>	<b>7,217</b>				<b>-110,396</b>	<b>-86,102</b>				<b>-87,291</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>77,604</b>				<b>47,283</b>	<b>71,577</b>				<b>70,387</b>

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 25 Head Start**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	2,129,760	0		2,129,760	0.00	2,076,583	0		2,076,583	0.00	2,075,551
<b>Total Revenues</b>	<b>2,129,760</b>	<b>0</b>		<b>2,129,760</b>	<b>0.00</b>	<b>2,076,583</b>	<b>0</b>		<b>2,076,583</b>	<b>0.00</b>	<b>2,075,551</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,059,621	130,575		929,047	12.32	956,027	119,000		837,027	12.45	920,292
200 Benefits	876,383	56,005		820,378	6.39	757,930	49,689		708,241	6.56	762,746
300 Purchased Services	28,448	9,359	1,058	18,031	32.90	212,828	12,976	1,000	198,852	6.10	288,897
400 Supplies	116,941	15,727	5,486	95,728	13.45	91,559	10,542	10,964	70,053	11.51	52,361
500 Capital Outlay	0	11,756		-11,756		8,000	0		8,000	0.00	5,795
800 Operating Transfers Out	46,050	0		46,050	0.00	47,084	0		47,084	0.00	42,304
900 Other objects	2,316	0		2,316	0.00	3,156	0		3,156	0.00	3,156
<b>Total Expenditures</b>	<b>2,129,760</b>	<b>223,422</b>	<b>6,544</b>	<b>1,899,794</b>	<b>10.49</b>	<b>2,076,583</b>	<b>192,206</b>	<b>11,964</b>	<b>1,872,413</b>	<b>9.26</b>	<b>2,075,551</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-223,422</b>				<b>0</b>	<b>-192,206</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-223,422</b>				<b>0</b>	<b>-192,206</b>				<b>0</b>



**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 27 Special Education**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	33,092,525	3,600,670		29,491,855	10.88	31,614,131	3,543,503		28,070,628	11.21	30,012,453
200 Local revenues	11,000	1,274		9,726	11.58	10,000	1,794		8,206	17.94	11,061
600 State aid	10,418,508	0		10,418,508	0.00	11,220,445	0		11,220,445	0.00	10,652,053
700 Federal aid	10,859,609	1,638		10,857,971	0.02	10,383,236	0		10,383,236	0.00	5,715,294
900 Revenue adjustments	0	0		0		0	0		0		150
<b>Total Revenues</b>	<b>54,381,642</b>	<b>3,603,582</b>		<b>50,778,060</b>	<b>6.63</b>	<b>53,227,812</b>	<b>3,545,297</b>		<b>49,682,515</b>	<b>6.66</b>	<b>46,391,011</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	29,139,725	2,897,694		26,242,031	9.94	28,664,017	2,843,858		25,820,159	9.92	27,220,716
200 Benefits	17,252,946	1,000,626		16,252,320	5.80	16,698,803	957,331		15,741,473	5.73	15,626,610
300 Purchased Services	2,946,494	145,541	764,034	2,036,919	4.94	4,636,003	133,709	757,608	3,744,686	2.88	3,125,031
400 Supplies	4,946,151	57,079	39,686	4,849,387	1.15	2,397,924	64,187	11,776	2,321,961	2.68	296,024
500 Capital Outlay	3,195	0		3,195	0.00	33,195	0		33,195	0.00	18,859
800 Operating Transfers Out	91,345	0		91,345	0.00	203,912	0		203,912	0.00	89,561
900 Other objects	1,785	1,035	719	31	57.98	593,958	2,598	129	591,231	0.44	14,210
<b>Total Expenditures</b>	<b>54,381,642</b>	<b>4,101,974</b>	<b>804,439</b>	<b>49,475,228</b>	<b>7.54</b>	<b>53,227,812</b>	<b>4,001,682</b>	<b>769,514</b>	<b>48,456,616</b>	<b>7.52</b>	<b>46,391,011</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-498,393</b>				<b>0</b>	<b>-456,385</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-498,393</b>				<b>0</b>	<b>-456,385</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 30-39 Debt Services Fund**

----- 2019 -----					----- 2018 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	4,158,036	4,158,036				4,644,244	4,644,244				
100 Operating Transfers In	500,000	0		500,000	0.00	500,000	0		500,000	0.00	504,170
200 Local revenues	14,192,584	21,146		14,171,438	0.15	15,706,579	12,212		15,694,367	0.08	15,792,977
900 Revenue adjustments	689,532	261,520		428,012	37.93	808,028	260,680		547,348	32.26	810,646
Total Revenues	15,382,116	282,666		15,099,450	1.84	17,014,607	272,892		16,741,715	1.60	17,107,794
----- 2019 -----											
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	15,622,413	1,153,513		14,468,901	7.38	17,589,834	1,153,513		16,436,322	6.56	17,589,832
800 Operating Transfers Out	0	0		0		0	0		0		4,170
Total Expenditures	15,622,413	1,153,513		14,468,901	7.38	17,589,834	1,153,513		16,436,322	6.56	17,594,002
Net Revenue/Expenses	-240,297	-870,847				-575,227	-880,620				-486,209
Fund Balance - Ending	3,917,739	3,287,189				4,069,017	3,763,624				4,158,036

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 40-49 Capital Project Fund**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	42,218,993	42,218,993				67,782,523	67,782,523				
200 Local revenues	330,000	221,303		108,697	67.06	401,000	162,747		238,253	40.59	711,240
900 Revenue adjustments	0	0		0		0	0		0		0
<b>Total Revenues</b>	<b>330,000</b>	<b>221,303</b>		<b>108,697</b>	<b>67.06</b>	<b>401,000</b>	<b>162,747</b>		<b>238,253</b>	<b>40.59</b>	<b>711,240</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	24,025		-24,025		0	22,766		-22,766		43,017
200 Benefits	0	3,404		-3,404		0	3,587		-3,587		6,333
300 Purchased Services	12,131,932	4,411,665	34,862,542	-27,142,275	36.36	22,486,721	10,891,647	43,000,322	-31,405,247	48.44	26,224,592
400 Supplies	0	0		0		0	618		-618		828
<b>Total Expenditures</b>	<b>12,131,932</b>	<b>4,439,093</b>	<b>34,862,542</b>	<b>-27,169,704</b>	<b>36.59</b>	<b>22,486,721</b>	<b>10,918,618</b>	<b>43,000,322</b>	<b>-31,432,219</b>	<b>48.56</b>	<b>26,274,769</b>
<b>Net Revenue/Expenses</b>	<b>-11,801,932</b>	<b>-4,217,791</b>				<b>-22,085,721</b>	<b>-10,755,871</b>				<b>-25,563,530</b>
<b>Fund Balance - Ending</b>	<b>30,417,061</b>	<b>38,001,202</b>				<b>45,696,802</b>	<b>57,026,651</b>				<b>42,218,993</b>

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 50 Food Service**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	3,353,903	3,353,903				3,169,813	3,169,813				
200 Local revenues	2,029,500	195,116		1,834,384	9.61	2,029,500	208,247		1,821,253	10.26	1,865,045
600 State aid	141,000	0		141,000	0.00	141,000	0		141,000	0.00	145,736
700 Federal aid	6,603,871	43,184		6,560,687	0.65	6,606,047	36,634		6,569,413	0.55	6,449,049
<b>Total Revenues</b>	<b>8,774,371</b>	<b>238,300</b>		<b>8,536,071</b>	<b>2.72</b>	<b>8,776,547</b>	<b>244,882</b>		<b>8,531,665</b>	<b>2.79</b>	<b>8,459,831</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,185,596	280,006		1,905,590	12.81	2,174,308	273,778		1,900,530	12.59	2,556,795
200 Benefits	798,324	71,905		726,419	9.01	798,324	71,003		727,321	8.89	953,909
300 Purchased Services	268,275	179,088	178,769	-89,581	66.76	268,275	26,838	73,727	167,710	10.00	209,963
400 Supplies	5,417,176	197,241	2,916,707	2,303,228	3.64	5,430,640	579,265	3,193,320	1,658,054	10.67	4,286,169
500 Capital Outlay	30,000	16,470	35,475	-21,945	54.90	30,000	46,772	86,127	-102,899	155.91	196,423
900 Other objects	75,000	8,879	157	65,964	11.84	75,000	8,908	491	65,601	11.88	72,481
<b>Total Expenditures</b>	<b>8,774,371</b>	<b>753,589</b>	<b>3,131,107</b>	<b>4,889,675</b>	<b>8.59</b>	<b>8,776,547</b>	<b>1,006,565</b>	<b>3,353,664</b>	<b>4,416,317</b>	<b>11.47</b>	<b>8,275,740</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-515,288</b>				<b>0</b>	<b>-761,684</b>				<b>184,090</b>
<b>Fund Balance - Ending</b>	<b>3,353,903</b>	<b>2,838,614</b>				<b>3,169,813</b>	<b>2,408,129</b>				<b>3,353,903</b>

# Budget to Actual Comparison Report by Fund Groups

2018 - 2019 Fund Summary Budget

For the Period Ended 9/30/2018

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## Fund 60 Student Activity Fund

----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
400 Supplies	0	-192,388	15,674	176,714		0	-204,335	28,724	175,611		0
<b>Total Expenditures</b>	<b>0</b>	<b>-192,388</b>	<b>15,674</b>	<b>176,714</b>		<b>0</b>	<b>-204,335</b>	<b>28,724</b>	<b>175,611</b>		<b>0</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>192,388</b>				<b>0</b>	<b>204,335</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>192,388</b>				<b>0</b>	<b>204,335</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 70-79 Trust Funds**

----- 2019 -----					----- 2018 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	26,989,823	26,989,823			22,077,567	22,077,567					
200 Local revenues	105,000	126,979	-21,979	120.93	105,000	51,632	53,368	49.17	286,946		
900 Revenue adjustments	10,385,000	129,909	10,255,091	1.25	10,385,000	112,416	10,272,584	1.08	11,380,326		
Total Revenues	10,490,000	256,888	10,233,112	2.45	10,490,000	164,048	10,325,952	1.56	11,667,273		
----- 2019 -----					----- 2018 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	1,340,968		-1,340,968		0	736,033		-736,033		0
300 Purchased Services	0	0		0		0	6,000		-6,000		0
900 Other objects	9,600,000	0		9,600,000	0.00	9,600,000	0		9,600,000	0.00	6,755,416
Total Expenditures	9,600,000	1,340,968		8,259,032	13.97	9,600,000	742,033		8,857,967	7.73	6,755,416
Net Revenue/Expenses	890,000	-1,084,080				890,000	-577,985				4,911,856
Fund Balance - Ending	27,879,823	25,905,743				22,967,567	21,499,582				26,989,823

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 81 Recreation Services Program**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	250,706	250,706				190,779	190,779				
200 Local revenues	530,000	5,397		524,603	1.02	530,000	5,320		524,680	1.00	569,120
<b>Total Revenues</b>	<b>530,000</b>	<b>5,397</b>		<b>524,603</b>	<b>1.02</b>	<b>530,000</b>	<b>5,320</b>		<b>524,680</b>	<b>1.00</b>	<b>569,120</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	344,590	79,177		265,413	22.98	320,974	76,112		244,862	23.71	279,433
200 Benefits	154,751	17,370		137,382	11.22	142,517	15,615		126,902	10.96	143,880
300 Purchased Services	38,346	5,032	7,701	25,614	13.12	53,200	7,679	9,838	35,683	14.43	33,448
400 Supplies	23,386	941	1,021	21,424	4.03	23,386	2,005	319	21,062	8.57	9,221
500 Capital Outlay	0	0		0		0	0		0		41,804
900 Other objects	4,000	0		4,000	0.00	4,000	0		4,000	0.00	1,408
<b>Total Expenditures</b>	<b>565,073</b>	<b>102,519</b>	<b>8,721</b>	<b>453,832</b>	<b>18.14</b>	<b>544,077</b>	<b>101,411</b>	<b>10,157</b>	<b>432,509</b>	<b>18.64</b>	<b>509,194</b>
<b>Net Revenue/Expenses</b>	<b>-35,073</b>	<b>-97,122</b>				<b>-14,077</b>	<b>-96,091</b>				<b>59,927</b>
<b>Fund Balance - Ending</b>	<b>215,633</b>	<b>153,584</b>				<b>176,703</b>	<b>94,688</b>				<b>250,706</b>

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 83 Community Services Program**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,519,370	2,519,370				2,543,921	2,543,921				
200 Local revenues	725,662	0		725,662	0.00	725,662	0		725,662	0.00	725,662
<b>Total Revenues</b>	<b>725,662</b>	<b>0</b>		<b>725,662</b>	<b>0.00</b>	<b>725,662</b>	<b>0</b>		<b>725,662</b>	<b>0.00</b>	<b>725,662</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	254,823	41,677		213,146	16.36	247,469	43,754		203,715	17.68	246,194
200 Benefits	139,105	12,006		127,099	8.63	131,533	11,867		119,667	9.02	130,605
300 Purchased Services	346,384	52,895	52,567	240,922	15.27	341,572	60,379	0	281,193	17.68	341,950
400 Supplies	30,605	1,377	6,163	23,064	4.50	35,416	6,211	10,392	18,813	17.54	31,465
500 Capital Outlay	138,338	0		138,338	0.00	138,338	0		138,338	0.00	0
<b>Total Expenditures</b>	<b>909,254</b>	<b>107,954</b>	<b>58,730</b>	<b>742,570</b>	<b>11.87</b>	<b>894,328</b>	<b>122,211</b>	<b>10,392</b>	<b>761,725</b>	<b>13.67</b>	<b>750,214</b>
<b>Net Revenue/Expenses</b>	<b>-183,592</b>	<b>-107,954</b>				<b>-168,666</b>	<b>-122,211</b>				<b>-24,552</b>
<b>Fund Balance - Ending</b>	<b>2,335,778</b>	<b>2,411,415</b>				<b>2,375,255</b>	<b>2,421,710</b>				<b>2,519,370</b>



**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 85 CLC After School Program**

----- 2019 -----						----- 2018 -----					
<b>Object</b>	<b>Budget</b>	<b>Actual</b>	<b>Encumbered</b>	<b>Balance</b>	<b>% Used</b>	<b>Budget</b>	<b>Actual</b>	<b>Encumbered</b>	<b>Balance</b>	<b>% Used</b>	<b>Fiscal</b>
300 Purchased Services	3,711	2,150	315	1,246	57.93	6,071	0		6,071	0.00	2,360
400 Supplies	0	0		0		0	0		0		0
<b>Total Expenditures</b>	<b>3,711</b>	<b>2,150</b>	<b>315</b>	<b>1,246</b>	<b>57.93</b>	<b>6,071</b>	<b>0</b>		<b>6,071</b>	<b>0.00</b>	<b>2,360</b>
<b>Net Revenue/Expenses</b>	<b>-3,711</b>	<b>-2,150</b>				<b>-6,071</b>	<b>0</b>				<b>-2,360</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>1,561</b>				<b>0</b>	<b>6,071</b>				<b>3,711</b>

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 86 KYPAC**

----- 2019 -----					----- 2018 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	4,104	4,104				5,291	5,291				
200 Local revenues	53,510	17,150		36,360	32.05	53,060	14,975		38,085	28.22	71,293
Total Revenues	53,510	17,150		36,360	32.05	53,060	14,975		38,085	28.22	71,293
----- 2019 -----					----- 2018 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	22,994	39,433		-16,439	171.49	22,994	36,896		-13,902	160.46	43,514
200 Benefits	9,147	3,610		5,537	39.46	9,147	4,385		4,762	47.94	5,127
300 Purchased Services	0	9,700		-9,700		0	5,435		-5,435		6,864
400 Supplies	21,369	27,248	0	-5,879	127.51	20,919	15,546	200	5,173	74.32	16,975
Total Expenditures	53,510	79,991	0	-26,481	149.49	53,060	62,262	200	-9,402	117.34	72,480
Net Revenue/Expenses	0	-62,841				0	-47,287				-1,187
Fund Balance - Ending	4,104	-58,737				5,291	-41,996				4,104

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 87 Marching Bands**

----- 2019 -----						----- 2018 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	314,327	314,327				248,527	248,527				
200 Local revenues	218,215	18,723		199,492	8.58	261,715	57,239		204,476	21.87	374,182
<b>Total Revenues</b>	<b>218,215</b>	<b>18,723</b>		<b>199,492</b>	<b>8.58</b>	<b>261,715</b>	<b>57,239</b>		<b>204,476</b>	<b>21.87</b>	<b>374,182</b>
----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	30,614	10,376		20,238	33.89	30,614	9,938		20,677	32.46	30,578
200 Benefits	3,689	1,254		2,435	33.98	3,689	1,139		2,550	30.87	3,499
300 Purchased Services	36,982	2,753	0	34,229	7.44	36,982	101,106	0	-64,124	273.39	162,906
400 Supplies	154,907	84,644	17,042	53,222	54.64	146,057	20,413	0	125,644	13.98	93,978
500 Capital Outlay	42,773	0		42,773	0.00	42,773	0		42,773	0.00	17,421
900 Other objects	1,600	0		1,600	0.00	1,600	0		1,600	0.00	0
<b>Total Expenditures</b>	<b>270,565</b>	<b>99,026</b>	<b>17,042</b>	<b>154,497</b>	<b>36.60</b>	<b>261,715</b>	<b>132,596</b>	<b>0</b>	<b>129,119</b>	<b>50.66</b>	<b>308,382</b>
<b>Net Revenue/Expenses</b>	<b>-52,350</b>	<b>-80,303</b>				<b>0</b>	<b>-75,357</b>				<b>65,800</b>
<b>Fund Balance - Ending</b>	<b>261,977</b>	<b>234,024</b>				<b>248,527</b>	<b>173,171</b>				<b>314,327</b>

**Budget to Actual Comparison Report by Fund Groups****2018 - 2019 Fund Summary Budget**

For the Period Ended 9/30/2018

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**Fund 88 Summer Classics**

----- 2019 -----					----- 2018 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	32,702	32,702				17,000	17,000				
200 Local revenues	17,000	0		17,000	0.00	17,000	0		17,000	0.00	17,000
Total Revenues	17,000	0		17,000	0.00	17,000	0		17,000	0.00	17,000
----- 2019 -----					----- 2018 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	17,000	0		17,000	0.00	17,000	0		17,000	0.00	1,125
200 Benefits	0	0		0		0	0		0		173
400 Supplies	0	300		-300		0	0		0		0
Total Expenditures	17,000	300		16,700	1.76	17,000	0		17,000	0.00	1,298
Net Revenue/Expenses	0	-300				0	0				15,702
Fund Balance - Ending	32,702	32,402				17,000	17,000				32,702

# Kenosha Unified School District No 1

## Budget to Actual Comparison Report

2018 - 2019 District Summary Budget

For the Period Ended 9/30/2018

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### All Funds

----- 2019 -----						----- 2018 -----				
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	135,231,920	135,231,920				149,888,806	149,888,806			
100 Operating Transfers In	33,729,920	3,600,670	30,129,250	10.68		32,365,127	3,543,503	28,821,624	10.95	30,648,488
200 Local revenues	93,573,439	1,829,143	91,744,297	1.95		95,957,668	1,705,744	94,251,925	1.78	97,154,814
300 Interdistrict revenues	750,000	0	750,000	0.00		610,000	0	610,000	0.00	750,339
500 Intermediate revenues	27,000	0	27,000	0.00		22,500	0	22,500	0.00	0
600 State aid	182,432,008	22,380,875	160,051,133	12.27		175,792,024	22,858,413	152,933,611	13.00	175,367,794
700 Federal aid	29,856,059	64,024	29,792,036	0.21		30,892,064	42,674	30,849,390	0.14	23,803,927
900 Revenue adjustments	11,404,532	454,221	10,950,311	3.98		11,579,018	476,573	11,102,445	4.12	12,994,326
<b>Total Revenues</b>	<b>351,772,958</b>	<b>28,328,932</b>	<b>323,444,026</b>	<b>8.05</b>		<b>347,218,402</b>	<b>28,626,906</b>	<b>318,591,496</b>	<b>8.24</b>	<b>340,719,687</b>

----- 2019 -----						----- 2018 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	154,008,729	19,336,892		134,671,836	12.56	153,127,503	19,083,764	0	134,043,738	12.46	148,766,538
200 Benefits	80,477,609	7,036,749	1,350	73,439,510	8.74	76,934,966	6,231,206		70,703,760	8.10	76,740,644
300 Purchased Services	42,247,512	7,767,802	36,989,607	-2,509,897	18.39	52,535,944	15,067,406	45,311,352	-7,842,814	28.68	54,272,217
400 Supplies	24,068,844	4,983,793	4,299,716	14,785,334	20.71	22,899,926	3,524,639	5,446,462	13,928,825	15.39	17,389,293
500 Capital Outlay	999,490	153,940	230,083	615,467	15.40	1,683,884	428,839	158,291	1,096,754	25.47	1,526,526
600 Debt Services	16,182,413	1,264,780		14,917,634	7.82	18,020,277	1,228,042	0	16,792,236	6.81	18,132,626
700 Insurance	665,150	568,091		97,059	85.41	758,584	595,687	0	162,897	78.53	651,800
800 Operating Transfers Out	33,729,920	3,600,670		30,129,250	10.68	32,365,127	3,543,503		28,821,624	10.95	30,648,488
900 Other objects	10,890,633	94,505	20,680	10,775,449	0.87	10,962,349	108,259	12,563	10,841,527	0.99	7,248,841
<b>Total Expenditures</b>	<b>363,270,300</b>	<b>44,807,222</b>	<b>41,541,437</b>	<b>276,921,642</b>	<b>12.33</b>	<b>369,288,560</b>	<b>49,811,344</b>	<b>50,928,668</b>	<b>268,548,548</b>	<b>13.49</b>	<b>355,376,973</b>
<b>Net Revenue/Expenses</b>	<b>-11,497,342</b>	<b>-16,478,290</b>				<b>-22,070,158</b>	<b>-21,184,438</b>				<b>-14,657,286</b>
<b>Fund Balance - Ending</b>	<b>123,734,578</b>	<b>118,753,630</b>				<b>127,818,648</b>	<b>128,704,367</b>				<b>135,231,920</b>

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Kenosha Unified School District  
Summary of Grant Activity  
As of September 30, 2018

		2017-2018		2018-2019		FY 2018 - FY 2019
PROJECT NUMBER	GRANT TITLE	BUDGET	ACTUAL AS OF 06/30/2018	BUDGET *	ACTUAL AS OF 09/30/2018	CHANGE IN BUDGET
140	ESEA TITLE I-D NEGLECTED/DELINQUENT	\$31,406	\$30,292	\$31,566	\$5,358	\$160
141	ESEA TITLE I-A	\$7,232,338	\$5,915,796	\$6,053,019	\$772,006	(\$1,179,319)
145	ESEA TITLE I-A FOCUS SCHOOLS	\$84,000	\$49,315	\$0	\$0	(\$84,000)
154	ACADEMIC PARENT TEACHER TEAM-COHORT 2-EBSOLA-CA	\$7,000	\$7,000	\$0	\$0	(\$7,000)
335	HOMELESS CHILDREN	\$50,000	\$47,025	\$50,000	\$6,267	\$0
341	IDEA FLOWTHROUGH	\$8,831,387	\$3,773,561	\$9,044,650	\$478,821	\$213,262
345	IDEA EARLY INTERVENTION SERVICES	\$719,090	\$635,078	\$744,902	\$67,762	\$25,811
347	IDEA PRESCHOOL ENTITLEMENT	\$191,848	\$187,861	\$179,959	\$10,618	(\$11,889)
376/594	USDA FRESH FRUIT AND VEGETABLE PROGRAM	\$218,047	\$183,923	\$20,680	\$0	(\$197,367)
381	ESEA TITLE IV-A STUDENT SUPPORT & ACADEMIC ENRICHMENT	\$67,650	\$45,498	\$388,523	\$241	\$320,873
391	ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	\$369,834	\$273,570	\$279,932	\$83,160	(\$89,902)
430	CARL PERKINS	\$235,593	\$228,728	\$258,890	\$28,756	\$23,297
601/611	HEAD START - FEDERAL PROGRAM	\$2,076,583	\$2,075,551	\$2,129,760	\$213,422	\$53,177
604	ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	\$1,110,029	\$786,187	\$927,988	\$157,029	(\$182,041)
623	21ST CENTURY LEARNING CENTER	\$57,414	\$44,305	\$50,000	\$1,177	(\$7,414)
	<b>TOTAL FEDERAL FUNDED GRANTS</b>	<b>\$21,282,220</b>	<b>\$14,283,691</b>	<b>\$20,159,868</b>	<b>\$1,824,616</b>	<b>(\$1,122,352)</b>
297	SCHOOL BASED MENTAL HEALTH SERVICES	\$0	\$0	\$52,195	\$0	\$52,195
387	PEER REVIEW AND MENTORING	\$0	\$0	\$17,878	\$8,734	\$17,878
395	AODA	\$25,000	\$21,048	\$25,000	\$12,688	\$0
399	HEAD START - WISCONSIN STATE PROGRAM	\$335,954	\$329,524	\$336,005	\$44,165	\$51
451	TRANSITION READINESS	\$0	\$0	\$32,000	\$2,182	\$32,000
583	EDUCATOR EFFECTIVENESS	\$134,000	\$133,562	\$135,120	\$129	\$1,120
614	YOUTH APPRENTICESHIP PROGRAM	\$22,500	\$6,630	\$27,000	\$2,844	\$4,500
615	ADVANCED MANUFACTURING TECHNICAL EDUCATION EQUIPMENT	\$0	\$0	\$50,000	\$0	\$50,000
	DOJ SCHOOL SAFETY GRANT	\$1,120	\$1,120	\$2,082,167	\$610,082	\$2,081,047
	<b>TOTAL STATE FUNDED GRANTS</b>	<b>\$518,574</b>	<b>\$491,883</b>	<b>\$2,757,365</b>	<b>\$680,824</b>	<b>\$2,238,791</b>
750	DONATIONS AND EFK GRANTS	\$244,667	\$173,581	\$13,575	\$16,701	(\$231,092)
751	MINI-GRANTS	\$299,082	\$184,557	\$111,650	\$20,682	(\$187,432)
	<b>TOTAL DONATIONS / MINI-GRANTS</b>	<b>\$543,749</b>	<b>\$358,138</b>	<b>\$125,225</b>	<b>\$37,383</b>	<b>(\$418,524)</b>
	<b>GRAND TOTAL FEDERAL AND STATE FUNDED GRANTS</b>	<b>\$21,800,794</b>	<b>\$14,775,575</b>	<b>\$22,917,233</b>	<b>\$2,505,440</b>	<b>\$1,116,439</b>

\* FY19 Budget Amounts may contain carryover from FY18.

Note: Additional details of the above grants can be obtained through contacting the KUSD Finance Department.

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**Kenosha Unified School District**  
**CASH AND INVESTMENT QUARTERLY REPORT**  
**As of September 30, 2018**

Financial Institution	Total Fiscal Year 2018 - 2019				Total Fiscal Year 2017 - 2018				Total Fiscal Year 2016 - 2017		
	Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate
<b>General (Funds 10, 20s, 50, &amp; 80s)</b>											
Johnson Bank Checking	\$ 4,924,343	\$ -	0.00%		\$ 3,648,263	\$ -	0.00%		\$ 4,031,254	\$ -	0.00%
Johnson Bank Repurchase Account	4,000,000	\$ 3,263.00	0.08%		4,000,000	3,593	0.09%		4,000,000	1,990	0.05%
Petty Cash Accounts	8,300	N/A	N/A		8,300	N/A	N/A		8,982	N/A	N/A
Local Government Investment Pool	1,029	5	(d)		1,024	14	(c)		1,010	5	(b)
Wisconsin Investment Series Coop	34,702,145	237,721	(a)		71,203,990	550,729			58,602,838	185,890	
	\$ 43,635,817	\$ 240,989			\$ 78,861,577	\$ 554,336			\$ 66,644,084	\$ 187,885	
<b>Debt Service (Fund 30s)</b>											
Local Government Investment Pool	\$ 147	\$ 1	(d)		\$ 146	\$ 2	(c)		\$ 144	\$ 1	(b)
Wisconsin Investment Series Coop	3,287,042	21,145	(a)		4,157,889	92,096			4,644,100	50,660	
	\$ 3,287,189	\$ 21,146			\$ 4,158,035	\$ 92,098			\$ 4,644,244	\$ 50,661	
<b>Capital Projects (Fund 40s)</b>											
Wisconsin Investment Series Coop	\$ 38,762,102	\$ 221,303	(a)		\$ 49,292,620	\$ 711,240			\$ 73,227,984	\$ 216,966	
<b>OPEB (Fund 73)</b>											
Wisconsin Investment Series Coop (CDO)	\$ 408,831	\$ 1,897	(a)		\$ 406,934	\$ 4,557			\$ 402,377	\$ 1,295	0.00%
Wisconsin Investment Series Coop	26,458,085	125,082	(a)		21,916,686	281,447			17,560,663	103,367	
	\$ 26,866,916	\$ 126,979			\$ 22,323,620	\$ 286,004			\$ 17,963,040	\$ 104,662	
<b>Total</b>	\$ 112,552,024	\$ 610,417			\$ 154,635,852	\$ 1,643,678			\$ 162,479,352	\$ 560,174	

\* This represents the interest recognized at this time. The interest earned from Certificates of Deposits will be recognized when the CD matures.

(a) Rate varies by fund and investment term. This also includes any market adjustments.

Current year rates (2018-19) are as follows:

WISC Cash Management Series 1.61% to 1.88%  
WISC Investment Series 1.95% to 2.04%  
WISC Long Term Duration Net market yield 2.50%; 1-year net total return 1.39%  
WISC Savings Deposit Accounts 1.90% to 1.97%

(b) LGIP interest rate ranges from .42% to .77%

(c) LGIP interest rate ranges from .77% to 1.88%

(d) LGIP interest rate ranges from 1.88% to 2.05%

N/A Not applicable

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**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**November 13, 2018**  
**Curriculum/Program Standing Committee Meeting**

**New Course and Course Drop Proposals: Science**

**Background**

The Medical Science Academy instructors at Indian Trail High School propose adding Microbiology to their course offerings and dropping Forensic Science. Microbiology is a course that aligns more closely with the content of the other Medical Science Academy Courses while filling a current gap in the curriculum. It will provide an introduction to content that will better prepare students for further study and careers in medical science related fields.

Since the adoption and implementation of new science standards, the content and investigative skills covered in the current Forensic Science course overlap with content in other Medical Science Academy courses making the course obsolete. The course change proposal is coming forward at this time as part of phase three of the curriculum review cycle for high school science elective courses.

**Courses**

Course	Action	School	Appendix
ITA Forensic Science	Drop	Indian Trail Medical Science Academy	A
Microbiology	Add	Indian Trail Medical Science Academy	B

**Recommendation**

Administration recommends that the School Board approve the proposals to drop Forensic Science and to add Microbiology to the course catalogue.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Ms. Christine Pratt  
Coordinator of Science



## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 6/13/2018 Administrator's Name: Christine Pratt

Department and School: Science: Indian Trail Medical Science Academy

Course Name: ITA Forensics

Request: ☐ New Course ☐ New Course Name ☐ Course Revision ☒ Remove Course

Credits: 0.5 Check if honors: ☐

Recommended Prerequisites (if any): NA

Rationale: This course will be replaced by a microbiology course. Since the adoption and implementation of new science standards, the content and investigative skills covered in ITA Forensic Science overlap with content in other Medical Science Academy courses making this course obsolete. Deleting it will make way for the microbiology course that is more closely aligned with the district science standards and the course/career pathways of the Medical Science Academy.

31T

Proposed Course Description: In three or four sentences, write a course overview.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

N/A

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 6-14-2018 Administrator's Name: Christine Pratt

Department and School: Med Sci Academy at Indian Trail High School and Academy

Course Name: Microbiology

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 Check if honors: ☐

Recommended Prerequisites (if any): None

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Microbiology is a course that aligns closely with the content of the other Medical Science Academy Courses while filling a current gap in the curriculum. The content of this course, while very important for students interested in a medical science field is not found in other science. It will provide an introduction to content that will better prepare students for further study and careers in medical science related fields.

**Proposed Course Description:** In three or four sentences, write a course overview.

This course is designed to build upon student investigations that began in grades K-8 and high school biology and chemistry and will be performance and laboratory based. It integrates the study of microbial physiology, ecology, and genetics with instruction focusing on the impact microorganisms have on health, agriculture, biotechnology and the environment. Areas of study include classification of microorganisms; cellular structure and function; metabolic diversity; microbial genetics; control of microbial growth; microbial ecology, biotechnology and applied microbiology; and host-microbe interactions. Careers related to medicine, health-care, research, food science and biotechnology should be emphasized throughout the curriculum. Real-life applications should be emphasized through case studies concerning diseases; epidemiology; food preparation and safety; and use of microbes in industry, agriculture, biotechnology and the environment.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

This course covers content that is above and beyond the Next Generation Science Standards. The course content aligns with HS\_LS1-1, LS1-2, LS1-3, LS1-4, LS2-3, LS2-5, LS2-7, LS3-2, LS4-2, LS4-4, HS-ETS1-1, ETS1-2

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Week 1: Cell Basics

Week 2-3: Lab Safety/Microscopy Techniques

Week 4: Careers in Microbiology

Week 5: Lab Techniques

Week 6-7: Bacterial Cell Growth and Reproduction

Week 8: Gram Positive and Gram Negative Classification  
 Week 9-10: Parasitology  
 Week 11-12: Virology  
 Week 13: Fermentation  
 Week 14: Food Safety  
 Week 15: Environmental Microbes  
 Week 16-17: Control of Microbial Growth and Antimicrobial Drugs  
 (2 weeks allowed for flexibility and/or major project)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

- |  |   |
|--|---|
| A. Teaching Staff: No Additional Costs                                     | D. Facilities/Space: No Additional Costs                                |
| B. Textbooks/Kits: \$11,000 Teaching and Learning budget                   | E. Professional Learning: Included in cost of textbook adoption (see B) |
| C. Supplementary: (\$2000 for equipment from Teaching and Learning budget) |   |

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**Curriculum/Program Committee**  
**November 13, 2018**

**Proposed Program Changes to the Certified Nursing Assistant Program**

**Background**

The Certified Nursing Assistant (CNA) program is designed for students with a desire to become Certified Nursing Assistants, to explore the nursing pathway or to become a healthcare professional other than nursing. This program was first offered to Kenosha Unified School District students in 2004 through Youth Options at Gateway Technical College. Initially Gateway reserved seats for high school students at their campus. As demand for the program increased Gateway no longer had the capacity to reserve spots for high school students. High school students had the option to register at Gateway for the CNA course, but Gateway students had priority in registering and most often the high school students were not able to obtain a spot. In order to provide this opportunity for high school students, a contract for service course was developed with Gateway. KUSD pays Gateway to provide a CNA instructor at the high schools and offer the course during the school day. Currently KUSD offers CNA through contract for service with Gateway at Indian Trail High School and Academy and Tremper High School.

In 2016 Gateway instructors began hosting a CNA meeting each semester for parents and students to review the program requirements. The Gateway instructors share the costs associated with the course and emphasize that this course is not intended to be an option for exploring the healthcare field and that students who do not plan to take the exam and work in the healthcare industry should not enroll in this course. Students who successfully complete the course have only one year to complete the exam. If this deadline is not met, the course must be retaken prior to registering for the exam. As demonstrated in the CNA Course History Chart below a minimal number of students enrolling in the CNA course

Academic requirements to enroll in the CNA course include: an ACT reading score of 15+ or an Accuplacer reading score of 237. The instructor completes the state test paperwork with each student before the class ends. The chart below includes the breakdown of expenses related to the course and identifies whether the district or the student is responsible for payment of these fees.

### CNA Course Costs

Item	KUSD Pays	Student Pays
Class Expense - \$462.66	x	
Workbook Fee - \$16.50		x
Background Check - \$50.00		x
Medical Document Manager- \$25.00		x
Uniform (scrubs, watch and shoes) Approximate cost: \$75-\$100		x
CNA Test - \$125.00 (fee waived until December 2020 through a Gateway Fast Forward grant)		x

The chart below includes data from 2014-15 through 2017-18 on the number of students from each high school who have completed the course and the state exam.

### CNA Course History 2014-2018

CNA 2014-15		
School	Number of Students Enrolled	Number of Students Passed Test
Bradford Students	11	4
Tremper Students	20	6
Indian Trail Students	40	10
Reuther Students	6	1
Lakeview Students	1	0
<b>Total</b>	<b>78</b>	<b>21</b>
Took Class at Tremper	25	
Took Class at Indian Trail	53	
CNA 2015-16		
School	Number of Students Enrolled	Number of Students Passed Test
Bradford Students	4	2
Tremper Students	16	5
Indian Trail Students	40	14
Reuther Students	6	0



Lakeview Students	0	0
Harborside Students	1	0
eSchool Students	1	1
<b>Total</b>	68	22
Took Class at Tremper	44	
Took Class at Indian Trail	24	
<b>CNA 2016-17</b>		
<b>School</b>	<b>Number of Students Enrolled</b>	<b>Number of Students Passed Test</b>
Bradford Students	12	5
Tremper Students	12	3
Indian Trail Students	43	13
Reuther Students	5	0
Lakeview Students	0	0
Harborside Students	3	0
<b>Total</b>	75	21
Took Class at Tremper	16	
Took Class at Indian Trail	59	
<b>CNA 2017-18</b>		
<b>School</b>	<b>Number of Students Enrolled</b>	<b>Number of Students Passed Test</b>
Bradford Students	9	2
Tremper Students	27	6
Indian Trail Students	36	19
Reuther Students	1	1
Harborside Students	4	2
<b>Total</b>	77	30
Took Class at Tremper	20	
Took Class at Indian Trail	57	

### **Rationale**

Currently the CNA course is offered at Indian Trail and Tremper High School and all KUSD high school students are eligible to enroll. Dedicated classroom space with a bathroom

and sink access are required for the classroom instruction. All equipment (hospital beds, full body mannequin, etc.) required for the classrooms were donated by the Kenosha County Long Term Care Work Alliance. It may be possible to obtain donated items for the Tremper classroom; however, the timeframe for availability of these items is unknown. In its current condition, the classroom at Tremper should no longer be used as a CNA classroom until the out-of-date equipment is replaced.

The intended outcome for students taking the course is obtaining state certification to become a nursing assistant. With only 25% of students enrolled in the CNA course taking the state exam this outcome is not being met. Staff members from Gateway Technical College and Kenosha Unified School District have provided the following feedback for reconfiguration of the existing CNA course in district high schools.

Stakeholder	Challenges with Current Program Structure
<b>Gateway Technical College – Julie Capelli, Nursing Assistant Program Director</b>	<p><b>Tremper High School</b></p> <ul style="list-style-type: none"> <li>Some of the equipment is out of date - approximately \$15K-\$25K to complete the essential updates.</li> <li>Tremper offers the course beginning at 7:17 am. It is challenging to find an instructor for this timeframe because the schedule only allows for two hours of instruction rather than four. Therefore, the instructor is committed to two hours of instruction for the length of a semester as opposed to one quarter with four hours per day of instruction.</li> <li>Clinical opportunities for students are limited due to the early AM course schedule.</li> <li>Students do not experience an entire bathing and feeding rotation in their clinical experience due to two-hour time frame. Instructors feel that the students do not get the full experience compared to other sections that are taught at Gateway.</li> </ul> <p><b>Purpose for course enrollment</b></p> <ul style="list-style-type: none"> <li>Students share that their “parents are making them” take the course and that they do not have an interest or plan to take the exam.</li> <li>Currently there are no prerequisites required to take this course and CNA is being viewed as an exploratory course.</li> <li>Students do not follow through and take the CNA exam.</li> </ul>

	<p><b>Schedule</b></p> <ul style="list-style-type: none"> <li>• The overall school year schedule is challenging due to testing, early release days, assemblies, snow days, etc.</li> </ul>
<b>KUSD - high school principals and counselors</b>	<p><b>Scheduling the Course</b></p> <ul style="list-style-type: none"> <li>• At Indian Trail students are scheduled for periods 6 and 7 for this first quarter course. These students have two open blocks of instructional time for the second quarter.</li> <li>• At Bradford and Reuther students must be released for periods 5, 6 and 7 to provide time for transportation to Indian Trail. These students have three open blocks of instructional time for the second quarter.</li> </ul> <p><b>Costs associated with the course</b></p> <ul style="list-style-type: none"> <li>• Students have shared that they are not able to take the test due to the exam fees</li> </ul> <p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>• Transportation for students at Reuther and Bradford to Indian Trail</li> </ul>

### **Proposed CNA Program Plan**

The proposed program updates will address the desired program outcomes of increasing course enrollment and increasing the number of students passing the exam as well as offering a solution to existing schedule and out-of-date equipment challenges. The updates include:

- Replace the Tremper CNA course with a summer course at Froedtert South Campus to provide students access to current equipment and an opportunity to experience the learning in an authentic setting. The course can be scheduled for four hours without impacting the school day schedule.
- Adjust the time CNA is offered at Indian Trail High School Academy from the last two periods of the school day to 3:30-7:30 so that students are not left with two or three open periods for one quarter. This change will also allow students at other district high schools to commute to Indian Trail at the end of the school day and not impact the school day schedule.
- Implement a prerequisite requirement for the CNA course to provide students an opportunity to explore the medical field to ensure that the CNA students have an interest

in the medical field and a strong desire to complete the exam. Prerequisite course options include:

- Medical Terminology
  - Exploring Health Occupations
  - Any course in the MedSci Academy
- Implement a formal application process that will include: three formal references, an essay and a completed application form to further ensure that students electing to enroll in this course are committed to earning their CNA license.
  - Students will be encouraged to enroll in CNA junior year so that they are able to participate in work-related experience senior year. After the exam is passed each student will work with the Youth Apprenticeship Specialist at their school to coordinate placement in a job.
  - Bus tokens for transportation to Froedtert and ITHSA will be provided through the Technical Incentive Grant for students receiving free or reduced lunch can receive bus tokens for students who need transportation assistance to Froedtert and ITA. That will be paid for through the Technical Incentive Grant.
  - The proposed summer schedule at Froedtert South Campus and the proposed school year schedule at Indian Trail High School Academy are in the chart below:

<b>Proposed Summer 2019 CNA Schedule</b> <b>(Students select <i>one</i> of two options below)</b> <b>Courses Offered at Froedtert South Campus</b>	
<b>Option 1</b>	<b>Option 2</b>
<p><b>Theory</b> 6/12-7/12 Monday - Thursday 4-8:00 pm</p> <p><b>Clinical</b> 7/16 - 8/2 Monday - Thursday 4-8:00 pm</p>	<p><b>Theory</b> 6/12-7/5 Monday - Thursday 7:35 am - 1:35 pm</p> <p><b>Clinical</b> 7/16 - 8/2 Tuesday - Thursday 7:30 - 11:30 am</p>

Proposed School Year 2019-2020 Schedule Courses offered at Indian Trail	
Quarter 1	Quarter 3
<u>Theory</u> 9/5-10/12 M-TH 3:30-7:30 <u>Clinical</u> 10/16-11/2 M-TH, 3:30-7:30.	<u>Theory</u> 1/22-2/22 M-Th 3:30-7:30 <u>Clinical</u> 2/26-3/20 M-TH, 3:30-7:30

- Information will be provided to school counselors regarding the recommended career pathway for students with an interest in healthcare career opportunities.

#### Healthcare Career Pathway

9th or 10th Grade	Exploring Health Careers
9th or 10th Grade	Medical Terminology
By March 1st of 10th Grade	Apply for C.N.A. Program
11th Grade	Nursing Assistant
12th Grade	Health Services Youth Apprenticeship

- As outlined in the communication timeline below the coordinator of career and technical education, Gateway CNA program personnel, high school principals and counselors have been exploring options to better serve our students interested in healthcare college and career pathways.

#### Communication Timeline

Date	Activity
Spring 2018	Gateway met with coordinator of career and technical education to share proposed CNA program change.
Spring 2018	Email communication with high school principals and counselors to explain proposed change and gain feedback.
November 2018	Proposed change brought to agenda review, standing committee and to the Board for approval

December 2018	Collaborate with Gateway to develop message for communication to high school principals and counselors as well as parents and students in English and Spanish
January 2019	Communication to all stakeholders in English and Spanish is completed prior to registration for 2019-2020 school year

### **Budget Impact**

The chart below will demonstrate that the proposed change is cost neutral. The annual cost to provide this course to students has varied from \$34,000 to \$37,000 over the past four years and actual costs are dependent on the actual student enrollment in the course.

<b>Existing CNA Program Cost</b>	
<b>Year</b>	<b>Approximate Cost</b>
2014-15	\$37,350.00
2015-16	\$35,550.00
2016-17	\$34,650.00
2017-18	\$35,574.00

While expenses remain cost neutral, ACT 59 will provide reimbursement to the district for each student who successfully completes the exam and is certified to become a CNA. This district reimbursement varies based on the number of requests statewide for reimbursement. Reimbursements have been as high as \$1000.00 per student, but can be as low as \$300. Nonetheless, if 60 KUSD students pass the exam the reimbursement to the district would range from \$18,000.00 to \$60,000.00. This funding could be used to reimburse students receiving free and reduced lunch for the CNA exam costs.

### **Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the proposal to eliminate the CNA course at Tremper High School and to change the start time for the CNA course from the school day to after school at Indian Trail High School and Academy to the full School Board for approval on November 27, 2018.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Cheryl Kothe  
Coordinator of Career and Technical Education

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 13, 2018  
Curriculum/Program Standing Committee**

**COURSE CHANGE PROPOSALS: YOUTH APPRENTICESHIP**

**Background**

Youth Apprenticeship is a program designed by the Wisconsin Department of Workforce Development for high school juniors and seniors who want hands-on learning in an occupation area at a worksite along with classroom instruction. This is a one- or two-year elective program that combines academic and technical instruction with mentored on-the-job learning.

Seven Course Change Proposals and ten new course proposals are being submitted to update the names of Youth Apprenticeship opportunities in the career and technical education area to match the Wisconsin Department of Workforce Development names. The new courses are updates to Youth Apprenticeship that were not put in the curriculum when Youth Apprenticeship first started in the district.

**Course Name Change Requests**

<b>CURRENT COURSE NAME</b>	<b>NEW COURSE TITLE</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Architectural Design—YAP	Architecture & Construction—YAP Level 1	Bradford, Indian Trail, LakeView, Reuther, and Tremper	A
Financial Services—YAP	Finance—YAP Level 1	Bradford, Indian Trail, LakeView, Reuther, and Tremper	B
Health Services—YAP	Health Science—YAP Level 1	Bradford, Indian Trail, LakeView, Reuther, and Tremper	C
Hospitality/Tourism—YAP	Hospitality, Lodging & Tourism—YAP Level 1	Bradford, Indian Trail, LakeView, Reuther, and Tremper	D
Manufacturing/Machining— YAP	Manufacturing—YAP Level 1	Bradford, Indian Trail, LakeView, Reuther, and Tremper	E
Auto Technology—YAP	Transportation, Distribution & Logistics—YAP	Bradford, Indian Trail, LakeView, Reuther, and Tremper	F

<b>CURRENT COURSE NAME</b>	<b>NEW COURSE TITLE</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
	Level 1		
Principles—Engineering—YAP	Science Technology, Engineering & Mathematics—YAP Level 1	Bradford, Indian Trail, LakeView, Reuther, and Tremper	G

**New Youth Apprenticeship Course Requests**

<b>NEW COURSE</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Architecture & Construction—YAP Level 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	H
Art, A/V Technology & Communications—YAP Levels 1 and 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	I
Finance—YAP Level 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	J
Heath Science—YAP Level 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	K
Hospitality, Lodging & Tourism—YAP Level 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	L
Manufacturing—YAP Level 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	M
Marketing—YAP Levels 1 & 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	N
Science, Technology, Engineering & Mathematics (STEM)—YAP Level 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	O
Transportation, Distribution & Logistics—YAP Level 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	P
Information Technology—YAP Level 2	Bradford, Indian Trail, LakeView, Reuther, and Tremper	Q

### **Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward this report to the School Board to approve the proposal for seven course name changes and the addition of ten new courses for the Youth Apprenticeship Program at its November 27, 2018, meeting.

<b>CURRENT COURSE NAME</b>	<b>NEW COURSE TITLE</b>
Architectural Design—YAP	Architecture & Construction—YAP Level 1
Financial Services—YAP	Finance—YAP Level 1
Health Services—YAP	Health Science—YAP Level 1
Hospitality/Tourism—YAP	Hospitality, Lodging & Tourism—YAP Level 1
Manufacturing/Machining—YAP	Manufacturing—YAP Level 1
Auto Technology—YAP	Transportation, Distribution & Logistics—YAP Level 1
Principles—Engineering—YAP	Science, Technology, Engineering & Mathematics—YAP Level 1

<b>NEW COURSES</b>
Architecture & Construction—YAP Level 2
Art, A/V Technology & Communications—YAP Levels 1 and 2
Finance—YAP Level 2
Health Science—YAP Level 2
Hospitality, Lodging & Tourism—YAP Level 2
Manufacturing—YAP level 2
Marketing—YAP Level 2
Science, Technology, Engineering & Mathematic (STEM)—YAP Level 2
Transportation, Distribution & Logistics—YAP Level 2
Information Technology—YAP Level 2

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Cheryl Kothe  
Coordinator of Career and Technical Education



## APPENDIX A

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education--Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: 868111 & 868112 Architectural Design—YAP

Request: ☐ New Course ☒ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Updated course name from Wisconsin Department of Workforce Development

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.).

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$



## APPENDIX B

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: 818111 & 818112 Financial Services—YAP

Request: ☐ New Course ☒ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Click here to enter text. Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Updated course name from the Wisconsin Department of Workforce Development

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$



## APPENDIX C

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: 858111 & 858112 Health Services—YAP

Request: ☐ New Course ☒ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Click here to enter text. Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Updated course name from the Wisconsin Department of Workforce Development

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$.

B. Textbooks/Kits: \$.

E. Professional Learning: \$

C. Supplementary: \$



## APPENDIX D

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: 848311 & 848312 Hospitality/Tourism—YAP

Request: ☐ New Course ☒ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Updated course name from the Wisconsin Department of Workforce Development

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.).

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$



## APPENDIX E

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: 888211 & 888212 Manufacturing/Machining—YAP

Request: ☐ New Course ☒ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Click here to enter text. Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Updated course name from the Wisconsin Department of Workforce Development

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$





## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: 878311 & 878312 Auto Technology—YAP

Request: ☐ New Course ☒ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Updated course name from the Wisconsin Department of Workforce Development

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$



## APPENDIX G

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: 888411 & 888412 Principles-Engineering—YAP

Request: ☐ New Course ☒ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Updated course name from the Wisconsin Department of Workforce Development

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$



## APPENDIX H

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Architecture & Construction—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program and there are currently no second year courses in the course catalog.

Proposed Course Description: In three or four sentences, write a course overview.

Architecture & Construction—YAP—is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## Architecture and Construction Skill Standards Checklist

Student Name	YA Student ID Number
YA Coordinator	YA Consortium
School District	High School Graduation Date

### Certification Areas Completed: Required Skills - For EACH Pathway

#### Check ☒ completed areas

- ☐ Core Skills
- ☐ Safety
- ☐ OSHA 10 Training  
(Occupational Safety and Health Administration)
- ☐ First Aid Training

#### Construction Pathway

- ☐ Carpentry Fundamentals Unit\*
- ☐ Electrical Fundamentals Unit\*
- ☐ Masonry/Concrete Fundamentals Unit\*
- ☐ Mechanical/HVAC Fundamentals Unit\*
- ☐ Plumbing/Sprinkler Fitting Fundamentals Unit\*

#### Design/Pre-Construction Pathway

- ☐ Architectural Drafting Unit - REQUIRED FIRST
- ☐ Architectural Planning Unit

### Level One Requirements:

*Students must complete  
ALL listed below*

#### Check ☒ completed areas

- ☐ Required Skills
- ☐ Minimum of **ONE** Pathway Unit
- ☐ Minimum of 2 semesters  
related instruction
- ☐ Minimum of 450 work hours  
\*First Aid and OSHA 10 trainings  
required only once.

### Level Two Requirements:

*Students must complete  
ALL listed below*

#### Check ☒ completed areas

- ☐ Required Skills for EACH  
pathway
- ☐ Minimum of **TWO** Pathway Units
- ☐ Minimum of 4 semesters  
related instruction
- ☐ Minimum of 900 work hours  
\*Units can be completed two  
times for a level two program

Total Hours Employed	Company Name	Telephone Number
		(   )
		(   )

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring and training at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance criteria.**
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, print and sign your name, and complete with the department name and the date signed.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

# Operational Program Notes for Skill Standards Checklist

## 1. Architecture and Construction Youth Apprenticeship Curriculum

- Definitions:
  - Competency - The worksite skill to be performed
  - Performance Standards - How to assess skill performance as applicable to worksite.
  - Learning Objectives - Content knowledge recommended to learn these skills; may be taught by the employer, school district and/or technical college.
  - Skill Standards Checklist - The documented list of competencies completed by the YA student.
  - W/S - Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should ONLY be used IF there is no possibility of skill performance at the worksite.
- Performance Standards & Learning Objectives are located in applicable Appendices of the **Program Guide for this Youth Apprenticeship**.

## 2. **ALL** Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety) competencies for each **Pathway** they are enrolled in.

- The Required Skills competencies may be completed concurrently with the specific Pathway process technical competencies.
- The Required Skills are common skills specific to all Architecture and Construction sub-sectors. These skills are *aligned with* the National States' Career Clusters standards for the Architecture and Construction.

## 3. Youth Apprenticeship choices (depending on job placement)

- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at (608) 266-6860 for questions regarding child labor laws. SEE Appendix A for special Child Labor Law considerations in this YA Program.
- Students will complete a **Minimum Rating** in the Required Skills and in one pathway unit for Level ONE Architecture and Construction YA and a **Minimum Rating** in the Required Skills and two pathways units for a Level TWO Architecture and Construction YA.
- The Department of Workforce Development Occupational Certificate will indicate "Architecture and Construction" attained when the program is completed.

## 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine the criticality of each specific task, training completed, and the actual level of supervision required. See curriculum details for requirements.

## Required Skills

Required of ALL Architecture and Construction YA Students

Copy this page **FOR EACH** pathway to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply Architecture and Construction industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Take direction and corrective feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Exhibit regulatory and ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use basic technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Use resources wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role to be used in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATIONS	Completed	Verification Signature
1. Occupational Safety and Health Administration (OSHA) 10 Training	<input type="checkbox"/>	
2. First Aid Training	<input type="checkbox"/>	

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

# Construction Pathway

Check the Appropriate Division:

<input type="checkbox"/> Residential	<input type="checkbox"/> Commercial
--------------------------------------	-------------------------------------

Carpentry Fundamentals Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read blueprints, plans and specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify job prep needs and develop job task plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Execute job prep needs as a coordinated effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Select tools and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use hand tools and light duty tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist with the installation of materials per job specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate accuracy in measuring using various instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain clean and safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Clean up work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Practice quality craftsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Please select a minimum of one competency from below (13-16) to complete</b>			
13. Assist with rough framing or forming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist with finish framing or forming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assist with interior finishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assist with exterior finishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Rating Scale:

- 3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior  
**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior  
**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

## Additional Comments –



# Construction Pathway

Check the Appropriate Division:

<input type="checkbox"/> Residential	<input type="checkbox"/> Commercial
--------------------------------------	-------------------------------------

Electrical Fundamentals Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read blueprints, plans and specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify job prep needs and develop job task plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Execute job prep needs as a coordinated effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Select tools and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use hand tools and light duty tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist with the installation of materials per job specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate accuracy in measuring using various instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain clean and safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Clean up work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Practice quality craftsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist with cutting wire, cable, conduit and raceway, cording and cutting chasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist with pulling wires and attaching wires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assist with connecting conductors to switches, receptacles or appliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assist with installation of switches, outlet boxes and fixture boxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Assist in rough-in feeders and circuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

## Additional Comments –

# Construction Pathway

Check the Appropriate Division:

<input type="checkbox"/> Residential	<input type="checkbox"/> Commercial
--------------------------------------	-------------------------------------

Masonry/Concrete Fundamentals Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read blueprints, plans and specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify job prep needs and develop job task plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Execute job prep needs as a coordinated effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Select tools and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use hand tools and light duty tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist with the installation of materials per job specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate accuracy in measuring using various instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain clean and safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Clean up work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Practice quality craftsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Please select a minimum of two competencies from below ( 13-17) to complete</b>			
13. Assist with cutting brick and block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist with depositing, spreading, consolidating, and striking of concrete in a form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Lay masonry units to job specification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assist with selecting the correct types of materials for the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Perform volume estimates for concrete quantity requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

## Additional Comments –

# Construction Pathway

Check the Appropriate Division:

<input type="checkbox"/> Residential	<input type="checkbox"/> Commercial
--------------------------------------	-------------------------------------

Mechanical/HVAC Fundamentals Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read blueprints, plans and specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify job prep needs and develop job task plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Execute job prep needs as a coordinated effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Select tools and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use hand tools and light duty tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist with the installation of materials per job specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate accuracy in measuring using various instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain clean and safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Clean up work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Practice quality craftsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Please select a minimum of two competencies from below (13-17) to complete</b>			
13. Assist with basic equipment problem identification and diagnosis for heating and cooling systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist with basic equipment repair for heating systems and cooling systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Set up and fabricate metals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assist with the installation of fabricated parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Transfer measurements into a workable drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

**Additional Comments –**

## Construction Pathway

Check the Appropriate Division:

<input type="checkbox"/> Residential	<input type="checkbox"/> Commercial
--------------------------------------	-------------------------------------

Plumbing/Sprinkler Fitting Fundamentals Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read blueprints, plans and specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify job prep needs and develop job task plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Execute job prep needs as a coordinated effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Select tools and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use hand tools and light duty tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist with the installation of materials per job specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate accuracy in measuring using various instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain clean and safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Clean up work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Practice quality craftsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist with testing and maintenance of fixtures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

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**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Design/Pre-Construction Pathway

Architectural Drafting Unit – REQUIRED FIRST	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Interpret technical drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use measuring devices accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Organize databases, files and drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reproduce documents and plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Compile site measurements and other data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use architectural drafting software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Develop 2D (orthographic) view drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Develop 3D view models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Dimension drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Apply lettering and basic annotation to drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Prepare working drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to research building codes and site requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Participate on an architectural design project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

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**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Design/Pre-Construction Pathway

Architectural Planning Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Draw a site plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Draw sectional and elevation views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Draw a floor plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop a stair section drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Draw a floor system and foundation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Draw a framing plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Draw a roof framing plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Develop sustainable/conservation elements into a design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Review completed architectural plans and documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Revise drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Construct a Bill of Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to develop architectural detail schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist to coordinate architectural project activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Architecture and Construction Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments
-------------------------



## APPENDIX I

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Art, A/V Technology & Communications—YAP Level 1

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Art, A/V Technology & Communications Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0





## Arts, A/V Technology and Communications Skill Standards Checklist

Student Name	YA Student ID Number
YA Coordinator	YA Consortium
School District	High School Graduation Date
<b>Certification Areas Completed:</b> <b>Required Skills - For EACH Pathway</b> <b>Check ✓ completed areas</b>	<b>Level One Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b>
<input type="checkbox"/> Core Skills	<input type="checkbox"/> Required Skills
<input type="checkbox"/> Safety and Security	<input type="checkbox"/> Minimum of <b>ONE</b> Unit
	<input type="checkbox"/> Minimum of 2 semesters related instruction
	<input type="checkbox"/> Minimum of 450 work hours
<b>Printing Technology Pathway</b>	<b>Level Two Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b>
<input type="checkbox"/> Graphic Design and Pre-Press Unit	<input type="checkbox"/> Required Skills
<input type="checkbox"/> Press and Post-Press Operations Unit*	<input type="checkbox"/> Minimum of <b>TWO</b> Units*
	<input type="checkbox"/> Minimum of 4 semesters related instruction
	<input type="checkbox"/> Minimum of 900 work hours
	<i>* The Press and Post-Press Operations Unit can be completed two times IF different processes are learned</i>

Total Hours Employed	Company Name	Telephone Number
		(   )
		(   )

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring and training at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance standards criteria**.
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

# Operational Program Notes for Skill Standards Checklist

## 1. Arts, A/V Technology, and Communications Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed.
  - Performance Standards- How to assess skill performance as applicable to worksite.
  - Learning Objectives- Content knowledge recommended to learn these skills; may be taught by the employer, school district, and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student.
  - W/S- Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should ONLY be used IF there is no possibility of skill performance at the worksite.
- Performance Standards and Learning Objectives are located in applicable Appendices of the **Program Guide for this Youth Apprenticeship**.

## 2. ALL Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety and Security) competencies.

- The Required Skills competencies may be completed concurrently with the Technical Skills competencies.
- The Required Skills are common skills specific to all Arts, A/V Technology, and Communications industry sub-sectors. These skills are *aligned with* the National States' Career Clusters standards for Arts, A/V Technology, and Communications.

## 3. Youth Apprenticeship choices (depending on job placement)

- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws. SEE Appendix A for special Child Labor Law considerations in this YA Program.
- Students will complete a **Minimum Rating** in the Required Skills and Technical Skills in one unit for a Level ONE Arts, A/V Technology, and Communications YA, and a **Minimum Rating** in the Required Skills and Technical Skills in two units for a Level TWO Arts, A/V Technology, and Communications YA. The Press and Post-Press Operations Unit may be completed two times for a Level TWO program; however, different processes must be taught and learned.
- The Department of Workforce Development Occupational Certificate will indicate "Arts, A/V Technology, and Communications" attained when the program is completed.

## 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine the criticality of each specific task, training completed, and the actual level of supervision required. See curriculum details for requirements.

## Required Skills

Required of ALL Arts, A/V Technology, and Communications YA Students

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply Arts, A/V Technology, and Communications industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Exhibit regulatory and ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Use resources wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use basic technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY and SECURITY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role to be used in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance and supervision | Rarely displays behavior

### Additional Comments –

## Printing Technology Pathway

Graphic Design and Pre-Press Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Study effective design elements (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Analyze a job ticket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use graphics and/or pre-press software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain project, image, photo, and/or illustration files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Obtain scanned or photographic images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Create and/or edit objects, shapes, charts, images, and/or graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Apply and/or correct color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Select typography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Create and/or edit a layout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform pre-flight print on job files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Review proofs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Trap project files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Impose and configure press sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Send completed files to RIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Produce print plates/stencils (N/A for digital printing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Maintain pre-press equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Participate on a print project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

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**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

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### Additional Comments –

## Printing Technology Pathway

Choose one Press AND one Post-Press operation.

Check the appropriate Press AND Post-Press Processes taught and learned.

Copy pages 6-7 if unit is repeated for a Level TWO.

### Press Operations

- ☐ Offset/Lithography
- ☐ Gravure
- ☐ Flexography
- ☐ Letterpress
- ☐ Screen
- ☐ Electrophotography
- ☐ Digital
- ☐ Other: \_\_\_\_\_

### Post-Press Operations

- ☐ Binding
- ☐ Folding
- ☐ Collating
- ☐ Cutting
- ☐ Stitching
- ☐ Gluing
- ☐ Punching
- ☐ Other: \_\_\_\_\_

Press and Post-Press Operations Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Skills for BOTH Operations</b>			
1. Review job ticket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Select materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Perform safety checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Monitor equipment for correct operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Complete job tracking documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Press Operations</b>			
8. Register print job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Mount plate/screen (N/A for digital printing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Load paper and ink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Set up press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Verify press set up (make-ready)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Perform press operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Continued on next page*

## Printing Technology Pathway

<b>Press and Post-Press Operations Unit - <i>continued</i></b>	Minimum rating of 2 for EACH <b>Check Rating</b>		
<b>Post-Press Operations</b>	<b>1</b>	<b>2</b>	<b>3</b>
14. Identify paper options for project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Calculate most efficient cuts/folds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Set up post-press equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Verify post-press set up (make-ready)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Perform post-press operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance and supervision | Rarely displays behavior

### Additional Comments –

## Additional Certifications, Training, Seminars, and/or Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Arts, A/V Technology, and Communications Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments		
-------------------------	--	--





## APPENDIX J

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Art, A/V Technology & Communications—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Art, A/V Technology & Communications Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0.

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## Arts, A/V Technology and Communications Skill Standards Checklist

Student Name	YA Student ID Number
YA Coordinator	YA Consortium
School District	High School Graduation Date
<b>Certification Areas Completed:</b> <b>Required Skills - For EACH Pathway</b> <b>Check ✓ completed areas</b>	<b>Level One Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b>
<input type="checkbox"/> Core Skills	<input type="checkbox"/> Required Skills
<input type="checkbox"/> Safety and Security	<input type="checkbox"/> Minimum of <b>ONE</b> Unit
	<input type="checkbox"/> Minimum of 2 semesters related instruction
	<input type="checkbox"/> Minimum of 450 work hours
<b>Printing Technology Pathway</b>	<b>Level Two Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b>
<input type="checkbox"/> Graphic Design and Pre-Press Unit	<input type="checkbox"/> Required Skills
<input type="checkbox"/> Press and Post-Press Operations Unit*	<input type="checkbox"/> Minimum of <b>TWO</b> Units*
	<input type="checkbox"/> Minimum of 4 semesters related instruction
	<input type="checkbox"/> Minimum of 900 work hours
	<i>* The Press and Post-Press Operations Unit can be completed two times IF different processes are learned</i>

Total Hours Employed	Company Name	Telephone Number
		(   )
		(   )

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring and training at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance standards criteria**.
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

# Operational Program Notes for Skill Standards Checklist

## 1. Arts, A/V Technology, and Communications Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed.
  - Performance Standards- How to assess skill performance as applicable to worksite.
  - Learning Objectives- Content knowledge recommended to learn these skills; may be taught by the employer, school district, and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student.
  - W/S- Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should ONLY be used IF there is no possibility of skill performance at the worksite.
- Performance Standards and Learning Objectives are located in applicable Appendices of the **Program Guide for this Youth Apprenticeship**.

## 2. ALL Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety and Security) competencies.

- The Required Skills competencies may be completed concurrently with the Technical Skills competencies.
- The Required Skills are common skills specific to all Arts, A/V Technology, and Communications industry sub-sectors. These skills are *aligned with* the National States' Career Clusters standards for Arts, A/V Technology, and Communications.

## 3. Youth Apprenticeship choices (depending on job placement)

- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws. SEE Appendix A for special Child Labor Law considerations in this YA Program.
- Students will complete a **Minimum Rating** in the Required Skills and Technical Skills in one unit for a Level ONE Arts, A/V Technology, and Communications YA, and a **Minimum Rating** in the Required Skills and Technical Skills in two units for a Level TWO Arts, A/V Technology, and Communications YA. The Press and Post-Press Operations Unit may be completed two times for a Level TWO program; however, different processes must be taught and learned.
- The Department of Workforce Development Occupational Certificate will indicate "Arts, A/V Technology, and Communications" attained when the program is completed.

## 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine the criticality of each specific task, training completed, and the actual level of supervision required. See curriculum details for requirements.

## Required Skills

Required of ALL Arts, A/V Technology, and Communications YA Students

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply Arts, A/V Technology, and Communications industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Exhibit regulatory and ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Use resources wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use basic technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY and SECURITY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role to be used in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance and supervision | Rarely displays behavior

### Additional Comments –

## Printing Technology Pathway

Graphic Design and Pre-Press Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Study effective design elements (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Analyze a job ticket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use graphics and/or pre-press software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain project, image, photo, and/or illustration files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Obtain scanned or photographic images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Create and/or edit objects, shapes, charts, images, and/or graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Apply and/or correct color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Select typography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Create and/or edit a layout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform pre-flight print on job files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Review proofs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Trap project files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Impose and configure press sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Send completed files to RIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Produce print plates/stencils (N/A for digital printing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Maintain pre-press equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Participate on a print project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance and supervision | Rarely displays behavior

### Additional Comments –

## Printing Technology Pathway

Choose one Press AND one Post-Press operation.

Check the appropriate Press AND Post-Press Processes taught and learned.

Copy pages 6-7 if unit is repeated for a Level TWO.

### Press Operations

- ☐ Offset/Lithography
- ☐ Gravure
- ☐ Flexography
- ☐ Letterpress
- ☐ Screen
- ☐ Electrophotography
- ☐ Digital
- ☐ Other: \_\_\_\_\_

### Post-Press Operations

- ☐ Binding
- ☐ Folding
- ☐ Collating
- ☐ Cutting
- ☐ Stitching
- ☐ Gluing
- ☐ Punching
- ☐ Other: \_\_\_\_\_

Press and Post-Press Operations Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Skills for BOTH Operations</b>			
1. Review job ticket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Select materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Perform safety checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Monitor equipment for correct operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Complete job tracking documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Press Operations</b>			
8. Register print job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Mount plate/screen (N/A for digital printing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Load paper and ink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Set up press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Verify press set up (make-ready)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Perform press operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Continued on next page*

## Printing Technology Pathway

<b>Press and Post-Press Operations Unit - <i>continued</i></b>	Minimum rating of 2 for EACH <b>Check Rating</b>		
<b>Post-Press Operations</b>	<b>1</b>	<b>2</b>	<b>3</b>
14. Identify paper options for project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Calculate most efficient cuts/folds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Set up post-press equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Verify post-press set up (make-ready)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Perform post-press operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance and supervision | Rarely displays behavior

**Additional Comments –**



## Additional Certifications, Training, Seminars, and/or Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Arts, A/V Technology, and Communications Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments
-------------------------



## APPENDIX K

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, AND Reuther

Course Name: Finance—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Finance Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the State upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0.

D. Facilities/Space: \$0.

B. Textbooks/Kits: \$0

E. Professional Learning: \$0.

C. Supplementary: \$0



## Finance Skill Standards Checklist

Student Name	School District
YA Coordinator	YA Consortium
High School Graduation Date	

### Certification Areas Completed:

#### Required Skills - For EACH Pathway

#### Check ☒ completed areas

- ☐ Core Skills
- ☐ Safety and Security

### Finance

#### Business Financial Management Pathway

- ☐ Accounting Services Basic Unit
- ☐ Accounting Services Advanced Unit

#### Banking and Related Services Pathway

- ☐ Banking Basic Unit  
\_\_\_ Plus minimum 7 additional Competencies
- ☐ Banking Advanced Unit  
\_\_\_ Plus minimum 10 additional Competencies

#### Insurance Pathway

- ☐ Insurance Services Unit

### Level One Requirements:

*Students must complete ALL listed below*

#### Check ☒ completed areas

- ☐ Required Skills
- ☐ **Minimum of ONE** Unit
- ☐ Minimum of two semesters related instruction
- ☐ Minimum rating of 450 work hours

### Level Two Requirements:

*Students must complete all listed below*

#### Check ☒ completed areas

- ☐ Required Skills for EACH Unit
- ☐ **Minimum of TWO** Units
- ☐ Minimum of four semesters related instruction
- ☐ Minimum of 900 work hours

Total Hours Employed	Company Name	Telephone Number

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance criteria**.
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date and the name of your department.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

# Operational Program Notes for Skill Standards Checklist

## 1. Finance Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed
  - Performance Standards- HOW the worksite will assess skill performance
  - Learning Objectives- Content knowledge to learn these skills; may be taught by the employer, school district and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student
- Performance Standards & Learning Objectives are located in the **Program Guide for this Youth Apprenticeship**.

## 2. **ALL** Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety & Security) competencies **for EACH UNIT** they are enrolled in.

- The Required Skills competencies may be completed concurrently with the Finance Unit technical competencies.
- The Required Skills are common skills specific to all Finance sub-sectors. These skills are *aligned with* the National States' Career Clusters Foundations standards for the Finance Career Cluster.

## 3. Youth Apprenticeship choices (depending on job placement)

- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws.
- Students will complete a MINIMUM of one unit for a Level One Finance YA and a MINIMUM of two units for a Level TWO Finance YA.
- **NOTE: Units within each Pathway build upon each other.** Therefore, switching between pathways, after the successful completion of the first year, is allowable provided that the student begins the second year in the first unit listed under the NEW pathway choice.
- The Department of Workforce Development Occupational Certificate will indicate "Finance – plus the Name of the specific Pathway" attained when the program is completed.

## 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."

## Required Skills

Required of **ALL** Finance YA Students

Copy this page **FOR EACH** unit to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply applicable academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply applicable career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply applicable financial industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Communicate effectively on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Exhibit legal & ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY AND SECURITY	Minimum rating of 2 for EACH Check rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments

## Business Financial Management Pathway

<b>Accounting Services - Basic Competencies</b>	Minimum rating of 2 for EACH <b>Check Rating</b>		
<b>Basic Operations</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Maintain accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Store financial records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to process checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Process journal entries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Post journal entries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Balance accounts after recording transaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to prepare adjusting entries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Prepare worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Record receipts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist to prepare financial statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to process period end closing entries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Fixed Assets</b>	<b>1</b>	<b>2</b>	<b>3</b>
12. Maintain fixed asset records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist to process asset depreciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist to process depreciation budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

- 3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior
- 2** = Meets entry level criteria | Requires some supervision | Often displays this behavior
- 1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments

## Business Financial Management Pathway

<b>Accounting Services - Advanced Competencies</b>	Minimum rating of 2 for EACH <b>Check Rating</b>		
<b>Accounts Receivable</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Process customer invoices and receipts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Allocate receipt for invoices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Accounts Payable</b>	<b>1</b>	<b>2</b>	<b>3</b>
3. Process receiving document	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Process credit memorandum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to process payment authorization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Payroll</b>	<b>1</b>	<b>2</b>	<b>3</b>
6. Calculate employee work hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Tax Reporting</b>	<b>1</b>	<b>2</b>	<b>3</b>
7. Assist with company tax reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Inventory</b>	<b>1</b>	<b>2</b>	<b>3</b>
8. Record inventory usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Record inventory receipts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist to physically inventory merchandise or materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to process results of inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Process inventory adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Cost Accounting</b>	<b>1</b>	<b>2</b>	<b>3</b>
13. Assist to cost account a new or revised product or service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Internal Audit</b>	<b>1</b>	<b>2</b>	<b>3</b>
14. Assist to audit monthly procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Budget Analysis</b>	<b>1</b>	<b>2</b>	<b>3</b>
15. Assist to process budget reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- 1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments



## Banking and Related Services Pathway

Banking Basic - Required Competencies	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Process transactions using a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. File transactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follow cash management/handling procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teller Services	1	2	3
4. Process personal cash deposits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Process personal check deposits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Process personal withdrawals by cash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Process negotiable instrument transactions - on-us checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Process negotiable instrument transactions - other than on-us checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Process transfers between accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Respond to customer account inquiries and requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Perform end of day drawer balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Issue cashier's/official check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Cross-sell financial institution products and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Banking Basic Additional Competencies	Minimum rating of 2 for EACH Check Rating		
	1	2	3
Choose <b>at least 7</b> from 21 below			
<b>Teller Services</b>			
1. Process night depository	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Process & accept bulk coinage for cash or deposit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Process business deposits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support Services	1	2	3
4. Process incoming mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Process credit card payments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Process cash advances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Place stop payment on check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Investigate and resolve customer problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to change customer name/account title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist to add co-owner or authorized signer to customer account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to help a customer with account reconciliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Rent safe deposit boxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Wire transfer funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Process federal tax payments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on next page

## Banking and Related Services Pathway

Banking Basic Additional Competencies - continued	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Support Services</b>			
15. Balance automated teller machine (ATM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Process a customer statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Process checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Proof or encode items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Process electronic or internet payments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Process return items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Assist with an internal audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments

## Banking and Related Services Pathway

<b>Banking Advanced - Required Competencies</b>	Minimum rating of 2 for EACH Check Rating		
<b>Products &amp; Marketing</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Obtain/complete documentation to close accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obtain/Complete documentation to open accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Collaborate with marketing team efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to evaluate marketing efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Close savings account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist to open new savings account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Lending Services</b>	<b>1</b>	<b>2</b>	<b>3</b>
7. Identify prospective loan customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Process loan payments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Respond to customer loan account inquiries and requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain and update customer loan files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Banking Advanced - Additional Competencies	Minimum rating of 2 for EACH Check Rating		
Choose <b>at least 10</b> from list of 21 below			
Products & Marketing	1	2	3
1. Assist with promotional efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Close checking account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to open new checking account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to issue certificate of deposit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to process decedent accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Issue US savings bonds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Redeem US savings bonds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Issue money orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Issue travelers checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Issue foreign currency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Lending Services</b>	<b>1</b>	<b>2</b>	<b>3</b>
11. Compile documentation for loan closing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to complete a loan application with a customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Order credit reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist to collect and recover funds on default loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Consumer Lending</b>	<b>1</b>	<b>2</b>	<b>3</b>
15. Process documents for consumer loan application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assist to pre-approve consumer loan customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on next page

## Banking and Related Services Pathway

<b>Banking Advanced - Additional Competencies - continued</b>	Minimum rating of 2 for EACH Check Rating		
<b>Mortgage Lending</b>	<b>1</b>	<b>2</b>	<b>3</b>
17. Process documents for mortgage loan application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Assist to pre-approve mortgage loan customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Set mortgage loan closing date and time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Commercial Lending</b>	<b>1</b>	<b>2</b>	<b>3</b>
20. Process documents for commercial loan application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Assist to pre-approve commercial loan customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- 1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments

## Insurance Pathway

Insurance Service Competencies	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain and update customer files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Process premium payments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Marketing	1	2	3
3. Identify prospective customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to evaluate marketing efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Collaborate with marketing team efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy Management	1	2	3
6. Gather and update information on application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Process customer application for insurance coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Respond to customer inquiries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assemble insurance contract for mailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Respond to customer change requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Manage policy changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Claims	1	2	3
12. Set up claim file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Review claim file for completeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Update information regarding claims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Process simple claim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assist to evaluate and settle claim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Investigations	1	2	3
17. Order supporting documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Assist to complete investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Assist with investigation report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Finance Youth Apprenticeship. **Circle your YA role,** and sign your name, then complete with the date.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments		
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## APPENDIX L

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Health Sciences—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Health Sciences Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local healthcare business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## Health Science Skill Standards Checklist

Student Name	YA Student ID Number
YA Coordinator	YA Consortium
School District	High School Graduation Date
<b>Certification Areas Completed:</b> <b>Required Skills - For EACH Pathway</b> <b>Check ✓ completed areas (p. 4)</b> <input type="checkbox"/> Core Skills <input type="checkbox"/> Safety & Security  <b>Therapeutic Services Pathway</b> <input type="checkbox"/> Dental Assistant Unit (p. 5) <input type="checkbox"/> Medical Assistant Unit (p. 6) <input type="checkbox"/> Nursing Assistant Unit* (p. 7) <input type="checkbox"/> Pharmacy Technician Unit (p. 9)  <b>Health Informatics Pathway</b> <input type="checkbox"/> Medical Office Unit (p. 10)  <b>Ambulatory/Support Services Pathway</b> <input type="checkbox"/> Ambulatory/Support Services Unit* (p. 11) <u>CHOICES:</u> Dietary, Imaging, Laboratory, Optician/Optomety, Physical Therapy (PT)	<b>Level One Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b> <input type="checkbox"/> Required Skills <input type="checkbox"/> Minimum of <b>ONE Unit</b> <input type="checkbox"/> Minimum of 2 semesters related instruction <input type="checkbox"/> Minimum of 450 work hours  <b>Level Two Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b> <input type="checkbox"/> Required Skills for EACH pathway <input type="checkbox"/> Minimum of <b>TWO Units</b> <input type="checkbox"/> Minimum of 4 semesters related instruction <input type="checkbox"/> Minimum of 900 work hours <i>* Unit can be completed two times for a Level Two as indicated on Unit Page</i>

Total Hours Employed	Company Name	Telephone Number
		(   )
		(   )



## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring and training at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance standards criteria.**
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

# Operational Program Notes for Skill Standards Checklist

## 1. Health Science Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed.
  - Performance Standards- HOW to assess skill performance as applicable to worksite.
  - Learning Objectives- Content knowledge recommended to learn these skills; may be taught by the employer, school district, and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student.
  - **W/S-** Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should **ONLY** be used IF there is no possibility of skill performance at the worksite.
- Performance Standards & Learning Objectives are located in the applicable Appendices of the **Program Guide for this Youth Apprenticeship**.

## 2. **ALL** Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety & Security) competencies **for EACH Pathway** they are enrolled in.

- The Required Skills competencies may be completed concurrently with the Technical Skills competencies.
- The Required Skills are common skills specific to all Health Science industry sub-sectors. These skills are *aligned with* the National Association of State Directors of Career & Technical Education (NASDCTEc) standards for Health Science and the Wisconsin Nurse Aide Candidate Handbook.

## 3. Youth Apprenticeship choices (depending on job placement)

- Worksites can be chosen from any number of health, clinical, or ambulatory care settings which can train the required skills.
- "Client" is used to refer to customers, residents, patients, and/or persons seeking services.
- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws. SEE Appendix A for special Child Labor Law considerations in this YA Program.
- Students will complete a **Minimum Rating** in the Required Skills and one pathway unit for a Level ONE Health Science YA and a **Minimum Rating** in the Required Skills and two pathway units for a Level TWO Health Science YA.
- The Nursing Assistant Unit may be completed two times for a Level TWO program IF additional competencies are mastered. The Ambulatory/Support Services Unit may be completed two times for a Level TWO program as long as the student is placed in a different service area.
- The Department of Workforce Development Occupational Certificate will indicate "Health Science" attained when the program is completed.

## 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine the criticality of each specific task, training completed, and the actual level of supervision required. See curriculum details for requirements.

## Required Skills

Required of ALL Health Science YA Students

Copy this page **FOR EACH** pathway to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply Health Science industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Exhibit regulatory & ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Use resources wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use basic technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY & SECURITY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role to be used in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

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2 = Meets entry level criteria/Requires some supervision/Often displays this behavior

1 = Needs improvement/Requires much assistance & supervision/Rarely displays behavior

### Additional Comments -

# Therapeutic Services Pathway

Dental Assistant Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Use Standard Precautions & Infection Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Office</b>	<b>1</b>	<b>2</b>	<b>3</b>
2. Create &/or maintain the client record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Complete client identification labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Complete lab forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to maintain emergency kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lab</b>	<b>1</b>	<b>2</b>	<b>3</b>
6. Mix dental materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Clean removable appliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Process dental radiographs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to evaluate radiographs for diagnostic quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Prepare procedural trays & set-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Perform sterilization &/or disinfection procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Prepare room for exam/procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clinical/Chairside</b>	<b>1</b>	<b>2</b>	<b>3</b>
13. Receive & prepare client for treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Transfer dental instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Operate water/air syringe & suction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Apply topical fluoride	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Chart dental conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Assist with common clinical procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Apply topical anesthetic to the injection site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Measure vital signs (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Provide client education & instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**W/S** = Worksite Experience or In Simulation

## Rating Scale:

**3** = Exceeds entry level criteria/Requires minimal supervision/Consistently displays this behavior

**2** = Meets entry level criteria/Requires some supervision/Often displays this behavior

**1** = Needs improvement/Requires much assistance & supervision/Rarely displays behavior

## Additional Comments -

# Therapeutic Services Pathway

Clinical Setting:

Medical Assistant Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
22. Use Standard Precautions & Infection Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clerical</b>	1	2	3
23. Manage client appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Create &/or maintain the client record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Complete client identification labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Verify client &/or insurance information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Order & receive supplies &/or equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lab</b>	1	2	3
28. Clean & prepare supplies &/or instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Instruct clients in collection of specimens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Process specimens for testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Assist in performing testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clinical</b>	1	2	3
32. Obtain/update client information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Position client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Measure height/weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Measure vital signs (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Set up area for exam/procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Assist with exam/procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Assist with medication &/or immunization administration (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Clean & restock after procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Perform CPR (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Use First Aid measures (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Additional Comments -

## Therapeutic Services Pathway

Students **are required** to earn CNA certification through a DHFS approved CNA program with DHFS approved instructors.

CNA Registry Number:

Clinical Setting:

Level One (one year program) = Required Skills + 8 Additional Skills

Level Two (two year program) = Required Skills + 16 Additional Skills

Nursing Assistant Unit	Minimum rating of 2 for EACH Check Rating		
Required Skills	1	2	3
1. Use Standard Precautions & Infection Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clean room & change unoccupied bed linens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follow care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Report client changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Position client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ambulate client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Measure temperature, pulse, respirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist client with toileting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide client comfort measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform CPR (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Skills	1	2	3
1. Transport client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to transfer client (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain inventory of supplies &/or equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Manage client appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Obtain/update client information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Measure blood pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Measure height/weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Measure pulse oximetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Measure fluid intake & output	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Measure EKG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**W/S** = Worksite Experience or In Simulation

**Continued on next page**

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**Additional Comments -**

# Therapeutic Services Pathway

Nursing Assistant Unit - continued	Minimum rating of 2 for EACH Check Rating		
Additional Skills - continued	1	2	3
11. Measure blood sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Instruct clients in collection of specimens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Process specimens for testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Perform phlebotomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assist in performing testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Make occupied bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Provide client skin care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Apply non-prescription topical medications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Prepare &/or serve food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Aid client with eating & hydration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Aid client with oral hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Aid client with grooming- hair care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Aid client with grooming- nail care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Aid client with grooming- dress & undress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Aid client with grooming- shaving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Care for client with urinary catheter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Provide ostomy care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Aid client with bathing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Give bedbath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Apply TED (anti-embolism) stockings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Aid client to perform range of motion exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Set up area for exam/procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Assist with exam/procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Assist with medication &/or immunization administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Assist with care of client with dementia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Use isolation techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Perform choking maneuver (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Use First Aid measures (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Assist with post-mortem care (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Additional Comments -

## Therapeutic Services Pathway

Pharmacy Technician Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain pharmacy business documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Create &/or maintain the client record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Obtain/update client information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Verify client &/or insurance information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Accept orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use aseptic technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Clean & prepare supplies &/or instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Process orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Generate medication labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform calculations for medication orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Weigh & measure accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to prepare topical &/or oral finished dose medications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist to prepare compounded, diagnostic, &/or parenteral medications (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Provide medication to client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Order & receive supplies &/or equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Perform inventory of supplies, equipment, &/or medications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Manage cash drawer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Merchandise retail items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Participate in quality assurance practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments -



# Health Informatics Pathway

Medical Office Setting:

Medical Office Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain medical office correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Perform records management duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Locate information in the client record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Create &/or maintain the client record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Obtain/update client information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Complete client identification labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. File manual client records (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Verify client &/or insurance information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Process health information requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Manage client appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Answer phones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist with basic coding for client billing (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Complete insurance & claim forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Perform basic bookkeeping duties (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Use common office software applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Use database systems to process information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Prepare reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Maintain office equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Order & receive supplies &/or equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Perform an inventory of supplies &/or equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Additional Comments -

# Ambulatory/Support Services Pathway

Clinical Setting:

Level One (one year program) = General Skills + Skills from ONE Specific Service area

Level Two (two year program) = General Skills + Skills from TWO Specific Service areas

Ambulatory/Support Services Unit	Minimum rating of 2 for EACH Check Rating		
General Skills	1	2	3
1. Maintain department documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Create &/or maintain the client record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Complete client identification labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Manage orders &/or appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use computer systems to process information (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Prepare reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Order & receive supplies &/or equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific Service- Dietary	1	2	3
1. Assist to plan menus based on nutritional needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to prepare food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Verify food content matches dietary restrictions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take food orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Serve food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Measure/monitor food & fluid intake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Aid client with eating & hydration (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform choking maneuver (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific Service- Imaging	1	2	3
1. Assist to prepare diagnostic agents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set up diagnostic area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to explain diagnostic procedure to client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist client with dressing & undressing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Position client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist with diagnostic imaging (Simulate only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Clean & restock after procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Additional Comments -

## Ambulatory/Support Services Pathway

Ambulatory/Support Services Unit- continued	Minimum rating of 2 for EACH Check Rating		
Specific Service- Laboratory	1	2	3
1. Use aseptic technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clean & prepare glassware &/or instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Weigh & measure accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform calculations & conversions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prepare reagents, solutions, &/or buffers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Operate lab equipment properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Conduct testing according to protocol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Record & analyze test results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific Service- Optician/Optometry	1	2	3
1. Obtain lens prescriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Measure client eye lengths, centers, & distances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Set up optometry area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to perform eye exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instruct clients how to care for eyewear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Order & purchase frames & lenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Fit glasses to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific Service- Physical Therapy (PT)	1	2	3
1. Set up treatment area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to explain treatment to client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Position clients on therapy equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Measure vital signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist with application/adjustment of orthotic & assistive devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist client with performing range of motion exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist client with prescribed exercise program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist client with gait training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Administer active & passive treatments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments -

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Health Science Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Other Notes or Comments		
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## APPENDIX M

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Hospitality, Lodging & Tourism—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester. Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Hospitality, Lodging & Tourism Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## Hospitality, Lodging, and Tourism Skill Standards Checklist

Student Name	School District
YA Coordinator	YA Consortium
High School Graduation Date	

### Certification Areas Completed:

#### Required Skills - For EACH Pathway Unit

##### Check ☒ completed areas

- ☐ Core Skills
- ☐ Safety and Security

### Hospitality, Lodging, and Tourism

#### Restaurant & Food/Beverage Services Pathway

- ☐ Food & Beverage - Dining Area Unit
- ☐ Food & Beverage - Kitchen Area Unit

#### Lodging Pathway

- ☐ Lodging – Front Office Unit
- ☐ Lodging – Housekeeping Unit

#### Travel & Tourism Pathway

- ☐ Re servations & Tour/Activity Unit

#### ALL Pathways

- ☐ Maintenance & Grounds Unit
- ☐ Meetings & Events Unit
- ☐ Marketing & Sales I Unit
- ☐ Marketing & Sales II Unit
- ☐ Management I Unit
- ☐ Management II Unit

### Level One Requirements:

*Students must complete ALL listed below*

##### Check ☒ completed areas

- ☐ Required Skills
- ☐ Minimum of **TWO** Units
- ☐ Minimum of 2 semesters related instruction
- ☐ Minimum of 450 work hours

### Level Two Requirements:

*Students must complete ALL listed below*

##### Check ☒ completed areas

- ☐ Required Skills for EACH Pathway
- ☐ Minimum of **FOUR** Units
- ☐ Minimum of 4 semesters related instruction
- ☐ Minimum of 900 work hours

Total Hours Employed	Company Name	Telephone Number
		(   )
		(   )

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance criteria.**
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

# Operational Program Notes for Skill Standards Checklist

## 1. Hospitality, Lodging, and Tourism Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed
  - Performance Standards- HOW the worksite will assess skill performance
  - Learning Objectives- Content knowledge to learn these skills; may be taught by the employer, school district and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student
- Performance Standards & Learning Objectives are located in the **Program Guide for this Youth Apprenticeship**.

## 2. ALL Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety & Security) competencies **for EACH UNIT** they are enrolled in.

- The Required Skills competencies may be completed concurrently with the Hospitality, Lodging, and Tourism technical competencies.
- The Required Skills are common skills specific to all hospitality and tourism sub-sectors. These skills are *aligned with* the National States' Career Clusters Foundations standards for Hospitality and Tourism Career Cluster.

## 3. Youth Apprenticeship choices (depending on job placement)

- Specific technical skill pathway units are also *aligned with* the American Hotel and Lodging Educational Institute's Lodging Management Program and the National Restaurant Association's ProStart® program as applicable.
- Competencies have been reviewed by the DWD for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws.
- Students will complete a MINIMUM of two units for a Level ONE Hospitality, Lodging, & Tourism YA in any combination, and a MINIMUM of four units for a Level TWO Hospitality, Lodging, & Tourism YA in any combination. Units can be chosen from different pathways in any combination.
- The DWD Occupational Certificate will indicate "Hospitality, Lodging, & Tourism" when the program is completed.

## 4 Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."



## Required Skills

Required of ALL Hospitality, Lodging, & Tourism YA Students

Copy this page **FOR EACH PATHWAY** to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply applicable academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply applicable career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply applicable hospitality, lodging, and tourism industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Communicate effectively on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Exhibit legal & ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY AND SECURITY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

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**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments

## Restaurant & Food/Beverage Services Pathway

Food & Beverage- Dining Area Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow safe food handling and sanitation procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ensure dining area readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seat the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Serve customers at the table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Process sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain service area and bus station	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Set up a meeting/event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Serve customers at a meeting/event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist with management tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Food & Beverage- Kitchen Area Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow safe food handling and sanitation procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow inventory procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Operate foodservice equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Coordinate food orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to prepare menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform kitchen steward tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist with management tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments

## Lodging Pathway

Lodging- Front Office Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Operate a telecommunications system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Process reservations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist with guest arrival and departure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Register the guest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Serve as guest liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Process guest checkout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform special guest services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform guest accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perform front office cashier duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lodging- Housekeeping Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Prepare cleaning supplies and carts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clean public spaces- Floors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clean public spaces- Lobby/Front Desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Clean public spaces- Other Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clean guest rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clean laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Manage room supply and linen inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist with management tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments

## Travel & Tourism Pathway

Reservations & Tour/Activity Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Office Duties</b>			
1. Maintain office environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Manage office records & reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain tour/activity schedules, calendar of events, attractions, & community services information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform clerical duties such as filing, typing, answering phones, and routing mail and messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Respond to customer inquiries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Market & distribute tour & destination information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Planning &amp; Reservations</b>	1	2	3
7. Assess customer interests & requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist to plan travel, tour/activity, information, & highlights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to arrange details such as accommodations, transportation, & equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Make & confirm reservations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Issue tickets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tour/Activity</b>	1	2	3
12. Set up required supplies, equipment, facilities, etc. prior to tour/activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Collect fees & tickets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist to conduct tour/activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Conclude tour/activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments

## ALL Pathways

Maintenance and Grounds Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Prepare maintenance supplies and carts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use tools to maintain grounds and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to perform routine preventative maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist with routine repair maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist with maintenance communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintain grounds- Public Spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain grounds- Green Spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perform preventative maintenance of public areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform routine maintenance on guest rooms (LODGING ONLY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments

## ALL Pathways

Meetings and Events Unit	Minimum rating of 2 for EACH Check Rating		
<b>Set up</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Clean floors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set up tables & equipment required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Break down/clear function rooms after events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Serve customers</b>	<b>1</b>	<b>2</b>	<b>3</b>
4. Prepare dining & service tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide food service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Prepare and provide beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintain tables during service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Refresh meeting rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Respond to guest inquiries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Clear tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plan meeting/event</b>	<b>1</b>	<b>2</b>	<b>3</b>
11. Assist to assess customer objectives and requirements for meetings/events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to create a customized event/menu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist to reserve meeting/event & develop orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Coordinate meeting/event</b>	<b>1</b>	<b>2</b>	<b>3</b>
14. Monitor meeting/event to ensure facilities & service conform to customer requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Financial Transactions</b>	<b>1</b>	<b>2</b>	<b>3</b>
15. Assist to invoice a bill for services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Process payments/advance deposits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Process reservation changes/cancellations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments

## ALL Pathways

Marketing and Sales I Unit	Minimum rating of 2 for EACH Check Rating		
Sales	1	2	3
1. Assist to sell products & services using effective sales techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Prevent unnecessary losses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Reserve requested products or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to determine quote and pricing for product or service requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Complete/run all required sales reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Process payments & advance deposits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Process reservation changes/cancellations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotions	1	2	3
8. Assist to develop promotional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to prepare and plan advertisements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Send direct mailings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Perform telemarketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Maintain media schedules and files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## ALL Pathways

<b>Marketing and Sales II Unit</b> Prerequisite: Marketing & Sales I	Minimum rating of 2 for EACH Check Rating		
<b>Marketing Research</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Survey customer, employee, and competitor perceptions of product/service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify and quantify the need for your product/service in the marketplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Research target demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Research the objectives and needs of target customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prepare a list of prospective customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Research places to sell services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to forecast sales using sales history, popularity indices, and production sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Marketing Strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
8. Assist to test different ways to present a specific product/service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to develop a new/revised marketing strategy for a specific product/service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>
10. Research customer satisfaction, market size & growth, & buying cycles to evaluate marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to audit services to ensure service is as described and advertised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to evaluate customer complaints regarding services, products, or personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments



## ALL Pathways

Management I Unit	Minimum rating of 2 for EACH Check Rating		
Staffing Requirements	1	2	3
1. Assist to coordinate work schedules, deadlines, and duty assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Schedule training to be provided to staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to deliver training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain records pertaining to work assignments & staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest Services	1	2	3
5. Obtain customer feedback from guests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist to investigate root causes of customer complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to create an improvement plan with management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist to develop methods to maximize customer experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Resources	1	2	3
9. Arrange for necessary maintenance and repair work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Requisition or purchase items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Monitor inventory levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Monitor parking and security services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing Promotions	1	2	3
13. Assist to create promotional message to target a specific market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist to develop promotional materials such as advertisements, coupons, brochures and web-based designs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Present a promotional or improvement plan to management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## ALL Pathways

Management II Unit Prerequisite: Management I	Minimum rating of 2 for EACH Check Rating		
<b>Service Audits</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Identify & conduct a critical service audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Financial Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>
2. Perform general office duties such as filing, answering telephones, and handling routine correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Operate office equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain order forms, invoices & shipping documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain inventory records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist to record cash & checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to record and summarize financial data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Human Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>
8. Advertise or post job vacancies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Process, verify, and maintain documentation relating to personnel activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Compile and prepare reports pertaining to personnel activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to research, compile, and prepare reports, manuals, correspondence, and other information required by management or governmental agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Update procedures, policies, and standards manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Hospitality, Lodging, & Tourism Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments		
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## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Manufacturing—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Manufacturing Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0.

E. Professional Learning: \$0

C. Supplementary: \$0.



## Manufacturing Skill Standards Checklist

Student Name	YA Student ID Number
YA Coordinator	YA Consortium
School District	High School Graduation Date
<b>Certification Areas Completed: Required Skills - For EACH Pathway Check <input checked="" type="checkbox"/> completed areas</b>	<b>Level One Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check <input checked="" type="checkbox"/> completed areas</b>
<input type="checkbox"/> Core Skills	<input type="checkbox"/> Required Skills
<input type="checkbox"/> Safety	<input type="checkbox"/> Minimum of <b>ONE Unit</b>
<input type="checkbox"/> Manufacturing Fundamentals	<input type="checkbox"/> Minimum of 2 semesters related instruction
	<input type="checkbox"/> Minimum of 450 work hours
<b>Production Pathway</b>	<b>Level Two Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check <input checked="" type="checkbox"/> completed areas</b>
<input type="checkbox"/> Assembly and Packaging Unit	<input type="checkbox"/> Required Skills for EACH pathway
<input type="checkbox"/> Manufacturing Processes Unit*	<input type="checkbox"/> Minimum of <b>TWO Units</b>
<input type="checkbox"/> Machining Unit*	<input type="checkbox"/> Minimum of 4 semesters related instruction
<input type="checkbox"/> Welding Unit*	<input type="checkbox"/> Minimum of 900 work hours
	<i>* Unit can be completed two times IF different processes are learned</i>
<b>Production Operations Management Pathway</b>	
<input type="checkbox"/> Production Operations Management Unit	
<b>Maintenance, Installation, and Repair Pathway</b>	
<input type="checkbox"/> Basic Industrial Equipment Unit	
<input type="checkbox"/> Advanced Industrial Equipment Unit	

<b>Total Hours Employed</b>	<b>Company Name</b>	<b>Telephone Number</b>
		(    )
		(    )

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring and training at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance standards criteria**.
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

## Operational Program Notes for Skill Standards Checklist

## 1. Manufacturing Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed
  - Performance Standards- How to assess skill performance as applicable to worksite.
  - Learning Objectives- Content knowledge recommended to learn these skills; may be taught by the employer, school district, and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student.
  - **W/S-** Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should **ONLY** be used IF there is no possibility of skill performance at the worksite.
- Performance Standards and Learning Objectives are located in the applicable Appendices of the **Program Guide for this Youth Apprenticeship**.

## 2. ALL Youth Apprentices **MUST** complete the Required Skills (Core Skills, Safety, and Manufacturing Fundamentals) competencies for **EACH Pathway** they are enrolled in.

- The Required Skills competencies may be completed concurrently with the Technical Skills competencies.
- The Required Skills are common skills specific to all manufacturing industry sub-sectors. These skills are *aligned with* the National States' Career Clusters standards for Manufacturing and the Manufacturing Skill Standards Council (MSSC).

## 3. Youth Apprenticeship choices (depending on job placement)

- Worksites can be chosen from any number of the manufacturing SUB-INDUSTRIES such as:  
Chemical, Computers and Electronic, Electrical Equipment and Appliances, Food and Beverage, Furniture, Machine, Non-Metallic Minerals, Plastic and Rubber Production, Primary and Fabricated Metals, Printing, Textiles, Apparel and Leather, Transportation, Wood; or  
PROCESSING any variety of manufacturing MATERIALS such as:  
Metals (Ferrous, Non-Ferrous, Powdered), Polymers (Wood, Textiles, Leather, Plastic, Elastomer), Chemicals, Finishes (Wood Finishes, Metal Finishes), and Food and Beverage  
AS LONG AS the competencies related to that SUB-INDUSTRY and MATERIAL are allowable by DWD Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws.
- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws. SEE Appendix A for special Child Labor Law considerations in this YA Program.
- Students will complete a MINIMUM of one Manufacturing unit for a Level ONE Manufacturing YA and a MINIMUM of two Manufacturing units for a Level TWO Manufacturing YA. The Manufacturing Processes, Machining, or Welding units may be completed two times for a Level TWO program; however different processes must be taught and learned.
- The Department of Workforce Development Occupational Certificate will indicate "Manufacturing" attained when the program is completed.

## 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine the criticality of each specific task, training completed, and the actual level of supervision required. See curriculum details for requirements.

## Required Skills

**Required** of ALL Manufacturing YA Students

Copy this page **FOR EACH** unit to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply manufacturing industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Exhibit regulatory and ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use resources wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Use basic technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role to be used in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MANUFACTURING FUNDAMENTALS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Focus on customer needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Measure using various instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Practice quality assurance principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria/Requires minimal supervision/Consistently displays this behavior

**2** = Meets entry level criteria/Requires some supervision/Often displays this behavior

**1** = Needs improvement/Requires much assistance and supervision/Rarely displays behavior

### Additional Comments -



## Production Pathway

Assembly and Packaging Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read technical drawings and work orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret assembly and packaging symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify set up for assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Select tools and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform safety checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform assembly set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Verify assembly set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perform quality checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Build packaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Package product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Process packaging documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Monitor equipment for correct operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Document equipment use and/or operational problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria/Requires minimal supervision/Consistently displays this behavior

**2** = Meets entry level criteria/Requires some supervision/Often displays this behavior

**1** = Needs improvement/Requires much assistance and supervision/Rarely displays behavior

### Additional Comments -

# Production Pathway

## Manufacturing Processes Unit

Check the appropriate Process.

Copy pages 6-7 if unit is repeated for a Level TWO.

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Casting      | <input type="checkbox"/> Forming           |
| <input type="checkbox"/> Conditioning | <input type="checkbox"/> Joining/Combining |
| <input type="checkbox"/> Filling      | <input type="checkbox"/> Molding           |
| <input type="checkbox"/> Finishing    | <input type="checkbox"/> Separating        |

## Manufacturing Processes Examples

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

# Production Pathway

Manufacturing Processes Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read technical drawings and work orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Select tools and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform safety checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist to perform set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Verify set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform start up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Operate equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Monitor product and process specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Process production documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Shutdown process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Monitor equipment for correct operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Document equipment use and/or operational problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Rating Scale:

**3** = Exceeds entry level criteria/Requires minimal supervision/Consistently displays this behavior

**2** = Meets entry level criteria/Requires some supervision/Often displays this behavior

**1** = Needs improvement/Requires much assistance and supervision/Rarely displays behavior

## Additional Comments -

# Production Pathway

Check the appropriate Process.

Copy this page if unit is repeated for a Level TWO.

☐ Grinder

☐ Machine Center

☐ Lathe

☐ Other: \_\_\_\_\_

Machining Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read machining technical drawings and work orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret machining symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Select tools and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform safety checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist to perform set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Verify set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform start up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Operate machining equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Monitor machining product and process specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Process production documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Shutdown machining process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Use hand tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Use CNC equipment (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Monitor equipment for correct operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Document equipment use and/or operational problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**W/S** = Worksite Experience or In Simulation

## Rating Scale:

**3** = Exceeds entry level criteria/Requires minimal supervision/Consistently displays this behavior

**2** = Meets entry level criteria/Requires some supervision/Often displays this behavior

**1** = Needs improvement/Requires much assistance and supervision/Rarely displays behavior

## Additional Comments -

# Production Pathway

Check the appropriate Processes.

Copy this page if unit is repeated for a Level TWO.

## Welding Processes

- ☐ Flux-cored arc welding (FCAW)  
☐ Gas metal arc welding (GMAW (MIG))  
☐ Gas tungsten arc welding (GTAW (TIG))  
☐ Submerged arc welding (SAW)  
☐ Shielded metal arc welding (SMAW (Stick))  
☐ Other: \_\_\_\_\_

## Thermal/Chemical Cutting Processes

- ☐ Air Carbon Arc  
☐ Laser  
☐ Oxy-fuel Manual  
☐ Oxy-fuel Machine  
☐ Plasma Manual  
☐ Plasma Machine  
☐ Other: \_\_\_\_\_

Welding Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read welding technical drawings and work orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret welding symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Layout and plan work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform safety checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prepare base metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Set up to fabricate base metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Fabricate base metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Thermally/chemically cut metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Tack work pieces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Weld metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Monitor product and process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to inspect, measure, and/or test completed metal pieces <i>Welding Standard or Code Used:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Process production documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Monitor equipment for correct operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Perform routine preventive maintenance (PM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Document equipment use, PM, and/or operational problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Rating Scale:

- 3 = Exceeds entry level criteria/Requires minimal supervision/Consistently displays this behavior  
 2 = Meets entry level criteria/Requires some supervision/Often displays this behavior  
 1 = Needs improvement/Requires much assistance and supervision/Rarely displays behavior

## Additional Comments -

# Production Operations Management Pathway

Production Operations Management Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Inventory</b>			
1. Assist to purchase materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Receive inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Manage inventory levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Distribute materials and products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to develop inventory forecasts (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain inventory records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Resources</b>			
7. Assist to develop a production plan for customer order (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist to record and summarize financial data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to coordinate work schedules and duty assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Quality Management</b>			
10. Use quality tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Calibrate tools and equipment (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to analyze production process for productivity (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Monitor operations for product and process quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist to investigate root causes of product and/or process failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Take corrective action to restore or maintain quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Participate in quality improvement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**W/S** = Worksite Experience or In Simulation

## Rating Scale:

**3** = Exceeds entry level criteria/Requires minimal supervision/Consistently displays this behavior

**2** = Meets entry level criteria/Requires some supervision/Often displays this behavior

**1** = Needs improvement/Requires much assistance and supervision/Rarely displays behavior

## Additional Comments -

## Maintenance, Installation, and Repair Pathway

Basic Industrial Equipment Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Read technical drawings and work orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret equipment symbols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain schedules, communication, and documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Monitor equipment for correct operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify maintenance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Layout and plan work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform safety checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Use hand tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perform preventive maintenance (PM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform lubrication procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist with basic equipment problem identification and diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist with basic equipment repair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist to re-qualify equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance and supervision | Rarely displays behavior

### Additional Comments –

## Maintenance, Installation, and Repair Pathway

Advanced Industrial Equipment Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Calibrate tools and equipment (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set up and fabricate metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mount a bearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Install mechanical fasteners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist with electrical circuit problem identification and diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist with motor control problem identification and diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist with hydraulic and/or pneumatic problem identification and diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain and repair mechanical drive system components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintain and repair electrical control system components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain and repair hydraulic and/or pneumatic system components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to install and qualify equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**W/S** = Worksite Experience or In Simulation

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance and supervision | Rarely displays behavior

### Additional Comments –



## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Manufacturing Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Other Notes or Comments
-------------------------



## APPENDIX O

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Marketing—YAP Level 1

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Co-requisite- Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program has added new programs, and we have students interested in this pathway.

Proposed Course Description: In three or four sentences, write a course overview.

The Marketing Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



# Marketing Skill Standards Checklist

Student Name		YA Student ID Number	
YA Coordinator		YA Consortium	
School District		High School Graduation Date	
<b>Certification Areas Completed:</b> <b>Required Skills - For EACH Pathway Unit</b> <b>Check ✓ completed areas</b> <input type="checkbox"/> Core Skills <input type="checkbox"/> Safety and Security <input type="checkbox"/> Marketing Core Foundations		<b>Level One Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b> <input type="checkbox"/> Required Skills <input type="checkbox"/> Minimum of 1 pathway unit <input type="checkbox"/> Minimum of 2 semesters related instruction <input type="checkbox"/> Minimum of 450 work hours  <b>Level Two Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b> <input type="checkbox"/> Required Skills <input type="checkbox"/> Minimum of 2 pathway units <input type="checkbox"/> Minimum of 4 semesters related instruction <input type="checkbox"/> Minimum of 900 work hours	
<b>Marketing Career Pathway</b>			
<input type="checkbox"/> Professional Sales Unit			
<input type="checkbox"/> Merchandising Unit			
<input type="checkbox"/> Marketing Communication Unit			
<input type="checkbox"/> Marketing Research / Competitive Intelligence Unit			
<input type="checkbox"/> Marketing Management / Leadership Unit			
Total Hours Employed	Company Name	Telephone Number	
		(   )	
		(   )	
		(   )	
		(   )	

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance criteria**.
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department.

Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Company/Department	Company/Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Company/Department	Company/Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Company/Department	Company/Department
Date Signed	Date Signed

## Operational Program Notes for Skill Standards Checklist

### 1. Marketing Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed.
  - Performance Standards- How the worksite will assess skill performance.
  - Learning Objectives- Content knowledge to learn these skills; may be taught by the employer, school district and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student.
  - Performance Standards & Learning Objectives are located in the **Program Guide for this Youth Apprenticeship**.

### 2. **ALL** Youth Apprentices **MUST** complete the Required Skills (Core Skills, Safety & Security, and Marketing Core Foundations) competencies.

- The Required Skills competencies may be completed concurrently with the Marketing, Sales and Service technical competencies.
- The Required Skills are common skills specific to all Marketing pathways. These skills are aligned with the National States' Career Clusters Foundations standards for Marketing, Sales and Service Career Cluster.

### 3. Youth Apprenticeship Requirements

- Specific technical skill pathway units are also aligned with the MBA Research & Curriculum Center as well as the Assessment of Skills and Knowledge for Business (A\*S\*K) Institute industry certification.
- Competencies have been reviewed by the DWD for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266- 6860 for questions regarding child labor laws. (See Appendix A for Special Child Labor Law considerations in this YA program.)
- Students will complete a MINIMUM of one pathway for each Level ONE Marketing YA and a MINIMUM of two pathways for a Level TWO Marketing YA. Units can be chosen from different pathways in any combination.
- The Department of Workforce Development Occupational Certificate will indicate "Marketing" when the program is completed.

### 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency even if that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."

## Required Skills-Required of ALL Marketing YA Students

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Defend decisions by employing critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicate effectively using verbal and non-verbal language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use interpersonal skills to resolve conflicts with others in an ethical manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate effective decision-making, problem solving and goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate positive work behaviors and personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop positive relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Exhibit professional traits for retaining employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Work effectively with diverse individuals and adapt to company culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Apply data and information to communicate ideas and create new opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Adopt workplace tools to increase personal and organizational productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Employ teamwork skills to achieve collective goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAFETY AND SECURITY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain a safe and healthful work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow risk management procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MARKETING CORE FOUNDATIONS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Facilitate business to customer relationships/interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify a company's unique selling proposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analyze cost/profit relationships to guide business decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply marketing information to meet customer needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use order-fulfillment processes to move product through the supply chain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Position products/services to acquire business image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Understand pricing strategies to determine products optimal price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Manage promotional activities to maximize return on promotional efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Identify ways that technology impacts business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Professional Sales Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Reinforce company's image to exhibit the company's brand promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply customer relationship management to show its contributions to the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Utilize digital communication in the selling process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Plan sales activities to increase sales efficiency and effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Acquire product knowledge to communicate product features and benefits to ensure customer satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform pre-sales activities to facilitate sales presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Process the sale and collect payment to complete the exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Conduct post-sales follow-up activities to foster ongoing relationships with customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating Scale:**

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Merchandising Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Employ product-mix strategies to meet customer expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Plan product/service management activities to facilitate product development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to develop merchandise plans (budgets) to guide selection of retail products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Employ visual merchandising techniques to increase interest in product offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Implement display techniques to attract customers and increase sales potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Follow merchandise security procedures to minimize inventory loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Follow inventory control and management methods to maintain appropriate levels of stock/supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Prepare register/terminal for sales operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Utilize stock-handling procedures to process incoming inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating Scale:**

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Marketing Communications Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Utilize promotional channels used to communicate with targeted audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Execute an advertising campaign to achieve marketing objectives within budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe design principles to be able to communicate needs to designers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use information-technology tools to manage and perform marketing communications responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Manage media planning and placement to enhance return on marketing investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use publicity/public-relations activities to create goodwill with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Employ sales-promotion activities to inform or remind customers of business/product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Manage communications efforts to protect brand viability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintain technology security to protect customer information and company image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Develop content for use in marketing communications to create interest in product/business/idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Marketing Research/Competitive Intelligence Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Monitor business data that impact business decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluate the need for analytics based marketing research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analyze who and how many respondents are needed for marketing research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Select method to obtain needed data to address general business problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Facilitate data-collection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Collect marketing-research data from variety of sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Process analytical data to translate marketing information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Apply statistical methods and software systems to aid in competitive intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Report findings to communicate research information to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assess quality of marketing-research activities to determine needed improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior



Marketing Management/Leadership Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Understand human-resource laws and regulations to facilitate business operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop personal organizational skills to lead others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Supervise and train fundamental work skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use teamwork to increase workplace efficiency and effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use information-technology tools to manage work and customer relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain business records to facilitate business operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist with strategic planning to guide business decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify potential business threats and opportunities to protect a business's financial well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use project-management skills to improve return on investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Manage business relationships to foster positive interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Additional Required Skills/Units Comments:**

Core Skills -
Safety and Security -
Marketing Core Foundations -
Professional Sales Unit -
Merchandising Unit -
Marketing Communications Unit -
Marketing Research/Competitive Intelligence Unit -
Marketing Management/Leadership Unit -

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Marketing Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments –
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## APPENDIX P

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Marketing—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Marketing Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



# Marketing Skill Standards Checklist

Student Name		YA Student ID Number	
YA Coordinator		YA Consortium	
School District		High School Graduation Date	
<b>Certification Areas Completed:</b> <b>Required Skills - For EACH Pathway Unit</b> <b>Check ✓ completed areas</b> <input type="checkbox"/> Core Skills <input type="checkbox"/> Safety and Security <input type="checkbox"/> Marketing Core Foundations		<b>Level One Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b> <input type="checkbox"/> Required Skills <input type="checkbox"/> Minimum of 1 pathway unit <input type="checkbox"/> Minimum of 2 semesters related instruction <input type="checkbox"/> Minimum of 450 work hours  <b>Level Two Requirements:</b> <i>Students must complete ALL listed below</i> <b>Check ✓ completed areas</b> <input type="checkbox"/> Required Skills <input type="checkbox"/> Minimum of 2 pathway units <input type="checkbox"/> Minimum of 4 semesters related instruction <input type="checkbox"/> Minimum of 900 work hours	
<b>Marketing Career Pathway</b>			
<input type="checkbox"/> Professional Sales Unit			
<input type="checkbox"/> Merchandising Unit			
<input type="checkbox"/> Marketing Communication Unit			
<input type="checkbox"/> Marketing Research / Competitive Intelligence Unit			
<input type="checkbox"/> Marketing Management / Leadership Unit			
Total Hours Employed	Company Name	Telephone Number	
		(   )	
		(   )	
		(   )	
		(   )	

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance criteria**.
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department.

Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Company/Department	Company/Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Company/Department	Company/Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Company/Department	Company/Department
Date Signed	Date Signed

## Operational Program Notes for Skill Standards Checklist

### 1. Marketing Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed.
  - Performance Standards- How the worksite will assess skill performance.
  - Learning Objectives- Content knowledge to learn these skills; may be taught by the employer, school district and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student.
  - Performance Standards & Learning Objectives are located in the **Program Guide for this Youth Apprenticeship**.

### 2. **ALL** Youth Apprentices **MUST** complete the Required Skills (Core Skills, Safety & Security, and Marketing Core Foundations) competencies.

- The Required Skills competencies may be completed concurrently with the Marketing, Sales and Service technical competencies.
- The Required Skills are common skills specific to all Marketing pathways. These skills are aligned with the National States' Career Clusters Foundations standards for Marketing, Sales and Service Career Cluster.

### 3. Youth Apprenticeship Requirements

- Specific technical skill pathway units are also aligned with the MBA Research & Curriculum Center as well as the Assessment of Skills and Knowledge for Business (A\*S\*K) Institute industry certification.
- Competencies have been reviewed by the DWD for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266- 6860 for questions regarding child labor laws. (See Appendix A for Special Child Labor Law considerations in this YA program.)
- Students will complete a MINIMUM of one pathway for each Level ONE Marketing YA and a MINIMUM of two pathways for a Level TWO Marketing YA. Units can be chosen from different pathways in any combination.
- The Department of Workforce Development Occupational Certificate will indicate "Marketing" when the program is completed.

### 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency even if that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."

## Required Skills-Required of ALL Marketing YA Students

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Defend decisions by employing critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicate effectively using verbal and non-verbal language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use interpersonal skills to resolve conflicts with others in an ethical manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate effective decision-making, problem solving and goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate positive work behaviors and personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop positive relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Exhibit professional traits for retaining employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Work effectively with diverse individuals and adapt to company culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Apply data and information to communicate ideas and create new opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Adopt workplace tools to increase personal and organizational productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Employ teamwork skills to achieve collective goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAFETY AND SECURITY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain a safe and healthful work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow risk management procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MARKETING CORE FOUNDATIONS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Facilitate business to customer relationships/interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify a company's unique selling proposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analyze cost/profit relationships to guide business decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply marketing information to meet customer needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use order-fulfillment processes to move product through the supply chain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Position products/services to acquire business image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Understand pricing strategies to determine products optimal price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Manage promotional activities to maximize return on promotional efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Identify ways that technology impacts business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Professional Sales Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Reinforce company's image to exhibit the company's brand promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply customer relationship management to show its contributions to the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Utilize digital communication in the selling process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Plan sales activities to increase sales efficiency and effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Acquire product knowledge to communicate product features and benefits to ensure customer satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform pre-sales activities to facilitate sales presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Process the sale and collect payment to complete the exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Conduct post-sales follow-up activities to foster ongoing relationships with customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Merchandising Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Employ product-mix strategies to meet customer expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Plan product/service management activities to facilitate product development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to develop merchandise plans (budgets) to guide selection of retail products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Employ visual merchandising techniques to increase interest in product offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Implement display techniques to attract customers and increase sales potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Follow merchandise security procedures to minimize inventory loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Follow inventory control and management methods to maintain appropriate levels of stock/supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Prepare register/terminal for sales operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Utilize stock-handling procedures to process incoming inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Marketing Communications Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Utilize promotional channels used to communicate with targeted audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Execute an advertising campaign to achieve marketing objectives within budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe design principles to be able to communicate needs to designers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use information-technology tools to manage and perform marketing communications responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Manage media planning and placement to enhance return on marketing investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use publicity/public-relations activities to create goodwill with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Employ sales-promotion activities to inform or remind customers of business/product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Manage communications efforts to protect brand viability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintain technology security to protect customer information and company image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Develop content for use in marketing communications to create interest in product/business/idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Marketing Research/Competitive Intelligence Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Monitor business data that impact business decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluate the need for analytics based marketing research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analyze who and how many respondents are needed for marketing research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Select method to obtain needed data to address general business problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Facilitate data-collection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Collect marketing-research data from variety of sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Process analytical data to translate marketing information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Apply statistical methods and software systems to aid in competitive intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Report findings to communicate research information to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assess quality of marketing-research activities to determine needed improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

Marketing Management/Leadership Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Understand human-resource laws and regulations to facilitate business operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop personal organizational skills to lead others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Supervise and train fundamental work skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use teamwork to increase workplace efficiency and effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use information-technology tools to manage work and customer relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain business records to facilitate business operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist with strategic planning to guide business decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify potential business threats and opportunities to protect a business's financial well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use project-management skills to improve return on investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Manage business relationships to foster positive interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating Scale:**

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

**Additional Required Skills/Units Comments:**

Core Skills -
Safety and Security -
Marketing Core Foundations -
Professional Sales Unit -
Merchandising Unit -
Marketing Communications Unit -
Marketing Research/Competitive Intelligence Unit -
Marketing Management/Leadership Unit -

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Marketing Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments –
---------------------------



## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Science, Technology, Engineering & Math (STEM)—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Science, Technology, Engineering & Math Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the State upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## Science, Technology, Engineering, and Math (STEM) Skill Standards Checklist

Student Name.	School District
YA Coordinator	YA Consortium
High School Graduation Date	

### Certification Areas Completed:

#### Required Skills - For EACH Pathway Check ✓ completed areas

- ☐ Core Skills
- ☐ Safety

#### Engineering & Technology Pathway

- ☐ Engineering Drafting Unit- REQUIRED FIRST
- ☐ Mechanical/Electrical Engineering Unit
- ☐ Civil Engineering Unit

#### Science & Math Pathway

- ☐ Bioscience Lab Foundations Unit- REQUIRED FIRST
- ☐ Bioscience Applications Unit

### Level One Requirements:

*Students must complete ALL listed below*

#### Check ✓ completed areas

- ☐ Required Skills
- ☐ Minimum of **ONE** Pathway Unit
- ☐ Minimum of 2 semesters related instruction
- ☐ Minimum of 450 work hours

### Level Two Requirements:

*Students must complete ALL listed below*

#### Check ✓ completed areas

- ☐ Required Skills for EACH pathway
- ☐ Minimum of **TWO** Pathway Units
- ☐ Minimum of 4 semesters related instruction
- ☐ Minimum of 900 work hours

Total Hours Employed	Company Name	Telephone Number
		(   )
		(   )

## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring and training at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance criteria.**
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

## Operational Program Notes for Skill Standards Checklist

### 1. Science, Technology, Engineering, and Math Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed
  - Performance Standards- How to assess skill performance as applicable to worksite
  - Learning Objectives- Content knowledge recommended to learn these skills; may be taught by the employer, school district and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student
  - W/S- Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should ONLY be used IF there is no possibility of skill performance at the worksite.
- Performance Standards & Learning Objectives are located in applicable Appendices of the **Program Guide for this Youth Apprenticeship**.

### 2. **ALL** Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety) competencies for each Pathway they are enrolled in.

- The Required Skills competencies may be completed concurrently with the specific Pathway process technical competencies.
- The Required Skills are common skills specific to all Science, Technology, Engineering, and Math sub-sectors. These skills are *aligned with* the National States' Career Clusters standards for the Science, Technology, Engineering, and Math Career Cluster.

### 3. Youth Apprenticeship choices (depending on job placement)

- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws. SEE Appendix A for special Child Labor Law considerations in this YA Program.
- Students will complete a **Minimum Rating** in the Required Skills and in one pathway unit for a Level One Science, Technology, Engineering, and Math YA and a **Minimum Rating** in the Required Skills and two pathway units for a Level TWO Science, Technology, Engineering, and Math YA.
- **Units within each Pathway are unique to that Pathway.** Therefore, switching between pathways, after the successful completion of the first year, is not allowable.
- The Department of Workforce Development Occupational Certificate will indicate "Science, Technology, Engineering, and Math" attained when the program is completed.

### 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine the criticality of each specific task, training completed, and the actual level of supervision required. See curriculum details for requirements.

## Required Skills

Required of ALL Science, Technology, Engineering, and Math YA Students

Copy this page FOR EACH pathway to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Exhibit regulatory and ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Use basic technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Use resources wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role to be used in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –



## Engineering and Technology Pathway

Engineering Drafting Unit – REQUIRED FIRST	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply engineering principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret technical drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use measuring devices accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Organize databases, files, & drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reproduce documents & plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use engineering drafting software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Develop one-view drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Develop 2D (orthographic) view drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Develop 3D view models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Prepare auxiliary views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Prepare section views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Dimension drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Apply lettering & basic annotation to drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Check, revise, & record drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Participate on an engineering project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Engineering and Technology Pathway

Mechanical/Electrical Engineering Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply manufacturing & mechanical/electrical systems principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret mechanical/electrical technical drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop the engineering problem & plan with team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Research physical limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Research required materials properties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Research manufacturing/assembly process & limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Design prototype with team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Prepare prototype technical drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to build prototype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist to test & revise prototype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to calculate & analyze prototype test results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Finalize part/process technical drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Apply quality concepts to project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

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**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Engineering and Technology Pathway

Civil Engineering Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply structural & building principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpret civil engineering technical drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Research codes & site requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conduct site analyses with team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to compile & analyze site measurements & other data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Research structural requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to create materials specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Design site structure(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Draw a working site plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Construct a Bill of Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to create a project plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to coordinate project activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Apply quality concepts to project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Science and Math Pathway

Bioscience Lab Foundations Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply Bioscience Lab knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use aseptic technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clean & prepare glassware & instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Prepare reagents, solutions, and/or buffers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform calculations and conversions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Weigh and measure accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Operate lab equipment properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Conduct testing according to protocol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Record results of testing accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain accurate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Monitor & maintain lab &/or personal inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

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**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Science and Math Pathway

Bioscience Applications Unit – Required Competencies	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Assist to organize & analyze data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Prepare a Bioscience presentation (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bioscience Applications Unit – Additional Competencies	Minimum rating of 2 for EACH Check Rating		
	1	2	3
Choose <b>at least 6</b> from 22 below			
1. Grow &/or care for plants &/or lab animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collect plant or animal tissues from source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Isolate &/or purify cells, microbes, nucleic acids, &/or proteins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Quantify &/or identify cells, microbes, nucleic acids, &/or proteins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Culture cells &/or microbes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Harvest cells &/or microbes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform spectroscopy (light, uv, IR, mass, fluorescence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform chromatography (gas, TLC, HPLC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perform flow cytometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform microscopy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Perform restriction digests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Hybridize nucleic acids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Perform gel electrophoresis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Perform amplification (PCR, RT-PCR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Perform blot assays (Southern, Western, Northern)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Perform nucleic acid sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Perform cellular assays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Perform immunoassays (ELISA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Perform protein assays (Bradford, Lowry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Perform transfection/transformation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Perform basic cloning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Run expression cloning tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Science, Technology, Engineering, and Math Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments		
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## APPENDIX R

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Transportation, Distribution & Logistics—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Transportation, Distribution & Logistics Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## Transportation, Distribution & Logistics Skill Standards Checklist

Student Name	YA Student ID Number
YA Coordinator	YA Consortium
School District	High School Graduation Date

### Certification Areas Completed:

#### Required Skills - For EACH Unit

**Check ✓ completed areas** (p. 4)

- ☐ Core Skills
- ☐ Safety

#### Logistics/Supply Chain Management (SCM) Pathway- 2 Units per Year (p. 5-9)

- ☐ Planning & Purchasing Unit
- ☐ Inventory Management & Production Unit
- ☐ Storage & Warehousing Unit
- ☐ Distribution & Transportation Operations Unit

#### Mobile Equipment Maintenance Pathway

##### Auto Collision- 2 Units per Year (p. 10-14)

- ☐ Collision Repair Basics Unit – REQUIRED FIRST
- ☐ Non-structural Analysis & Repair Unit
- ☐ Painting & Refinishing Unit

- ☐ Damage Analysis & Electrical Repair Unit

##### Auto Technician- 1 Unit per Year (p. 15-19)

- ☐ General Auto Service Unit – REQUIRED FIRST
- ☐ Auto/Light Truck Systems Unit

##### Diesel Technician- 1 or 2 year program as indicated on Unit Page 20-22

- ☐ Diesel Technician Unit

### Level One Requirements:

*Students must complete ALL listed below*

**Check ✓ completed areas**

- ☐ Required Skills
- ☐ SEE Pathway for Unit Requirements
- ☐ Minimum of 2 semesters related instruction
- ☐ Minimum of 450 work hours

### Level Two Requirements:

*Students must complete ALL listed below*

**Check ✓ completed areas**

- ☐ Required Skills for EACH Pathway
- ☐ SEE Pathway for Unit Requirements
- ☐ Minimum of 4 semesters related instruction
- ☐ Minimum of 900 work hours

Total Hours Employed	Company Name	Telephone Number
		(   )
		(   )



## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring and training at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance standard criteria.**
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date signed and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

# Operational Program Notes for Skill Standards Checklist

## 1. Transportation, Distribution & Logistics Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed.
  - Performance Standards- HOW to assess skill performance as applicable to worksite.
  - Learning Objectives- Content knowledge recommended to learn these skills; may be taught by the employer, school district, and/or technical college.
  - Skill Standards Checklist- The documented list of competencies completed by the YA student.
  - **W/S**- Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should **ONLY** be used IF there is no possibility of skill performance at the worksite.
- Performance Standards and Learning Objectives are located in the applicable Appendices of the **Program Guide for this Youth Apprenticeship**.

## 2. **ALL** Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety) competencies for **EACH Pathway** they are enrolled in.

- The Required Skills competencies may be completed concurrently with the Technical Skills competencies.
- The Required Skills are common skills specific to all transportation, distribution and logistics sub-sectors. These skills are *aligned with* the National States' Career Clusters standards for Transportation, Distribution and Logistics and the National Automotive Technicians Education Foundation (NATEF) - Automotive Service Excellence (ASE) certification standards where applicable.

## 3. Youth Apprenticeship Skills

- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws.
- Students will complete a **Minimum Rating** in the Required Skills and one or two technical units, depending on pathway, for a Level One Transportation, Distribution & Logistics (TDL) YA and a **Minimum Rating** in the Required Skills and two or four technical units, depending on pathway and sector, for a Level TWO Transportation, Distribution & Logistics YA.
- See Appendix C in the TDL Program Guide for a cross-walk of YA and NATEF tasks.
- The Department of Workforce Development Occupational Certificate will indicate "Transportation, Distribution and Logistics" attained when the program is completed.

## 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine criticality of each specific task, training completed, and the actual level of supervision required. See curriculum details for requirements.

## Required Skills

Required of ALL Transportation, Distribution & Logistics YA Students

Copy this page **FOR EACH** pathway to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply Transportation, Distribution & Logistics industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Exhibit regulatory & ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Use resources wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use basic technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role to be used in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

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### Additional Comments -

## Logistics/Supply Chain Management (SCM) Pathway

Planning & Purchasing Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Respond to customer inquiries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide product and service information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to process claims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Collect and maintain data & files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Process documentation & prepare reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Customer Order</b>			
6. Compile customer & order information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Process customer sales order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist to plan for customer order using production and logistics documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Purchasing</b>			
9. Purchase raw materials/services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Track and maintain order and receipt schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Review requisition orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Prepare purchase orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Contact suppliers to verify shipment details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Process supplier invoices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Monitor customer order status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Inform internal & external customers of order status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Compile purchasing, production, & shipping information for status reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments –

## Logistics/Supply Chain Management (SCM) Pathway

Inventory Management & Production Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Respond to customer inquiries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collect and maintain data & files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Process documentation & prepare reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Suppliers</b>			
4. Gather qualified supplier information for materials to be ordered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to determine prices, specifications, and delivery dates from potential suppliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inventory Planning</b>			
6. Gather and organize data for demand forecasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to develop forecasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist to develop production & inventory solutions based on production and logistics plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to develop packaging and material handling requirements based on production and logistics plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inventory Movement</b>			
10. Verify receipt of goods/services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Complete inventory transfer forms for bookkeeping purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to coordinate schedules for materials/product/services movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist to perform physical inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Report inventory shortage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assist with inventory inaccuracies investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments –

## Logistics/Supply Chain Management (SCM) Pathway

Storage & Warehousing Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to plan for customer order using production and logistics documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Receive materials</b>			
3. Unload materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Inspect package for integrity, damage, quality specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Check order accuracy against packing slip/purchase order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Deliver materials to staging/storage location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Store or discard packaging materials as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fill orders</b>			
8. Pull items from warehouse storage location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Store orders for transporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Package orders</b>			
10. Check container and packing materials for labeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Verify contents match order and description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Isolate defective contents prior to packing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Load orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Additional Comments -**

## Logistics/Supply Chain Management (SCM) Pathway

Storage & Warehousing Unit <i>(continued)</i>	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Monitor inventory</b>			
14. Perform cycle counts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Check stock for outdated or damaged supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Rotate raw materials and stock to minimize old and outdated inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Respond to recall procedures by removing and discarding inventory according to regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Warehouse Utilization</b>			
18. Assist to examine loss, damage & returns reports for trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments –

## Logistics/Supply Chain Management (SCM) Pathway

Distribution & Transportation Operations Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Transportation Requirements</b>			
1. Assist to plan distribution of products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Compile transportation documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Schedule &amp; dispatch deliveries</b>			
3. Assist to schedule transportation of products and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ensure product is shipped on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prepare invoice for products and shipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ship products</b>			
6. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Inspect outgoing product packaging and labeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Verify packing list against actual shipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Load vehicles OR stage for courier transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Complete required shipping documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Traffic Functions</b>			
11. Assist to plan and route shipments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assist to coordinate and schedule drivers, pickups, deliveries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Monitor shipments</b>			
13. Determine shipment status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Maintain shipping and customs records/documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Follow up with customer regarding shipment receipt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Mobile Equipment Maintenance Pathway- Auto Collision

Collision Repair Basics Unit – REQUIRED FIRST	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Obtain and apply basic vehicle and collision repair knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obtain required tools, equipment and materials before work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Operate tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clean and store tools after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Dispose of parts, garbage, and recyclables properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Locate & record vehicle information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain service & repair records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Detail a surface</b>			
9. Remove old decals, stripes, emblems & moldings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Apply decals, tapes, stripes, emblems & moldings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Surface Preparation</b>			
11. Remove exterior dirt, grease, wax, and coatings from surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Clean interior, exterior, body openings and glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Mask exterior/interior panels & parts adjacent to repair areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Remove over-spray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Corrosion Protection</b>			
15. Apply anti-corrosion primers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Apply corrosion protection to surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Apply corrosion protection to joints, seams & weld areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Buff and polish finish</b>			
18. Sand and buff polish with appropriate compounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Mobile Equipment Maintenance Pathway- Auto Collision

Non-Structural Analysis & Repair Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Remove vehicle components</b>			
1. Remove undamaged body panels and components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Remove mechanical and electrical components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Body Panels</b>			
3. Rough straighten damaged metal panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Remove damaged sections of metal body panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Doors</b>			
5. Remove door and all components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Check door fit & function	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Remove & install door lock and handle components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist to diagnose and repair water leaks, dust leaks and wind noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hoods</b>			
9. Remove, replace, and align hood, hood hinges, and hood latch/lock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Remove, replace, and align deck lid, lid hinges, and lid latch/lock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fenders</b>			
11. Remove, replace, and align bumpers, reinforcements, guards, absorbers, isolators, and mounting hardware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Check and adjust clearances of front fenders, headlight mounting panel, and other panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Trim, Hardware &amp; Moldings</b>			
13. Remove and reinstall interior door trim panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Remove and reinstall headliners and other interior panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Remove and install upholstery and related items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Mobile Equipment Maintenance Pathway- Auto Collision

Non-Structural Analysis & Repair Unit <i>(continued)</i>	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Moveable Glass</b>			
16. Remove & install door glass & lower channel from door glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Remove & install window regulator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Align door glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hinged Glass</b>			
19. Remove & install vent & hinged window assembly & glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plastics</b>			
20. Assist to repair plastic parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Assist to reshape and shrink flexible exterior plastic parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Welding</b>			
22. Clean metal to be welded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Assist to weld metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Mobile Equipment Maintenance Pathway- Auto Collision

Painting & Refinishing Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Surface Preparation</b>			
1. Sand area to be painted/refinished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strip finish or other protective coatings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Featheredge adjacent areas for blending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Undercoating</b>			
4. Prepare undercoating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply undercoating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Smooth undercoating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Paint Preparation</b>			
7. Prepare painting and drying areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Prepare paint mixing area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Prepare air supply equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Clean spray guns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Test spray guns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Paint/Finish</b>			
12. Assist to determine type, color & formula of paint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist to mix and strain paint or primer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assist to apply paint on test panel or let-down panel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assist to check color match; tint as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Mobile Equipment Maintenance Pathway- Auto Collision

Damage Analysis & Electrical Repair Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Analyze damage</b>			
1. Prepare vehicle for inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to determine structural damage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to determine suspension, mechanical, and electrical damage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to determine if refinishing is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assist to plan repair work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General Electrical</b>			
6. Inspect, clean, and replace battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform battery state-of-charge test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform battery charge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Retrieve codes and settings and disconnect the battery if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist to diagnose electrical circuits, wiring, and connectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to inspect, test, and replace fusible links, circuit breakers, and fuses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Electrical Systems</b>			
12. Assist to check & repair exterior lighting & wires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Aim headlamp assemblies and fog/driving lamps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Check & replace horn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Check & replace wiper/washer system motors & pumps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Check & replace power window system switches & motors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Check operation of electrically heated mirrors, windshields, back lights, panels, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Inspect, remove and replace components of power antenna circuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# Mobile Equipment Maintenance Pathway- Auto Technician

Level One (one year program) = General Auto Service Unit

Level Two (two year program) = General Auto Service Unit + 25 Additional Skills from the Auto/Light Truck Systems Unit (pages 17-19)

General Auto Service Unit – REQUIRED FIRST	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Obtain & apply basic vehicle & servicing knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Operate tools & equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to process work order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Research information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Acquire parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to diagnose common concerns & determine action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Engine</b>			
8. Perform engine oil & filter change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Replace fuel filter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Check, drain, recover, flush, refill cooling system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist to inspect engine assembly for leaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Inspect, replace air filter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Retrieve, record, interpret diagnostic codes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Manual Drive Trains &amp; Axles</b>			
14. Check for leaks & fluid conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Check & adjust differential housing fluid level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Automatic Transmission &amp; Transaxle</b>			
16. Check fluid level in a transmission/transaxle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Inspect, replace, flush transmission fluid & filters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Brakes</b>			
18. Test brake fluid for contamination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Mobile Equipment Maintenance Pathway- Auto Technician

General Auto Service Unit – REQUIRED FIRST - <i>continued</i>	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Suspension &amp; Steering</b>			
19. Inspect power steering fluid level & condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Flush, fill, bleed power steering system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Inspect for power steering fluid leakage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Lubricate suspension & steering systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Inspect tire condition & adjust air pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Rotate tires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Electrical/Electronic</b>			
25. Verify, replace, refill wiper & washer operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Check brake lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Test, replace, aim lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Inspect, check, replace battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Perform battery capacity test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Perform slow/fast battery charge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Perform battery state-of-charge test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Verify panel gauges & lights; reset maintenance indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Jump start a vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Heating &amp; A/C</b>			
34. Replace cabin filter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Inspect engine cooling & heater systems hoses, ducts, doors, filters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments -

# Mobile Equipment Maintenance Pathway- Auto Technician

Auto/Light Truck Systems Unit CHOOSE 25 Skills MINIMUM	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Engine Repair &amp; Performance (NATEF A1 &amp; A8)</b>			
1. Install engine covers using gaskets, seals, & sealers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to remove & replace timing belt, verify camshaft timing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Perform cooling system pressure tests to identify leaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Inspect, replace, adjust drive belts, tensioners, & pulleys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Remove, inspect, replace thermostat & gasket/seal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Inspect, remove, replace water pump	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform cylinder cranking & running compression tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform cylinder leakage tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Remove, replace spark plugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Inspect exhaust manifold, pipes, muffler, catalytic converter, resonator, & heat shields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Remove, replace radiator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Automatic Transmission &amp; Transaxle (NATEF A2)</b>			
12. Inspect, replace external seals, gaskets, bushings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Inspect powertrain mounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Manual Drive Trains &amp; Axles (NATEF A3)</b>			
14. Drain/refill differential or transfer case housings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Remove & replace drive axle shafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Continued on next page***

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**Additional Comments -**



# Mobile Equipment Maintenance Pathway- Auto Technician

Auto/Light Truck Systems Unit – <i>continued</i> CHOOSE 25 Skills MINIMUM	Minimum rating of 2 for EACH Check Rating		
	1	2	3
<b>Suspension &amp; Steering (NATEF A4)</b>			
16. Assist to disable & enable supplemental restraint system (SRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Assist to remove, inspect, replace, adjust power steering pump drive belt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Assist to remove, reinstall power steering pump	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Inspect, replace, adjust tie rod ends (sockets), tie rod sleeves, & clamps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Assist to inspect, remove, install upper &/or lower ball joints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Inspect, remove, install front stabilizer bar bushings, brackets, links	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assist to inspect, remove, install strut cartridge or assembly, strut coil spring, insulators, & upper strut bearing mount	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Inspect rear suspension system leaf springs, bushings, center pins/bolts, & mounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Perform pre-alignment inspection & measure vehicle ride height	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Dismount, inspect, balance, remount tire on wheel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Inspect tire for air loss; Repair tire using internal patch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Assist to test & calibrate pressure monitoring system for operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Brakes (NATEF A5)</b>			
28. Inspect brake lines, hoses, fittings for leaks, kinks, rust, cracks, bulging, wear, loose fittings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Select, handle, store, fill brake fluids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Bleed &/or flush brake system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Measure brake pedal height, travel, free play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Check master cylinder for leaks & operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Remove, clean, inspect, measure brake drum diameter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Assist to remove, clean, inspect, lubricate, reassemble brake shoes, springs, pins, clips, levers, adjusters, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Remove, clean, inspect, caliper assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Clean, inspect caliper mounting & slides/pins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Continued on next page***

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## Additional Comments -

## Mobile Equipment Maintenance Pathway- Auto Technician

Auto/Light Truck Systems Unit – <i>continued</i> <b>CHOOSE 25 Skills MINIMUM</b>	Minimum rating of 2 for EACH <b>Check Rating</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
<b>Brakes (NATEF A5) - <i>continued</i></b>			
37. Remove, inspect, replace pads & retaining hardware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Lubricate, reinstall caliper, pads, & related hardware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Clean, inspect, measure rotor, rotor thickness, variation, & lateral run-out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Remove, reinstall rotor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Check brake pad wear indicator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Remove, clean, inspect, repack, install wheel bearings, seals, hub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Check parking brake cables & components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Check parking brake operation & indicator lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Assist to replace wheel bearing & race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Electrical &amp; Electronic Systems (NATEF A6)</b>			
46. Properly use a digital multimeter (DMM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Use wiring diagrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Inspect, test fusible links, breakers, fuses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Replace electrical connectors & terminal ends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Perform starter current draw tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Perform starter circuit voltage drop tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Remove, install starter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Remove, inspect, reinstall generator (alternator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Remove, reinstall door panel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments -

# Mobile Equipment Maintenance Pathway- Diesel Technician

Types of Engines Serviced:

Level One (one year program) = General Skills + 3 Systems

Level Two (two year program) = General Skills + ALL 6 Systems

PM = Preventive Maintenance

<b>Diesel Technician Unit</b>	Minimum rating of 2 for EACH Check Rating		
<b>General Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Obtain & apply basic diesel servicing knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Operate tools & equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to process work order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Research information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Acquire parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to diagnose common concerns & determine action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist to retrieve, record, interpret diagnostic codes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Diesel Engine System</b>	<b>1</b>	<b>2</b>	<b>3</b>
9. Perform engine lubrication PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Perform oil & filter change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Perform fuel system checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Perform air induction & exhaust PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Perform cooling system PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Pressure test cooling system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assist to bleed cooling system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assist to perform engine brake PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Continued on next page***

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## Additional Comments -

# Mobile Equipment Maintenance Pathway- Diesel Technician

<b>Diesel Technician Unit- <i>continued</i></b>	<b>Minimum rating of 2 for EACH Check Rating</b>		
<b>Cab &amp; Hood System</b>	<b>1</b>	<b>2</b>	<b>3</b>
17. Perform instrument checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Perform safety equipment checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Perform hardware checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Check HVAC operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Lubricate grease fittings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Drive Train System</b>	<b>1</b>	<b>2</b>	<b>3</b>
22. Perform transmission PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Change transmission oil & filter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Perform clutch PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Perform drive axle PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Change drive axle oil & filter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Inspect driveshaft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Electrical/Electronics System</b>	<b>1</b>	<b>2</b>	<b>3</b>
28. Use wiring diagrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Properly use a digital multimeter (DMM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Perform battery PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Perform battery load test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Determine battery state of charge test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Jump start a vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Engage starter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Perform charging system PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Assist to remove & replace alternator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Perform lighting system PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Continued on next page***

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## **Additional Comments -**

# Mobile Equipment Maintenance Pathway- Diesel Technician

<b>Diesel Technician Unit- <i>continued</i></b>	Minimum rating of 2 for EACH <b>Check Rating</b>		
<b>Brakes &amp; Hydraulics System</b>	<b>1</b>	<b>2</b>	<b>3</b>
38. Perform air brake PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Perform hydraulic brake PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Check ABS & ATC warning lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Read & interpret hydraulic system diagrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Service filtration/reservoirs (tanks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Check hoses, fittings, connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Suspension &amp; Steering System</b>	<b>1</b>	<b>2</b>	<b>3</b>
44. Perform suspension & steering PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Perform steering linkage PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Perform tire checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Assist to remove & install steering & drive axle wheel/tire assemblies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Perform fifth wheel, frame, trailer PM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Additional Comments -

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of this Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments		
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## APPENDIX S

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/17/18 Administrator Name: Cheryl Kothe

Department and School: Career and Technical Education—Bradford, Indian Trail, Tremper, LakeView, and Reuther

Course Name: Information Technology—YAP Level 2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .5 each semester Check if honors: ☐

Recommended Prerequisites (if any): Corequisite—Student must be enrolled in course within related pathway.

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The Youth Apprenticeship Program is a two-year program, and there are currently no second year courses in the course book.

Proposed Course Description: In three or four sentences, write a course overview.

The Information Technology Youth Apprenticeship Program is a one- or two-year apprenticeship. Students earn credit and get paid for working for a local business. Students will receive a certificate from the state upon successful completion of the program.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Please see the skill standards checklist provided from the Wisconsin Department of Workforce Development.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## Information Technology (IT) Skill Standards Checklist

Student Name	School District
YA Coordinator	YA Consortium
High School Graduation Date	

### Certification Areas Completed:

#### Required Skills - For EACH Pathway

Check ☒ completed areas

- ☐ Core Skills
- ☐ Safety & Security

#### General IT Pathway

- ☐ IT Essentials Unit

#### Network Systems and Information Support & Services Pathway

- ☐ Hardware Unit

#### Programming & Software Development and Information Support & Services Pathway

- ☐ Software Unit

#### Web & Digital Communications Pathway

- ☐ Web & Digital Media Unit

### Level One Requirements:

*Students must complete ALL listed below*

Check ☒ completed areas

- ☐ Required Skills
- ☐ Minimum of **ONE** Pathway Unit
- ☐ Minimum of 2 semesters related instruction
- ☐ Minimum of 450 work hours

### Level Two Requirements:

*Students must complete all listed below*

Check ☒ completed areas

- ☐ Required Skills
- ☐ Minimum of **TWO** Pathway Units
- ☐ Minimum of 4 semesters related instruction
- ☐ Minimum of 900 work hours

Total Hours Employed	Company Name	Telephone Number
		(    )
		(    )



## Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill **according to the performance criteria.**
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

**I certify** that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date and the department name.

***SIGN this page IF you have been a mentor, trainer, or instructor of this student***

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

# Operational Program Notes for Skill Standards Checklist

## 1. Information Technology Youth Apprenticeship Curriculum

- Definitions:
  - Competency- The worksite skill to be performed
  - Performance Standards- How to assess skill performance as applicable to worksite
  - Learning Objectives- Content knowledge recommended to learn these skills; may be taught by the employer, school district and/or technical college
  - Skill Standards Checklist- The documented list of competencies completed by the YA student
  - W/S- Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should ONLY be used IF there is no possibility of skill performance at the worksite.
- Performance Standards & Learning Objectives are located in applicable Appendices of the **Program Guide for this Youth Apprenticeship**

## 2. **ALL** Youth Apprentices **MUST** complete the Core Skills and Safety & Security competencies for **EACH UNIT** they are enrolled in

- The competencies may be completed concurrently with the specific unit technical competencies
- These competencies are common skills specific to all Information Technology (IT) sub-sectors. These skills are *aligned with* the National States' Career Clusters standards for Information Technology.

## 3. Youth Apprenticeship choices (depending on job placement)

- Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws. SEE Appendix A for special Child Labor Law considerations in this YA Program.
- Students will complete a **Minimum Rating** in the Required Skills and one additional pathway unit for a Level ONE Information Technology (IT) YA and a **Minimum Rating** in the Required Skills and two additional pathway units for a Level TWO Information Technology (IT) YA
- Virtualization in server test environments or similar at the worksite is allowable in order to practice and master more critical worksite competencies
- The Department of Workforce Development Occupational Certificate will indicate "Information Technology (IT)" attained when the program is completed

## 4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily"
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine the criticality of each specific task, training completed, and the actual level of supervision required. See actual curriculum details for requirements.

## Required Skills

Required of ALL Information Technology (IT) YA Students

Copy this page **FOR EACH PATHWAY** to be completed

CORE SKILLS	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply applicable academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply applicable career knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate effectively on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Act professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate customer service skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cooperate with others in a team setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Exhibit regulatory and ethical responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Use basic technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use resources wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAFETY & SECURITY	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Follow personal safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a safe work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional role in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow security procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Additional Comments –

## General IT Pathway

The IT Essentials Unit allows for the **choice** of FOUR competencies ONLY to be completed in classroom simulation; however, a simulated setting should ONLY be used IF there is no possibility of skill performance at the worksite.

Note: The multiple classroom options were added to facilitate use by the Cooperative Education (Coop) programs through collaboration with the Department of Public Instruction.

IT ESSENTIALS UNIT	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Apply applicable IT industry knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Schedule appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Process customer requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Query, view, and extract data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform common technical requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist to resolve customer problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Perform basic back up procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Monitor systems to ensure optimal functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Prepare required reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Install a desktop system and peripheral equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Install & configure an operating system (O/S) and/or drivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Upgrade an operating system (O/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Install and uninstall an application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Install operating system (O/S) service packs and security patches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ghost a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Participate on a system project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Network Systems and Information Support & Services Pathway

Hardware Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain network records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicate with vendors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Perform basic technical network support duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to monitor network performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform routine network system maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist to apply network upgrades, service packs, and patches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Upgrade portable devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Replace inoperable computer components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to troubleshoot network system and data communication problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist to install or upgrade network equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Participate on a networking systems evaluation project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Programming & Software Development and Information Support & Services Pathway

Software Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Use basic office software applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to maintain database security measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Monitor and maintain data integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist to troubleshoot application and database problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Create a database	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Acquire and install new software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to test software programming changes or modifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Evaluate application software packages (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Write code (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participate on a software development or customization project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

**3** = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

**2** = Meets entry level criteria | Requires some supervision | Often displays this behavior

**1** = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Web & Digital Communications Pathway

Web & Digital Media Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain web/digital media production and progress records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assist to outline structural content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assist to create verbal content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Create or edit images and graphics for website/digital media use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Create templates for website layout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Write program code for a website (W/S)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist to create specialized scripts/motion graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform user testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assist to finalize a website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assist to maintain a website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Participate on website/digital media project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

1 = Needs improvement | Requires much assistance & supervision | Rarely displays behavior

### Additional Comments –

## Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Information Technology (IT) Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Mentor/Trainer/Instructor Signature	Date Signed

Other Notes or Comments –		
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**Kenosha Unified School District**  
**Kenosha, Wisconsin**  
  
**November 13, 2018**  
**Curriculum/Program Standing Committee**

**COURSE CHANGE PROPOSALS: FAMILY AND CONSUMER SCIENCE**

**Background**

Five Course Change Proposals are being submitted to remove two courses and add three new courses in the family and consumer sciences area to align with career pathways that prepare students for career readiness.

**Course Change Requests**

<b>COURSE NAME</b>	<b>ACTION</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Building Relationships	Removal	Tremper, Bradford, Indian Trail, Reuther	A
Parenting	Removal	Tremper, Bradford, Indian Trail, Reuther	B
Global Cuisine	Addition	Tremper, Bradford, Indian Trail, Reuther	C
Early Childhood Educator	Addition	Tremper, Bradford, Indian Trail, Reuther	D
Life Skills and Relationships	Addition	Tremper, Bradford, Indian Trail, Reuther	E

**Recommendation**

Administration recommends that the following course changes needed within Kenosha Unified School District's family and consumer science curriculum be forwarded to the school board for approval at its November 27, 2018, meeting:

<b>REMOVE COURSES</b>	<b>NEW COURSES</b>
Building Relationships	Global Cuisine
Parenting	Early Childhood Education
	Life Skills and Relationships

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Cheryl Kothe  
Coordinator of Career and Technical Education



## APPENDIX A

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 10/1/2018 Administrator Name: Cheryl Kothe

Department and School: Family and Consumer Science—Tremper, Bradford, Indian Trail, Reuther

Course Name: Building Relationships

Request: ☐ New Course ☐ New Course Name ☐ Course Revision ☒ Remove Course

Credits: Quarter, Semester ½ credit Check if honors: ☐

Recommended Prerequisites (if any):

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Parenting and Building Relationships will be combined into our second level child development course (Individual and Family Development). The realignment of courses will fit more of a human service career cluster.

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$



## APPENDIX B

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 10/1/2018 Administrator Name: Cheryl Kothe

Department and School: Family and Consumer Science—Tremper, Bradford, Indian Trail, Reuther

Course Name: Parenting

Request: ☐ New Course ☐ New Course Name ☐ Course Revision ☒ Remove Course

Credits: Quarter, Semester ½ credit Check if honors: ☐

Recommended Prerequisites (if any):

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Parenting and Building Relationships will be combined into our second level child development course (Individual and Family Development). The realignment of courses will fit more of a human service career cluster.

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$

**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 10/1/2018 Administrator Name: Cheryl Kothe

Department and School: Family and Consumer Science—Tremper, Bradford, Indian Trail, Reuther

Course Name: Global Cuisine

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Quarter, Semester ½ credit Check if honors: ☐

Recommended Prerequisites (if any):

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

As our lives become more global through mobility, advancements in technology, and expanded international relations, the need for understanding and acceptance of cultural diversity becomes ever more important and a part of our daily lives. Food choices are among the first cultural elements to be accepted by other cultures. We often accept another person's foods even if their customs, beliefs, and political views clash. Sharing food is a natural bridge builder, and the meal table may be the best place to begin to appreciate cultural diversity. Students will, at some point in their lives, visit, do business in, relocate to a foreign country, or entertain people of other ethnic backgrounds. Knowledge of food customs can prepare them for these experiences.

Proposed Course Description: In three or four sentences, write a course overview.

Discover the unique flavors and tastes from around the world. In Global Cuisine you will explore the traditional foods and flavors of Asia, Mediterranean countries, Italy, Mexico, and the U.S. You will be able to identify the differing cooking methods, equipment, ingredients, and influences from cultures across the globe. Expand your knowledge base and take home some great new recipes to add to your collection.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

- FPS1.b: Demonstrate food safety and sanitation procedures.
- FPS1.a.9.h: Analyze the effects of food production and services occupations on local, state, national, and global economics.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

- Global cuisine (must be taken BEFORE culinary skills)
- Prep for sanitation I (preparation to take the sanitation test in the third level) (5 days)
- United States and Canada (Chapter 28) (15 days)
- New England

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 10/1/2018 Administrator Name: Cheryl Kothe

Department and School: Family and Consumer Science—Tremper, Bradford, Indian Trail, Reuther

Course Name: Early Childhood Educator

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Quarter, Semester ½ credit Check if honors: ☐

Recommended Prerequisites (if any): Developing Child

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

This is the second and the capstone class in the series of classes in the Early Childhood Development and Services Career Pathway. This course will allow the students to earn a transcribed credit from Gateway Technical College.

Proposed Course Description: In three or four sentences, write a course overview.

This course will prepare students to work as teacher caregivers in early childhood settings. It combines hands-on work with related academic work. Students will learn how to create a safe and healthy play environment, guide behavior, plan and implement learning activities, and work cooperatively with staff and parents. This course is transcribed with Gateway Technical College.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

- EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
- EC1.d: Guide children in appropriate behaviors.
- EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.
- EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricular areas.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

- Unit 1: Childcare Options and Careers
- Unit 2: Preschool to Middle Childhood Development
- Unit 3: Theorists and Theories
- Unit 4: Creating a Safe and Healthful Environment
- Unit 5: Behavior Modifications
- Unit 6: Learning Experiences for Children
- Unit 7: Guiding Children with Special Needs

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 10/1/2018 Administrator Name: Cheryl Kothe

Department and School: Family and Consumer Science—Tremper, Bradford, Indian Trail, Reuther

Course Name: Life Skills and Relationships

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Quarter, Semester ½ credit Check if honors: ☐

Recommended Prerequisites (if any):

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

This course is combining our Building Relationships and Parenting course. The new course will benefit students who are pursuing a career in the Human Service Pathway and will help any student prepare for career and college.

Proposed Course Description: In three or four sentences, write a course overview.

The students in this course will examine topics including communication skills; leadership; teamwork; collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on career, family, and community relationships. This course is excellent for any student pursuing a career in the Human Service Career Pathway.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

- F1.a: Analyze the effects of family as a system on individuals and society.
- P1.d: Analyze factors related to preparing for parenthood.
- HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development.
- P1.d.7.h: Analyze biological processes related to prenatal development, birth, and health of child and mother.
- HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

- Unit 1: Personal Readiness (2 weeks)
- Unit 2: Goal Planning (1 week)
- Unit 3: Communication (2 weeks)
- Unit 4: Media Relationships (2 weeks)

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$No change

**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 13, 2018  
Curriculum/Program Standing Committee**

**COURSE CHANGE PROPOSAL: INDIAN TRAIL BUSINESS ACADEMY**

**Background**

One Course Change Proposal is being submitted to update the name of one course in the business academy at Indian Trail High School and Academy. The proposal is for a change of name for this course from Introduction to Business to World of Business. The proposed name change will allow Indian Trail to differentiate this academy course from the comprehensive course Introduction to Business, thus allowing both courses to be offered to better serve students.

**Course Name Change Requests**

<b>CURRENT COURSE NAME</b>	<b>NEW COURSE TITLE</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Introduction to Business	World of Business	Indian Trail	A

**Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the following course name changes needed within the Indian Trail Business Academy to the school board for approval at its November 27, 2018, meeting:

<b>CURRENT COURSE NAME</b>	<b>NEW COURSE TITLE</b>
Introduction to Business	World of Business

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Cheryl Kothe  
Coordinator of Career and Technical Education



## APPENDIX A

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 9/23/18 Administrator Name: Cheryl Kothe

Department and School: Business Department, Indian Trail High School and Academy, Business Academy

Course Name: Current: Introduction to Business Proposed: World of Business

Request: ☐ New Course ☒ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Current: .50 Proposed: .50 Check if honors: ☐

Recommended Prerequisites (if any): NA

Rationale: Explain why this course is needed. (If this is a course removal or **name change**, only fill out this section.)

The proposal is for a change of name for this course from Introduction to Business to World of Business. The proposed name change will allow Indian Trail to differentiate this academy course from the comprehensive course, Introduction to Business, thus allowing us to offer both courses to better serve our students.

Proposed Course Description: In three or four sentences, write a course overview.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 13, 2018  
Curriculum/Program Standing Committee**

**NEW COURSE PROPOSALS: CAREER AND TECHNICAL EDUCATION**

**Background**

Two new course proposals are being submitted in the area of career and technical education. The proposals will continue to support the introduction of Industry 4.0 manufacturing certification to Kenosha high schools. Introduction to Industrial Robotics and Introduction to Industrial Internet of Things (IIoT) courses will provide students an opportunity to explore, develop knowledge, and build upon the skills needed in advanced manufacturing.

In the Introduction to Industrial Robotics course, students will be introduced to programming techniques for industrial robots. The learner examines teach pendant programming including input and output, routines, decision making, six frames of positional operation, and robot communication.

The Introduction to IIoT course introduces the theoretical and practical topics of IIoT. The learner investigates the range of sensor and actuator devices available, ways in which they communicate and compute, methods for getting information to and from IIoT-enabled devices, and ways of visualizing and processing data acquired from the IIoT.

A budget assumption request to purchase the equipment essential to the instruction of both courses is provided in Appendix A.

**Courses**

<b>COURSE</b>	<b>SCHOOL</b>	<b>APPENDIX</b>
Introduction to Industrial Robotics	Bradford, Indian Trail, LakeView, and Tremper	B
Industrial Internet of Things	Bradford, Indian Trail, LakeView, and Tremper	C

### **Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward this report to the School Board to approve the proposals to add Introduction to Industrial Robotics and Industrial Internet of Things to the course catalogue at its November 27, 2018, meeting.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mrs. Cheryl Kothe  
Coordinator of Career and Technical Education

**BUDGET ASSUMPTION SUMMARY - EXPENDITURE****Title:** **Equipment for Industry 4.0 Courses****Budget Year:** **2019- 2020****Department:** Career and Technical  
Education (CTE)**Budget Manager:** Cheryl Kothe**REQUEST**

This request is to purchase three classroom sets of equipment for Introduction to Industrial Robotics (\$105,000) and another three sets of equipment for Industrial Internet of Things (IIoT) (\$140,000).

**RATIONALE/ INSTRUCTIONAL FOCUS**

As the fourth industrial revolution, commonly referred to as Industry 4.0, emerges, the skills required by individuals employed in the industrial sector will change significantly. More than ever before, industrial equipment will be electronically monitored, controlled, interconnected, and networked, creating massive amounts of data to be used in analysis, process control, and improvement. As a result, success in the industrial sector will now require the comprehension of multiple industrial operations, smart sensors, and smart devices used to monitor and control production operations, industrial automation, control systems, networking, network security, mobile and internet data communication, and data analytics.

The advent of Industry 4.0 creates exciting opportunities for students entering a variety of career pathways, including, but not limited to, advanced manufacturing, information technology, industrial design, robotics, industrial maintenance, machining, tool and die, and data and image analytics.

**IMPACT**

In this course, students are introduced to programming techniques for industrial robots. Students examine teach pendant programming including input/output, routines, decision making, six frames of positional operation, and robot communication. Upon completion of the course, students will be able to operate and program industrial robots commonly used in Industry 4.0.

In this course, students are introduced to theoretical and practical topics of the Industrial Internet of Things (IIoT). The student investigates the range of sensor and actuator devices available, ways in which they communicate and compute, methods for getting information to and from IIoT-enabled devices, and ways of visualizing and processing data acquired from the IIoT. Upon completion, students will utilize hardware and software to construct a sensor network within an existing system and utilize industry standard tools to visual the data captured.

These are the last two courses in a series of four designed for high school level students. Students who complete all four courses are able to earn an Introduction to Industry 4.0 certificate.

BUDGET ASSUMPTION		
Object Level	Descriptive	Amount
100's	Salaries	\$0
200's	Fringes	\$0
300's	Purchased Services	\$0
400's	Non-Capital Objects	\$65,000
500's	Capital Objects	\$180,000
	<b>TOTAL*</b>	<b>\$245,000.00</b>

\*To re-calculate the Total Amount, click once in the Total Amount cell then press the F9 key.

Is this a ☒ One-time or ☐ Recurring expenditure?

FUNDING SOURCES
Enter Funding Sources
Request for new funding for the CTE program





## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by October 1 to be considered for board approval.*

Date Initiated: 10/9/18 Administrator Name: Cheryl Kothe

Department and School: Technology and Engineering

Course Name: Introduction to Industrial Robotics

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Current: 0.50 Check if honors: ☐

Recommended Prerequisites (if any): Introduction to Mechatronics and Introduction to Industrial Control Systems

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

As the fourth industrial revolution, commonly referred to as Industry 4.0, emerges, the skills required by individuals employed in the industrial sector will change significantly. More than ever before, industrial equipment will be electronically monitored, controlled, interconnected, and networked, creating massive amounts of data to be used in analysis, process control, and improvement. As a result, success in the industrial sector will now require the comprehension of multiple industrial operations, smart sensors, and smart devices used to monitor and control production operations, industrial automation, control systems, networking, network security, mobile and internet data communication, and data analytics.

The advent of Industry 4.0 creates exciting opportunities for students entering a variety of career pathways, including, but not limited to, advanced manufacturing, information technology, industrial design, robotics, industrial maintenance, machining, tool and die, and data and image analytics.

**Proposed Course Description:** In three or four sentences, write a course overview.

In this course, students are introduced to programming techniques for industrial robots. The student examines teach pendant programming including input/output, routines, decision making, six frames of positional operation, and robot communication. Upon completion of the course, students will be able to operate and program industrial robots commonly used in Industry 4.0.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

See attached document.

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction.

See attached document.

**Cost Associated with the Course:** Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

- A. Teaching Staff: \$0
- B. Textbooks/Kits: \$3,500 e-learning (Perkins budget) and \$105,000 (budget assumption request for new funds)
- C. Supplementary: \$2,244 for 40 hours of curriculum planning time (Perkins Grant)
- D. Facilities/Space: \$0
- E. Professional Learning: \$2,244 (Perkins Grant)



Gateway Technical College

## 10-664-105 Introduction to Industrial Robotics

### Course Outcome Summary

#### Course Information

<b>Description</b>	In this course, learners are introduced to programming techniques for industrial robots. The learner examines teach pendant programming including I/O, routines, decision making, six frames of positional operation, and robot communication. Upon completion of the course, learners will be able to operate and program industrial robots commonly used in Industry 4.0.
<b>Career Cluster</b>	Manufacturing
<b>Instructional Level</b>	Associate Degree
<b>Total Credits</b>	2
<b>Total Hours</b>	54

#### Pre/Corequisites

Prerequisite	10-664-100 (Minimum Grade "C")
Prerequisite	10-664-110 (Minimum Grade "C")

#### Core Abilities

1. **Act responsibly**
2. **Communicate clearly and effectively**
3. **Demonstrate essential computer skills**
4. **Demonstrate essential mathematical skills**
5. **Develop job-seeking skills**
6. **Respect self and others as members of a diverse society**
7. **Think critically and creatively**
8. **Value Learning**
9. **Work cooperatively**

#### Program Outcomes

1. Apply state and national safety rules to the manufacturing systems environment.
2. Analyze automation within a complex manufacturing system.
3. Manage advanced manufacturing systems for operational efficiency and cost control.

4. Analyze technical specifications for implementation of manufacturing systems, modules, and components.
5. Explore a Proportional Integral Derivative (PID) control system to achieve a desired outcome in a manufacturing outcome.
6. Integrate industrial control systems into manufacturing processes.
7. Apply electronic principles to devices within a complex manufacturing systems.

## External Standards

<b>Title</b>	Advanced Manufacturing DACUM
<b>Version/Date</b>	11/1/2017
<b>Association Status</b>	Active
<b>Sponsoring Organization</b>	Gateway Technical College, Milwaukee Area Technical College, Waukesha County Technical College

## Description

### Summary

On October 20, 2017, Nancy Chapko (Gateway Technical College), Pam Holt (Milwaukee Area Technical College), and Mike Shiels (Waukesha County Technical College) collaboratively planned and conducted a DACUM (Design A Curriculum) discussion to explore Advanced Manufacturing with the employers in the represented technical colleges' districts. The DACUM was identified as an essential next step related to an examination of joint programming goals among the represented technical colleges.

The DACUM was used to gather information to create or enhance a system for technical colleges to prepare students for jobs in Advanced Manufacturing. It focused on providing the represented technical colleges with mutual understanding about the present state of Advanced Manufacturing in southeastern Wisconsin and to begin a dialog about how the represented technical colleges can prepare students for jobs in Advanced Manufacturing.

### 1.0 Background

As a result of discussion among academic leaders, faculty experts, and instructional support staff of Gateway Technical College (Gateway), Milwaukee Area Technical College (MATC), and Waukesha County Technical College (WCTC) at the September 1, 2017 Mechatronics/Industry 4.0 Programming Discussion meeting, it was decided that further exploration of Advanced Manufacturing should be conducted. DACUM discussion provided analysis of current Advanced Manufacturing practices and recommendations on ways to ensure a continued supply of skilled employees.

### 1.1 Methodology

The discussion focused on Industry 4.0 production, engineering, and automation aspects of Advanced Manufacturing and was facilitated by Nancy Chapko with support from Pam Holt and Mike Shiels. The objectives of the discussion were as follows.

- Describe the present status of Advanced Manufacturing in the represented colleges' districts.
- Describe the work of Advanced Manufacturing and the workforce who will perform it.
- Begin to identify the knowledge and skills required for entry-level Advanced Manufacturing employees.

The deliverable, a narrative summary of the discussion, was prepared and shared with the represented technical colleges.

Facilitators invited the participation of their respective district employers involved in Advanced Manufacturing. Those individuals who accepted the invitation and participated in the discussion represented seven employers and a suburban K-12 school district with a comprehensive Career and Technical Education (CTE) curriculum. (See Appendix A.) Participants were asked a series of questions that were designed for the following purpose. (See Appendix B.)

- Engagement - Designed to introduce participants to the topic and create a comfortable environment for discussion
- Exploration – Designed to get to core of the topic

- Exit - Designed to determine if any information or perspective was missed during the discussion. The questions were discussed in open forum. Responses were documented and, before the end of the discussion, reviewed with the participants. (See Appendix C.)

To read the complete Summary, [click here](#).

### Target Standards

KS.1. Awareness of Advanced Manufacturing jobs

KS.2. Basic tool skills

KS.3.d. fabrication techniques

KS.4. Employability skills (particularly critical and creative thinking)

KS.6. Specialized IT skills

KS.8. Basic skills related to: data systems, machine control, databases, and network security

KS.9. Exposure to interconnectivity (automated assembly lines, connections, interfaces)

KS.10. Ability to extract, interpret, and effectively use process and product data

KS.11. Machine equipment programming

KS.12. Machine interface

KS.13. Predictive maintenance

### Course Competencies

#### 1. Operate an industrial robot system.

*Domain Cognitive Level Applying*

##### Linked Core Abilities

Act responsibly  
 Demonstrate essential computer skills  
 Demonstrate essential mathematical skills  
 Develop job-seeking skills  
 Respect self and others as members of a diverse society  
 Think critically and creatively

##### Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.  
 Analyze automation within a complex manufacturing system.  
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.  
 Integrate industrial control systems into manufacturing processes.  
 Apply electronic principles to devices within a complex manufacturing systems.

##### Assessment Strategies

- 1.1. Skill Demonstration
- 1.2. in the lab
- 1.3. Written Product

##### Criteria

*Learner will be successful when:*

- 1.1. learner powers up industrial robot controller safely
- 1.2. learner powers down industrial robot safely
- 1.3. learner activates the emergency stop
- 1.4. learner recovers from an emergency stop event
- 1.5. learner switches between automatic and manual operating modes
- 1.6. learner enables the robot in Manual Operating Mode
- 1.7. learner restarts the controller

- 1.8. learner identifies robot joint numbers
- 1.9. learner identifies teach pendant features

#### **Learning Objectives**

- 1.a. Identify robot hazards.
- 1.b. Explain teach pendant features.
- 1.c. Identify robot system components.
- 1.d. Practice operating a robot system.

### **2. Manipulate an industrial robot arm.**

*Domain Cognitive Level Applying*

#### **Linked Core Abilities**

Act responsibly  
 Demonstrate essential computer skills  
 Demonstrate essential mathematical skills  
 Respect self and others as members of a diverse society  
 Work cooperatively

#### **Linked Program Outcomes**

Apply state and national safety rules to the manufacturing systems environment.  
 Manage advanced manufacturing systems for operational efficiency and cost control.  
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.  
 Integrate industrial control systems into manufacturing processes.

#### **Assessment Strategies**

- 2.1. Skill demonstration
- 2.2. In the lab
- 2.3. Written product

#### **Criteria**

*Learner will be successful when:*

- 2.1. learner identifies teach pendant keys specific to jogging
- 2.2. learner identifies Quickset Menu features
- 2.3. learner jogs individual robot joints
- 2.4. learner explains the purpose of Linear Motion Mode
- 2.5. learner explains the purpose of Joint Motion Mode
- 2.6. learner explains the purpose of Reorient Motion Mode
- 2.7. learner explains the different coordinate systems
- 2.8. learner applies the Right Hand Rule for coordinate systems
- 2.9. learner acknowledges Error Messages
- 2.10. learner applies point-to-point programming to move robotic arm

#### **Learning Objectives**

- 2.a. Use a teach pendant to manipulate robot arm position.
- 2.b. Apply Motion Modes (world, joint, tool, user, jog).
- 2.c. Apply Coordinate Systems.
- 2.d. Interpret position information.

### **3. Develop an industrial robot program with joint motions.**

*Domain Cognitive Level Creating*

#### **Linked Core Abilities**

Act responsibly  
 Demonstrate essential computer skills  
 Demonstrate essential mathematical skills  
 Value Learning  
 Work cooperatively

#### **Linked Program Outcomes**

Analyze automation within a complex manufacturing system.  
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.

Integrate industrial control systems into manufacturing processes.

### **Assessment Strategies**

- 3.1. Skill demonstration
- 3.2. In the lab
- 3.3. Written product

### **Criteria**

*Learner will be successful when:*

- 3.1. learner explains robot target data
- 3.2. learner explains joint target data
- 3.3. learner creates a robot program
- 3.4. learner saves a robot program
- 3.5. learner implements absolute joint moves in a program
- 3.6. learner explains benefits of joint moves
- 3.7. learner creates named robot targets
- 3.8. learner applies speed and zone data in joint motion instructions
- 3.9. learner applies tool and work object data in joint motion instructions
- 3.10. learner selects step mode in the Quickset Menu
- 3.11. learner resets the program pointer
- 3.12. learner tests the program in manual and automatic mode

### **Learning Objectives**

- 3.a. Create a robot program.
- 3.b. Implement absolute joint motions.
- 3.c. Implement joint motions.
- 3.d. Verify a robot program.

## **4. Calibrate an end-of-arm tool on an industrial robot.**

**Domain**    **Cognitive**    **Level**    **Analyzing**

### **Linked Core Abilities**

Act responsibly  
Communicate clearly and effectively  
Demonstrate essential computer skills  
Demonstrate essential mathematical skills  
Value Learning

### **Linked Program Outcomes**

Analyze automation within a complex manufacturing system.  
Analyze technical specifications for implementation of manufacturing systems, modules, and components.  
Integrate industrial control systems into manufacturing processes.  
Apply electronic principles to devices within a complex manufacturing systems.

### **Assessment Strategies**

- 4.1. Skill demonstration
- 4.2. In the lab
- 4.3. Written product

### **Criteria**

*Learner will be successful when:*

- 4.1. learner explains the concept of a Tool Center Point (TCP)
- 4.2. learner explains tool X, Y, and Z directions
- 4.3. learner identifies tool zero
- 4.4. learner creates tool data
- 4.5. learner explains X, Y, and Z translational offsets relative the default tool
- 4.6. learner calibrates a tool using the TCP & Z method
- 4.7. learner selects a tool using the Quickset Menu or Jogging Menu
- 4.8. learner jogs robot tool using tool coordinates
- 4.9. learner verifies the tool rotates around the TCP
- 4.10. learner verifies Z direction aligns with physical feature of tool

- 4.11. learner saves tool data to a file
- 4.12. learner loads tool data from a file

#### **Learning Objectives**

- 4.a. Explain tool concept.
- 4.b. Create tool data.
- 4.c. Calibrate tool TCP and Z direction.
- 4.d. Verify tool calibration.
- 4.e. Modify tool data.

### **5. Calibrate a user frame work object.**

*Domain Cognitive Level Analyzing*

#### **Linked Core Abilities**

Demonstrate essential mathematical skills  
 Develop job-seeking skills  
 Respect self and others as members of a diverse society  
 Think critically and creatively

#### **Linked Program Outcomes**

Analyze automation within a complex manufacturing system.  
 Manage advanced manufacturing systems for operational efficiency and cost control.  
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.  
 Integrate industrial control systems into manufacturing processes.

#### **Assessment Strategies**

- 5.1. Skill demonstration
- 5.2. In the lab
- 5.3. Written product

#### **Criteria**

*Learner will be successful when:*

- 5.1. learner explains the work object concept
- 5.2. learner identifies work object zero from World
- 5.3. learner explains X, Y, and Z work object directions
- 5.4. learner creates work object data
- 5.5. learner calibrates a work object using the 3-point Object Method
- 5.6. learner selects a work object using the Quickset Menu or Jogging Menu
- 5.7. learner jogs the robot tool using work object coordinates
- 5.8. learner verifies the work object X, Y, and Z directions
- 5.9. learner saves work object data to a file
- 5.10. learner loads work object data from a file

#### **Learning Objectives**

- 5.a. Explain work object concept.
- 5.b. Create work object data.
- 5.c. Calibrate a work object.
- 5.d. Verify work object calibration.

### **6. Develop an industrial robot program with linear and circular motions.**

*Domain Cognitive Level Creating*

#### **Linked Core Abilities**

Act responsibly  
 Communicate clearly and effectively  
 Develop job-seeking skills  
 Think critically and creatively

#### **Linked Program Outcomes**

Apply state and national safety rules to the manufacturing systems environment.  
 Manage advanced manufacturing systems for operational efficiency and cost control.  
 Explore a Proportional Integral Derivative (PID) control system to achieve a desired outcome in a manufacturing



outcome.

Integrate industrial control systems into manufacturing processes.

Apply electronic principles to devices within a complex manufacturing systems.

### **Assessment Strategies**

- 6.1. Skill demonstration
- 6.2. In the lab
- 6.3. Written product

### **Criteria**

*Learner will be successful when:*

- 6.1. learner creates a program to trace a pattern
- 6.2. learner explains linear motion
- 6.3. learner implements linear moves in a program
- 6.4. learner applies robot targets in linear motion instructions
- 6.5. learner applies speed and zone data in linear motion instructions
- 6.6. learner applies work object data in linear motion instructions
- 6.7. learner explains circular motion
- 6.8. learner applies speed and zone data in circular motion instructions
- 6.9. learner tests a pattern tracing program in manual and automatic mode
- 6.10. learner modifies a work object to shift a pattern

### **Learning Objectives**

- 6.a. Create program to trace a pattern.
- 6.b. Implement linear motion.
- 6.c. Implement circular motion.
- 6.d. Verify a pattern tracing program.

## **7. Develop a structured program for an industrial robot.**

**Domain**    **Cognitive**    **Level**    **Creating**

### **Linked Core Abilities**

Act responsibly

Communicate clearly and effectively

Demonstrate essential computer skills

Demonstrate essential mathematical skills

Respect self and others as members of a diverse society

Value Learning

### **Linked Program Outcomes**

Apply state and national safety rules to the manufacturing systems environment.

Analyze technical specifications for implementation of manufacturing systems, modules, and components.

Explore a Proportional Integral Derivative (PID) control system to achieve a desired outcome in a manufacturing outcome.

Apply electronic principles to devices within a complex manufacturing systems.

### **Assessment Strategies**

- 7.1. Skill demonstration
- 7.2. In the lab
- 7.3. Written product

### **Criteria**

*Learner will be successful when:*

- 7.1. learner identifies digital inputs and outputs
- 7.2. learner monitors digital inputs and outputs
- 7.3. learner simulates digital inputs and outputs
- 7.4. learner implements set instructions to latch on outputs
- 7.5. learner implements reset instructions to latch off outputs
- 7.6. learner implements invert instructions to toggle outputs
- 7.7. learner implements pulse instructions to turn on outputs for a specified time period
- 7.8. learner implements wait instructions to pause a program until an input conditions are met

- 7.9. learner implements wait instructions to pause a program for specific time period
- 7.10. learner creates routines
- 7.11. learner sets the program pointer at the beginning of a routine
- 7.12. learner tests routines in manual and automatic mode
- 7.13. learner creates a complete material handling program

**Learning Objectives**

- 7.a. Develop a material handling program.
- 7.b. Manipulate inputs and outputs.
- 7.c. Implement routines in a program.
- 7.d. Verify a material handling program.



## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by October 1 to be considered for board approval.*

Date Initiated: 10/9/18 Administrator Name: Cheryl Kothe

Department and School: Technology and Engineering

Course Name: Industrial Internet of Things

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Current: 0.50 Check if honors: ☐

Recommended Prerequisites (if any): Introduction to Mechatronics and Introduction to Industrial Control Systems

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

As the fourth industrial revolution, commonly referred to as Industry 4.0, emerges, the skills required by individuals employed in the industrial sector will change significantly. More than ever before, industrial equipment will be electronically monitored, controlled, interconnected, and networked, creating massive amounts of data to be used in analysis, process control, and improvement. As a result, success in the industrial sector will now require the comprehension of multiple industrial operations, smart sensors, and smart devices used to monitor and control production operations, industrial automation, control systems, networking, network security, mobile and internet data communication, and data analytics.

The advent of Industry 4.0 creates exciting opportunities for students entering a variety of career pathways, including, but not limited to, advanced manufacturing, information technology, industrial design, robotics, industrial maintenance, machining, tool and die, and data and image analytics.

**Proposed Course Description:** In three or four sentences, write a course overview.

In this course, students are introduced to theoretical and practical topics of the Industrial Internet of Things (IIoT). The student investigates the range of sensor and actuator devices available, ways in which they communicate and compute, methods for getting information to and from IIoT-enabled devices, and ways of visualizing and processing data acquired from the IIoT. Upon completion, students will utilize hardware and software to construct a sensor network within an existing system and utilize industry standard tools to visual the data captured.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

See attached document.

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction.

See attached document.

**Cost Associated with the Course:** Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

- A. Teaching Staff: \$0
- B. Textbooks/Kits: \$3,500 e-learning (Perkins budget)/\$140,000 equipment (budget assumption request for new funds)
- C. Supplementary: \$2,244 for 40 hours of curriculum planning time (Perkins Grant)
- D. Facilities/Space: \$0
- E. Professional Learning: \$2,244 (Perkins Grant)



Gateway Technical College

## 10-664-120 Introduction to Industrial Internet of Things

### Course Outcome Summary

#### Course Information

<b>Description</b>	In this course, learners are introduced to theoretical and practical topics of the Industrial Internet of Things (IIoT). The learner investigates the range of sensor and actuator devices available, ways in which they communicate and compute, methods for getting information to and from IIoT-enabled devices, and ways of visualizing and processing data acquired from the IIoT. Upon completion, learners will utilize hardware and software to construct a sensor network within an existing system and utilize industry standard tools to visual the data captured.
<b>Career Cluster</b>	Manufacturing
<b>Instructional Level</b>	Associate Degree
<b>Total Credits</b>	2
<b>Total Hours</b>	54

#### Pre/Corequisites

Prerequisite	10-664-100 (Minimum Grade "C")
Prerequisite	10-664-110 (Minimum Grade "C")

#### Core Abilities

1. **Act responsibly**
2. **Communicate clearly and effectively**
3. **Demonstrate essential computer skills**
4. **Demonstrate essential mathematical skills**
5. **Develop job-seeking skills**
6. **Respect self and others as members of a diverse society**
7. **Think critically and creatively**
8. **Value Learning**
9. **Work cooperatively**

#### Program Outcomes

1. Apply state and national safety rules to the manufacturing systems environment.

2. Analyze automation within a complex manufacturing system.
3. Manage advanced manufacturing systems for operational efficiency and cost control.
4. Analyze technical specifications for implementation of manufacturing systems, modules, and components.
5. Explore a Proportional Integral Derivative (PID) control system to achieve a desired outcome in a manufacturing outcome.
6. Integrate industrial control systems into manufacturing processes.
7. Apply electronic principles to devices within a complex manufacturing systems.

## External Standards

<b>Title</b>	Advanced Manufacturing DACUM
<b>Version/Date</b>	11/1/2017
<b>Association Status</b>	Active
<b>Sponsoring Organization</b>	Gateway Technical College, Milwaukee Area Technical College, Waukesha County Technical College

## Description

### Summary

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The DACUM was used to gather information to create or enhance a system for technical colleges to prepare students for jobs in Advanced Manufacturing. It focused on providing the represented technical colleges with mutual understanding about the present state of Advanced Manufacturing in southeastern Wisconsin and to begin a dialog about how the represented technical colleges can prepare students for jobs in Advanced Manufacturing.

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### 1.1 Methodology

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- Describe the present status of Advanced Manufacturing in the represented colleges' districts.
- Describe the work of Advanced Manufacturing and the workforce who will perform it.
- Begin to identify the knowledge and skills required for entry-level Advanced Manufacturing employees.

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- Engagement - Designed to introduce participants to the topic and create a comfortable environment for discussion
- Exploration – Designed to get to core of the topic
- Exit - Designed to determine if any information or perspective was missed during the discussion. The questions were discussed in open forum. Responses were documented and, before the end of the discussion, reviewed with the participants. (See Appendix C.)

To read the complete Summary, [click here](#).

### Target Standards

KS.1. Awareness of Advanced Manufacturing jobs

KS.6. Specialized IT skills

KS.7. Ability to relate processes to systems

KS.8. Basic skills related to: data systems, machine control, databases, and network security

KS.9. Exposure to interconnectivity (automated assembly lines, connections, interfaces)

KS.10. Ability to extract, interpret, and effectively use process and product data

KS.11. Machine equipment programming

KS.12. Machine interface

KS.13. Predictive maintenance

KS.16. Coordination/Logistics

KS.17. Tools to connect multiple pieces of software/equipment

KS.18. Manufacturing technology skills

### Course Competencies

#### 1. Explore the technology used in the Industrial Internet of Things (IIoT).

*Domain Cognitive Level Applying*

##### Linked Core Abilities

Act responsibly

Communicate clearly and effectively

Demonstrate essential computer skills

Think critically and creatively

Value Learning

##### Linked Program Outcomes

Analyze automation within a complex manufacturing system.

Manage advanced manufacturing systems for operational efficiency and cost control.

Analyze technical specifications for implementation of manufacturing systems, modules, and components.

Explore a Proportional Integral Derivative (PID) control system to achieve a desired outcome in a manufacturing outcome.

Apply electronic principles to devices within a complex manufacturing systems.

##### Assessment Strategies

1.1. Discussion

1.2. Written product

1.3. Observation

1.4. Skill demonstration

##### Criteria

*Learner will be successful when:*

- 1.1. Learner explains how the Industrial Internet of Things (IIoT) influences manufacturing operations.
- 1.2. Learner relates the components of IIoT to contemporary manufacturing processes.
- 1.3. Learner explains the value added benefits of IIoT to manufacturing applications.

#### **Learning Objectives**

- 1.a. Discover the history of IIoT.
- 1.b. Define the Industrial Internet of Things (IIoT).
- 1.c. Describe the benefits of IIoT.
- 1.d. Identify the components of Industrial Internet of Things (IIoT).
- 1.e. Identify industry sector applications of IIoT.
- 1.f. Describe manufacturing applications of Industrial Internet of Things (IIoT).

## **2. Examine smart sensor technology.**

*Domain Cognitive Level Analyzing*

#### **Linked Core Abilities**

Act responsibly  
Respect self and others as members of a diverse society  
Think critically and creatively  
Work cooperatively

#### **Linked Program Outcomes**

Apply state and national safety rules to the manufacturing systems environment.  
Analyze automation within a complex manufacturing system.  
Explore a Proportional Integral Derivative (PID) control system to achieve a desired outcome in a manufacturing outcome.  
Integrate industrial control systems into manufacturing processes.  
Apply electronic principles to devices within a complex manufacturing systems.

#### **Assessment Strategies**

- 2.1. Discussion
- 2.2. Written product
- 2.3. Observation
- 2.4. Skill demonstration

#### **Criteria**

*Learner will be successful when:*

- 2.1. Learner analyzes the configuration of a smart sensor according to instructor-provided scenario
- 2.2. Learner differentiates among photoelectric, distance, proximity, and pressure/vacuum/flow smart sensors

#### **Learning Objectives**

- 2.a. Describe the function of a smart sensor.
- 2.b. Describe the operation and configuration of a smart photoelectric sensor.
- 2.c. Describe the operation and configuration of a smart distance sensor.
- 2.d. Describe the operation and configuration of a smart proximity sensor.
- 2.e. Describe the operation and configuration of a smart pressure/vacuum/flow Sensors.

## **3. Investigate components of the industrial network.**

*Domain Cognitive Level Analyzing*

#### **Linked Core Abilities**

Communicate clearly and effectively  
Demonstrate essential computer skills  
Demonstrate essential mathematical skills  
Develop job-seeking skills  
Think critically and creatively  
Work cooperatively

#### **Linked Program Outcomes**

Analyze automation within a complex manufacturing system.  
Manage advanced manufacturing systems for operational efficiency and cost control.  
Explore a Proportional Integral Derivative (PID) control system to achieve a desired outcome in a manufacturing



outcome.

### **Assessment Strategies**

- 3.1. Discussion
- 3.2. Written product
- 3.3. Observation
- 3.4. Skill demonstration

### **Criteria**

*Learner will be successful when:*

- 3.1. Learner determines IP address to assign communication protocol within the IIoT system
- 3.2. Learner configures Ethernet network switch to enable data communication within the IIoT system
- 3.3. Learner relates the operation of the virtual LAN to data communication within the IIoT system
- 3.4. Learner explains how to keep an industrial network secure within the IIoT system

### **Learning Objectives**

- 3.a. Discuss the basic operation of serial communication.
- 3.b. Describe Ethernet network topologies.
- 3.c. Describe the function and operation of a barcode identification system.
- 3.d. Describe the basic operation and configuration of an Ethernet-to-serial interface module.
- 3.e. Describe the function and operation of an RFID system.
- 3.f. Describe the function and operation of IO-Link Master Communications.
- 3.g. Describe types of Ethernet hardware connectors.
- 3.h. Describe the basic operation of an industrial managed Ethernet switch.
- 3.i. Describe DHCP automatic assignment of IP addresses.
- 3.j. Describe the basic operation of a virtual LAN.
- 3.k. Describe the functions and basic components of an industrial network security.
- 3.l. Explain how to configure the port security of an industrial managed Ethernet switch.

## **4. Use cloud-based technology to collect internal data.**

**Domain**    **Cognitive**    **Level**    **Applying**

### **Linked Core Abilities**

Act responsibly  
Communicate clearly and effectively  
Demonstrate essential computer skills  
Demonstrate essential mathematical skills  
Develop job-seeking skills  
Respect self and others as members of a diverse society  
Work cooperatively

### **Linked Program Outcomes**

Apply state and national safety rules to the manufacturing systems environment.  
Integrate industrial control systems into manufacturing processes.

### **Assessment Strategies**

- 4.1. Discussion
- 4.2. Written product
- 4.3. Observation
- 4.4. Skill demonstration

### **Criteria**

*Learner will be successful when:*

- 4.1. Learner collects manufacturing system cloud-based data
- 4.2. Learner organizes collected manufacturing system cloud-based data
- 4.3. Learner operates a manufacturing system using cloud-based data as input to the manufacturing system

### **Learning Objectives**

- 4.a. Discuss cloud computing and its benefits.
- 4.b. Explain edge (fog) computing and its benefits.
- 4.c. Define Supervisory Control and Data Acquisition (SCADA).
- 4.d. Describe the operation and configuration of a cloud-based SCADA system.

4.e. Describe the operation and configuration of a cloud-based maintenance management system.

## 5. Explore data analytic tools.

*Domain Cognitive Level Applying*

### Linked Core Abilities

Communicate clearly and effectively  
Demonstrate essential computer skills  
Demonstrate essential mathematical skills  
Think critically and creatively  
Value Learning  
Work cooperatively

### Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.  
Analyze automation within a complex manufacturing system.  
Analyze technical specifications for implementation of manufacturing systems, modules, and components.  
Explore a Proportional Integral Derivative (PID) control system to achieve a desired outcome in a manufacturing outcome.  
Apply electronic principles to devices within a complex manufacturing systems.

### Assessment Strategies

- 5.1. Discussion
- 5.2. Written product
- 5.3. Observation
- 5.4. Skill demonstration

### Criteria

*Learner will be successful when:*

- 5.1. Learner explains the function of data analytics in an industrial manufacturing system
- 5.2. Learner differentiates among basic database types and structures used in an industrial manufacturing system
- 5.3. Learner creates a database query according to instructor specifications

### Learning Objectives

- 5.a. Discuss data analytics.
- 5.b. Explain the benefits of data analytics.
- 5.c. Describe database use for manufacturing applications.
- 5.d. Describe basic database types and structures.
- 5.e. Describe elements of database queries
- 5.f. Differentiate among database queries.

## 6. Investigate the use of collected data to influence manufacturing processes.

*Domain Cognitive Level Analyzing*

### Linked Core Abilities

Act responsibly  
Communicate clearly and effectively  
Demonstrate essential computer skills  
Demonstrate essential mathematical skills  
Develop job-seeking skills  
Respect self and others as members of a diverse society  
Think critically and creatively

### Linked Program Outcomes

Manage advanced manufacturing systems for operational efficiency and cost control.  
Apply electronic principles to devices within a complex manufacturing systems.

### Assessment Strategies

- 6.1. Discussion
- 6.2. Written product
- 6.3. Observation

#### 6.4. Skill demonstration

##### **Criteria**

*Learner will be successful when:*

- 6.1. Learner identifies manufacturing systems inefficiencies
- 6.2. Learner explains the function of cloud-based data acquisition systems to track OEE
- 6.3. Learner uses exported spreadsheet application data as inputs to modify PLC output instructions according to instructor specifications

##### **Learning Objectives**

- 6.a. Discuss manufacturing operational systems efficiencies.
- 6.b. Define a production bottleneck.
- 6.c. Identify barriers to manufacturing Overall Equipment Effectiveness (OEE).
- 6.d. Discuss how cloud-based data acquisition systems track OEE.
- 6.e. Explain how to export data to a spreadsheet applications.
- 6.f. Explain how PLC instructions feed cloud-based data acquisition systems.

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**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**Curriculum/Program Committee**  
**November 13, 2018**

**Proposal to Restructure High School Social Studies Course Scope and Sequence**

**Background**

Beginning in 2016, the social studies department began evaluating the scope and sequence of the high school courses to determine if the current placement of courses is most effective in preparing students for college and career success as well as readiness for the rigor of honors and advanced placement courses. Central to this discussion is the current placement of United States History at the ninth grade level. Prior to 2009, the district offered United States History at different grade levels at different high schools. The department's review of the existing course structure has led to a recommendation to shift the placement of United States History from ninth to eleventh grade. This report will highlight the advantages to all students of this recommended change in placement.

**Proposal**

The social studies department is proposing to move the placement of the United States history course from the ninth grade to eleventh grade. The content covered in middle school and high school will shift to address the new state standards while better preparing the students for college and career. The eighth grade curriculum will include events from the American Revolution through World War I and the high school curriculum focus will be World War I to the present. The current ninth grade required United States history course will be replaced with two social studies course options for freshman with curriculum aimed at preparing students for more rigorous learning and success on the state assessment and ACT:

- Ethnic Studies (elective course option)
- AP Human Geography

**Rationale**

The following chart highlights the numerous benefits for students in making this change as compared to very few potential challenges.

PROS	CHALLENGES
<p>The proposed updates to course offerings is aligned to new Wisconsin social studies standards released in July 2018 and approved by the board at the July 24, 2018 meeting.</p> <p>The updates to content covered will provide more time for deeper investigation of events that will result in deeper student engagement and understanding of the current reality.</p> <p>The ethnic studies curriculum will be rewritten to focus on cultural awareness and ethnic identity based on the successful work done in San Francisco Public Schools as described in the study completed by Stanford in January 2016 (Appendix A). This course will support a diverse high school culture while preparing students for future courses and assessments.</p> <p>Included in the 2017 passing of ACT 59 is a requirement to include college and career ready (CCR) data. One component of this readiness data is the number of Advanced Placement Courses offered to, and AP credits earned by students. By replacing Honors United States History at the freshman level with Advanced Placement Geography students may begin their work in AP as freshman and then have a second opportunity for an AP course in Social Studies as juniors by taking AP United States History. AP Geography is designed as an introductory level AP course; and as such, it will be a positive experience for freshman seeking a higher level of rigor. It is anticipated that the students enrolled in AP Geography will also select AP United States History and this will positively impact the district's CCR data. Fewer than 75 of approximately 1500 juniors in the district elect to enroll in AP US History, although across the country this is one of the most popular AP exams in the state. With the current placement of US</p>	<p>Assignment of courses to high school social studies teachers will shift throughout the transition process.</p> <p>This shift may result in concerns from the current social studies teachers that fewer FTE will be needed. The detailed transition plan below depicts that a reduction in FTE due to this change is very unlikely. Rather it is more likely to increase student participation in social studies AP Human Geography and APU US History when compared to the existing social studies course pathway.</p>

History or US History Honors being offered in ninth grade, few students elect to re-enroll in the AP version of this course in 11 <sup>th</sup> grade. With the movement of this course to junior year it is likely many more students will enroll in the more rigorous AP course.	
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(Figure 1)

### **Consideration**

As depicted in the Course Sequence chart below the proposed transition will be complete in the 2023-24 school year with all students completing the United States History graduation requirement in their junior year of high school. In an effort to minimize the impact on teacher FTE, it is recommended that high schools offer an AP Human Geography beginning in the fall of 2019-2020 to establish a pathway for all students to maximize participation in AP courses. In 2019-20 and 2020-21, US History will continue to be offered to freshman electing not to participate in the AP pathway. Students who enrolled in AP Human Geography will enroll in either AP US History or US History Honors in their junior year. This proposed transitional structure will maintain the current number of social studies courses taught each year and likely negate the potential for reduced FTE in social studies.

<b>Course Sequence</b>		
<b>Year</b>	<b>9th Grade Offerings</b>	<b>11th Grade Offerings</b>
2019-20	US History AP Human Geography	AP US History
2020-21	US History AP Human Geography	AP US History
2021-22	AP Human Geography Ethnic Studies	AP US History US History Honors
2022-23	AP Human Geography Ethnic Studies	AP US History US History Honors
2023-24	AP Human Geography Ethnic Studies	AP US History US History Honors US History

(Figure 2)

<b>Number of Sections Per Course</b>					
<b>Bradford</b>					
	2018-19	2019-20	2020-21	21-22	22-23
U.S. History	10	10	10	0	0
U.S. History Honors (9th)	4	0	0	0	0
AP U.S. History	0	0	0	2	2
AP Human Geography	0	4	4	4	4
SS Elective	0	0	0	5	5
U.S History Honors (11th)	0	0	0	2	2
Total Sections	14	14	14	13	13
<b>Tremper</b>					
	2018-19	2019-20	2020-21	21-22	22-23
U.S. History	10	10	10	0	0
U.S. History Honors (9th)	5	0	0	0	0
AP U.S. History	1	1	1	3	3
AP Human Geography	3	8	8	7	7
SS Elective	0	0	0	5	5
U.S History Honors (11th)	0	0	0	3	3
Total Sections	19	19	19	18	18
<b>ITHSA - Comprehensive</b>					
	2018-19	2019-20	2020-21	21-22	22-23
U.S. History	8	8	8	0	0
U.S. History Honors (9th)	4	0	0	0	0
AP U.S. History	1	1	1	3	3
AP Human Geography	0	4	4	4	4



SS Elective	0	0	0	4	4
U.S History Honors (11th)	0	0	0	2	2
Total Sections	13	13	13	13	13
<b>ITHSA - Academy</b>					
U.S. History	10	5	5	0	0
U.S. History Honors (9th)	0	0	0	0	0
AP U.S. History	0	0	0	5	5
AP Human Geography	0	5	5	5	5
SS Elective	0	0	0	0	0
U.S History Honors (11th)	0	0	0	0	0
Total Sections	10	10	10	10	10
<b>Lakeview</b>					
	2018-19	2019-20	2020-21	21-22	22-23
U.S. History	0	0	0	0	0
U.S. History Honors (9th)	4	0	0	2	2
AP U.S. History	0	0	0	2	2
AP Human Geography	0	4	4	4	4
SS Elective	0	0	0	0	0
U.S History Honors (11th)		0	0	0	0
Total Sections	4	4	4	8	8

(Figure 3)

<b>Timeline</b>	
<b>Date</b>	<b>Activity</b>
August 2017	Proposal reviewed with high school content teachers
September 2018	RFP opened for new US History and Government resources
October 2018	Course sequence change is reviewed with high school principals including impact on staffing and scheduling
November 2018	Communicate decision to the guidance counselors and review course request forms
December 2018	Communicate decisions to the parents and incoming ninth grade students
January 2019	Present resource request to board members for new resources as aligned with the curriculum cycle
February 2019	Design teams will form to prepare the curriculum changes for 2019-20 courses
April 2019	Scheduling principals will assign sections to teachers for the 2019-20 school year
May 2019	Teachers will receive professional learning to prepare for the changes in courses and sequencing

(Figure 4)

### **Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the proposal to restructure the high school social studies course scope and sequence as presented in Figure 2 of this report to the full School Board for approval on November 27, 2018.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mr. Che Kearby  
Coordinator of Social Studies

# The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum

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## ABSTRACT

An extensive theoretical and qualitative literature stresses the promise of instructional practices and content aligned with the cultural experiences of minority students. Ethnic studies courses provide a growing but controversial example of such "culturally relevant pedagogy." However, the empirical evidence on the effectiveness of these courses is limited. In this study, we estimate the causal effects of an ethnic studies curriculum piloted in several San Francisco high schools. We rely on a "fuzzy" regression discontinuity design based on the fact that several schools assigned students with eighth-grade GPAs below a threshold to take the course in ninth grade. Our results indicate that assignment to this course increased ninth-grade student attendance by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23. These surprisingly large effects are consistent with the hypothesis that the course reduced dropout rates and suggest that culturally relevant teaching, when implemented in a supportive, high-fidelity context, can provide effective support to at-risk students.

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## VERSION

January 2016

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## Introduction

The racial and ethnic gaps that exist across a variety of important student outcomes in the United States are both disturbingly large and stubbornly persistent. For example, data from the recently released 2015 National Assessment of Educational Progress (NAEP) indicate that, on average, the mathematics knowledge of eighth-grade black and Hispanic students in public schools lags behind their white peers by an amount equivalent to roughly two to three full years of learning (i.e., 0.84 and 0.59 standard deviations, respectively).<sup>1</sup> Black and Hispanic students are also substantially overrepresented among students diagnosed with specific learning disabilities relative to their white peers (Aud, Fox, & KewalRamani, 2010). Furthermore, while roughly 14 percent of white students in public high schools fail to graduate on time, the corresponding dropout rates for black and Hispanic students are roughly *twice* as large (Stetser & Stillwell, 2014). These striking patterns have motivated a broad array of aggressive federal, state, and local policies that have shaped the governance and operations of public schools over the last several decades. These contentious reforms have included different forms of school accountability and choice (e.g., No Child Left Behind, vouchers, and charters) as well as initiatives to promote effective teaching through performance-based compensation systems.

Over the same period, a fast-growing (and largely qualitative) research literature in education has instead focused on classroom pedagogy and stressed the importance of “culturally relevant pedagogy” (CRP) as a compelling way to unlock the educational potential of historically marginalized students (e.g., Ladson-Billings, 1992b, 1994, 1995; Ladson-Billings & Tate, 1995). The fundamental theoretical argument for CRP is that instructional practices are substantially more effective when differentiated to align with the distinctive cultural priors that individual students experience outside of school and when they also affirm both cultural identity and critical social engagement (e.g., Gay, 2010). The “ethnic studies” courses that expanded in the wake of the U.S. Civil Rights Movement

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<sup>1</sup> See <http://nces.ed.gov/nationsreportcard/naepdata/> for data on the main NAEP scale scores and standard deviations. Bloom et al. (2008) provide guidance on interpreting effect sizes as years of learning.

provide a particularly prominent example of culturally relevant pedagogy. In general, ethnic studies (hereafter, ES) refer to interdisciplinary programs of study that focus on the experiences of racial and ethnic minorities with a particular emphasis on historical struggles and social movements. Apart from the subject's relevance for students who are racial and ethnic minorities, ES courses often incorporate other elements of CRP through their emphasis on cultural identities and conscious engagement with social and political issues (Banks, 1997, 2012; Cammarota & Romero, 2009; Sleeter, 2014; Yosso, 2002, 2005).<sup>2</sup> While some school districts are currently experiencing sustained political controversy over their use of ES curricula (e.g., Tucson), other major urban school districts (e.g., Los Angeles and San Francisco) have begun implementing new ES courses in hopes of supporting the academic achievement of their diverse student populations.

However, the available quantitative evidence on the *causal* effects of ES courses (and, culturally relevant pedagogy, in general) on student outcomes is limited, particularly for larger-scale field settings. This study provides such evidence through examining the effects of a ninth-grade ES course piloted over several years in the San Francisco Unified School District (SFUSD). Specifically, using data on 1,405 students from five school-by-year cohorts, we examine the effects of ES participation on several proximate academic outcomes (i.e., attendance, grade point average, and credits earned) that are highly relevant for high school persistence. Our research design identifies the *causal* effects of taking the ES course by leveraging an institutional feature that was unique to SFUSD. High school students in our study cohorts were assigned to take the ES course if they were identified as at-risk of dropping out (i.e., an eighth-grade GPA below 2.0). We estimate the effects of ES participation through a “regression discontinuity” (RD) design that effectively compares outcomes among students whose eighth-grade GPA placed them just below versus just above this threshold condition. RD designs such as this can credibly support causal inferences because they are based on

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<sup>2</sup> In fact, some partially attribute the development of CRP to the academic discipline of ethnic studies (Yosso, Parker, Solorzano, & Lynn, 2004).

the “as good as randomized” assignment to treatment that exists for students proximate to this threshold (D. S. Lee & Lemieux, 2010).

We find that ES participation had large, positive effects on each of our student outcomes. Specifically, ES participation increased student attendance (i.e., reduced unexcused absences) by 21 percentage points, cumulative ninth-grade GPA by 1.4 grade points, and credits earned by 23 credits.<sup>3</sup> These GPA gains were larger for boys than for girls as well as higher in math and science than in ELA. We find that these surprisingly large effects are robust to a variety of model specifications as well as checks for possible confounds related to the treatment contrast we study (e.g., unobserved teacher effects, the possibly independent effects of an at-risk designation, “heaping” of the assignment variable). We also argue that these large effects are consistent with the hypothesis that participation in the course reduced the probability of dropping out in addition to possibly improving the performance of enrolled students. Overall, our findings indicate that a culturally relevant curriculum implemented in a strongly supportive context can be highly effective at improving outcomes among a diverse group of academically at-risk students. However, we also note that the effectiveness of this ES course may reflect other theoretical mechanisms (e.g., buffering students against “stereotype threat”) and that there are potentially serious challenges of successfully replicating and scaling up this curriculum.

### **Cultural Relevance and Ethnic Studies in Theory and Practice**

Both academic and popular discussions have long emphasized the role that a community’s culture may play in amplifying or ameliorating achievement gaps. For example, an older and largely discredited literature from the 1960s (e.g., Bereiter & Engelmann, 1966; Deutsch, 1967; Hess & Shipman, 1965) suggested that achievement gaps reproduce themselves, in part, because racial and ethnic minorities enter school with a deficit of “cultural capital” (e.g., skills and dispositions related to the dominant culture) that could otherwise support student success. A more contemporary literature

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<sup>3</sup> In our main results, we define GPA and credits earned excluding the ES course and *all* other social studies courses (and physical education) to avoid possible confounds related to differences in assessment norms across different courses. We also show results specific to mathematics, science, and English/Language Arts courses.

based on an influential article by Fordham and Ogbu (1986) has advanced the related argument that, in response to discrimination, minority communities develop an “oppositional peer culture” that effectively devalues educational effort and success as “acting white.” Several qualitative studies have strongly disputed this cultural characterization (e.g., Horvat & Lewis, 2003; O’Connor, 1997). Moreover, quantitative studies (e.g., Ainsworth-Darnell & Downey, 1998; Akerlof & Kranton, 2002; Cook & Ludwig, 1997; Downey & Ainsworth-Darnell, 2002; Tyson, Darity, & Castellino, 2005) have found little evidence to support the conjectured existence of an “oppositional” culture that contributes to achievement gaps.

Another body of qualitative studies has shifted the focus to evidence that school and classroom practices are frequently misaligned with the cultural priors and out-of-school experiences of minority students (Banks, 1991; Gay, 1988; Ladson-Billings, 1992a; Valenzuela, 1999). Specifically, several anthropological and sociolinguistic studies (e.g., Au & Jordan, 1981; Mohatt & Erickson, 1981) have provided evidence that teachers who are highly effective with minority students adopt culturally “appropriate” or “congruent” methods to engage their students (e.g., through their use of language and the design of classroom activities). In an influential body of work that drew, in part, on this earlier tradition, Ladson-Billings (1992b, 1994, 1995) examined and advocated for the practical and theoretical relevance of “culturally *relevant* pedagogy” (CRP).<sup>4</sup> One key element of CRP is the use of valid cultural referents in teacher practice. However, Ladson-Billings (1992b) argues that CRP does more than “fit” school culture to student culture; it also seeks to “use” student culture as a basis for classroom practice and to enhance both cultural competence and social and political awareness.

Interestingly, independent disciplinary traditions can provide alternative theoretical frames for situating how CRP might be effective in improving the academic performance of minority students. For example, the social-psychological literature on “stereotype threat” suggests that minority students underperform in highly evaluative settings such as classrooms because of the anxiety created by the

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<sup>4</sup> This term is used interchangeably with the term “culturally *responsive* teaching” (CRT) (Gay, 2010; Ladson-Billings, 1992b; Sleeter, 2014).

expectation of being viewed through the lens of a negative stereotype (Steele & Aronson, 1995).

Several field-based randomized trials of interventions that “buffer” students against stereotype threat have shown promise in reducing achievement gaps, though their efficacy appears to be context-dependent (Aronson & Dee, 2012; Dee, 2015; Yeager & Walton, 2011). Interestingly, the active ingredients in these stereotype-threat buffers (e.g., forewarning about stereotypes, values affirmation, external attribution for experiencing challenges, and growth mindsets) closely parallel the defining elements of CRP. The theoretical logic for CRP can also be understood in a microeconomics framework in which students have imperfect information about their own suitability for academic pursuits. Benabou and Tirole (2003) argue that, in these circumstances, individuals adopt a “looking-glass” perspective in which they come to understand their own place in the world based, in part, on the cues they receive about themselves from others (e.g., schools and teachers). In such a setting, CRP may be effective because both cultural congruence and an emphasis on cultural affirmation and integrity create positive signals about belongingness in school.

As commonly conceived and implemented, ES courses provide a prominent and controversial example of CRP. ES courses focus on the experiences, perspectives, and histories of traditionally underrepresented ethnic or racial groups and have several specific features. They are typically organized around the principal that CRP better engages underrepresented students and meets their needs by drawing on their cultural competencies to promote academic success. That is, ES courses are theorized to positively affect student outcomes through the creation of a relevant and meaningful curriculum that affirms students’ identities, draws from their funds of knowledge, and builds students’ critical intellectualism (Banks, 2012; Cammarota & Romero, 2009; Giroux & Simon, 1989; Sleeter, 2014; Tintiangco-Cubales et al., 2015). To support this type of curriculum, ES courses often adopt alternative organizational and pedagogical structures following central lessons from CRP. For example, many ES courses utilize a classroom structure in which teachers work to promote engagement by structuring collaborative, equitable, reciprocal relationships between themselves and



students (Duncan-Andrade & Morrell, 2008; Sleeter, 2014; Tintiangco-Cubales et al., 2015). In addition to content that engages with students' cultural identities, and a student-focused classroom structure, ES courses also draw from critical pedagogies, using an educational praxis to provide students with tools for identifying, reflecting upon, critiquing, and acting against systemic racism and other forms of oppression (Freire, 2000; Giroux & Simon, 1989; Sleeter, 2014; Sleeter & Bernal, 2004). Recent examples of ES coursework guide students in exploring their own identities and engaging with their community, often incorporating assignments that require repeated engagement with community and family members and some type of social activism (Tintiangco-Cubales et al., 2015). Proponents of ES also stress the positive impact that these courses will have on standard educational outcomes such as students' grades, test scores, behavior, and school completion (Cabrera, Milem, Jaquette, & Marx, 2014; Matthews & Smith, 1994; Tintiangco-Cubales et al., 2015).

The first formal ES course was created at San Francisco State University in 1968, growing out of the civil-rights and anti-war movements. However, some argue that ES as an idea has a longer history tracing back to Freedom Schools, Black independent schools, and tribal schools, among others (Begay et al., 1995; C. D. Lee, 1992; Sleeter, 2014). Since their formalization at the post-secondary level, ES programs and curricula have spread to universities across the country, but are still relatively uncommon in secondary schools (Hurtado, Engberg, Ponjuan, & Landreman, 2002). Recently, several school districts have or are considering adopting ES courses as graduation requirements (Gilbertson, 2014; Tucker, 2014). However, the expansion and implementation of ES programs is often highly contentious. Critics often characterize ES programs as divisive, non-academic, and detrimental to students of color because they are substituting courses that promote the development of ethnic pride in place of the development of mainstream academic skills (Sleeter, 2014). When schools, colleges, and universities offer such courses or programs of study, they often become a contentious political flashpoint. For example, the school district in Tucson, Arizona, which had offered courses in Mexican-American studies, was recently found in violation of a new state law preventing the teaching of such

courses as they “promote the overthrow of the United States government,” “promote resentment toward a race or class of people” and “advocate ethnic solidarity instead of the treatment of pupils as individuals,” (formerly *Arizona HB 2281*, 2010, *Arizona Revised Statute § 15-112*, 2010) and subsequently eliminated this programming under threat of losing state funding (Billeaud, 2011). Student protests of the school board meeting debating this policy and the ensuing controversy were covered by a diverse segment of the national media, including Fox News, *The Daily Show with Jon Stewart*, and the *New York Times* (Cabrera, Meza, Romero, & Rodríguez, 2013).

At the same time, other districts have expanded or are considering expanding their ES offerings. For example, the Los Angeles Unified School District and the El Rancho Unified School District recently included ES courses in their high school graduation requirements (Tucker, 2014). Recently introduced legislation in California would also require all high schools to offer ES courses (Clark, 2015; Gilbertson, 2014; Tucker, 2014).<sup>5</sup> The Texas State Board of Education also recently approved legislation allowing school districts to develop courses on Mexican-American studies (Isensee, 2014). In addition, the Berkeley Unified School District has offered a freshman ES course for over 20 years, requiring it for high school graduation during nearly all of this time (Artz, 2003; Levin, 2009; Noguera, 1994; Rubin et al., 2006; Veale, 2015). As we describe in the next section, the motivating context for this study is that the San Francisco Unified School District (SFUSD) was considering scaling-up access to a pilot ES curriculum and, possibly, requiring it as a graduation requirement.

While the expansion of ES courses illustrates both their appeal and concerns, the quantitative evidence on their effects is relatively limited. Furthermore, the evidence that is available relies on research designs that cannot necessarily support credible causal inference.<sup>6</sup> For example, a small-scale

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<sup>5</sup> However, the governor of California, Jerry Brown, recently vetoed separate legislation that would have required the state to develop a model ES program for California’s public schools and make it available to local districts (Ceasar, 2015).

<sup>6</sup> This appears to be true of CRP, more generally. One possible exception is a recent randomized trial by Kisker et al. (2012), which found that a culturally relevant math curriculum significantly improved the performance of second-grade Alaskan Natives. However, these gains may conflate the effects of general instructional quality as well as cultural

descriptive study by Cammarota (2007) focused on the “Social Justice Education Project” (SJEP), a “sub-curriculum” fielded among 17 at-risk Latina/o students in a Tucson high school over four semesters between 2003 and 2005. Cammarota (2007) reports that these students were successful both in completing high school and in engaging with advanced courses. A study by Lewis, Sullivan, and Bybee (2006) examined the effects of an “Emancipatory Education” course fielded over one semester among  $n=65$  eighth-grade students in an urban, predominantly black school. They randomly assigned one of the two participating classes to receive this intervention and found positive effects on communal orientation, school connectedness, and achievement motivation. However, the availability of only two assignment units (and the lack of evidence on balance at baseline) makes it difficult to differentiate the true effects of the course from the effects of other unobserved traits that may have differed across these two classrooms.

Two other studies have relied on regression analyses of administrative data from the larger-scale implementation of ethnic studies in Tucson, Arizona. First, a brief report from the Arizona Department of Education (Francosi 2009) compared the test performance of Hispanic students in Tucson who took one or more ES course in the 2008-09 school year with Hispanic students statewide in regressions that controlled for other student traits (e.g., prior performance, mobility, and English learner status). This analysis found no evidence that course participation improved student performance. A more recent study by Cabrera et al. (2014) relied on administrative data from roughly 8,400 students over four cohorts (i.e., the graduating classes of 2008-2011) to examine the Mexican-American studies (MAS) program offered in four schools in Tucson.<sup>7</sup> In regression analyses that control for student demographic characteristics (race/ethnicity, gender, free/reduced price lunch eligibility, Census block median income, ELL, Special Ed, and GATE status, number of school transfers), prior academic achievement (ninth- and tenth-grade weighted GPA, tenth-grade

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relevance. The intervention included teacher training and the intervention also improved the performance of students who were *not* Alaskan Natives.

<sup>7</sup> As noted by Cabrera and colleagues the development of this program was technically unrelated to AB 2281 and was instead a solution to a 40-year-old desegregation order for TUSD.

standardized test scores), and school-level context (school fixed effects), they find evidence that MAS participation improved student outcomes.<sup>8</sup> In particular, participation in MAS was associated with an increase in the probability of graduation of 9.5 percent across all cohorts. Among the subsample of students who initially failed the exit exam, MAS participation was associated with a 6.6 percent increase in the probability of passing the all three exit exams (the reading, writing, and math AIMS tests) on average across all cohorts.<sup>9</sup>

A central challenge to these empirical studies is that participation in the MAS program was voluntary. Thus, regression-adjusted comparisons among those who did and did not enroll may suffer from omitted variable biases of an uncertain direction. For example, if students who have a latent and unobserved capacity for school engagement are more likely to enroll in these courses, naïve regressions may overstate the program’s benefits. In contrast, if at-risk students are more likely to be enrolled in MAS courses, their impact is likely to be understated. Cabrera et al. (2014, page 1094) discuss these methodological challenges and acknowledge the limitations of their study noting “our results may suffer from omitted variable bias and should not be considered true causal effects.”

In sum, the theoretical arguments and public enthusiasm for ES curricula have not been matched by convincing quantitative evidence on their efficacy. Our study contributes to this gap in the literature by employing a research design that can credibly support a strong causal warrant. Specifically, we rely on an explicit student assignment rule to identify the causal effects of a year-long ES course in a regression discontinuity (RD) design. Our study is also unique in that it focuses on a mature, developed course situated within a novel setting (i.e., high schools in the San Francisco Unified School District). We describe our study context and research design in more detail below.

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<sup>8</sup> This primary analytic sample is restricted to students who are in schools that offered the MAS curriculum. A secondary set of analyses includes nearly 17,000 students in all TUSD schools, including those without MAS programs.

<sup>9</sup> However, cohort-specific results suggest that this association was not significant for all tests in all years, particularly in the final 2011-2012 cohort. The authors speculate that the political turmoil surrounding the program in this year might have weakened its effectiveness, or that the expansion of MAS offerings to additional schools might also have contributed to the lack of significant results.

## **Ethnic Studies in the San Francisco Unified School District (SFUSD)**

The genesis of the SFUSD ES curriculum was in 2007 when the District’s Board of Education Curriculum Committee urged the district to create a high school ES curriculum. The District’s Office of Learning Support and Equity, in collaboration with faculty from the College of Ethnic Studies at San Francisco State University (SFSU), subsequently initiated the curriculum design. Specifically, ten SFUSD social studies teachers formed the “Ethnic Studies Curriculum Collective” with SFSU faculty support. This group created a course framework drawing from ES curricula used in other districts and post-secondary programs across the country during the 2007-2008 school year. Over the next two years, the Collective created lesson plans, piloted the lessons in three high schools and met twice a month for lesson critique and development (SFUSD Ethnic Studies Curriculum Collective, 2012).

On February 23, 2010, the SFUSD school board unanimously approved a resolution to implement an ES pilot program in SFUSD high schools, explicitly referencing the promise of ES courses to contribute to closing achievement gaps. Five high schools participated in the pilot, offering a year-long, ninth-grade ES course from the 2010-2011 to 2012-2013 school years. The program continued into the 2013-2014 school year. In December of 2014 (i.e., after our study window), the school board voted to expand the program to be offered at all 19 of San Francisco’s high schools. It is also being considered as a ninth-grade graduation requirement (Dudnick, 2014).

The design of SFUSD’s ES course stressed the use of CRP as a way to engage with students that had previously felt marginalized by the traditional curriculum. Units focused on themes of social justice, discrimination, stereotypes, and social movements from U.S. history spanning the late 18<sup>th</sup> century until the 1970s. The course also encouraged students “to explore their individual identity, their family history, and their community history” and required students to design and implement service-learning projects based on their study of their local community. The designers of this curriculum hoped that these lessons and projects would increase students’ commitment to social justice and improve self-esteem. In addition to the civic and psychological goals of the ES program, the program’s stated intent

was to close achievement gaps and reduce dropout rates (Office of Learning Support and Equity/Humanities, Academics and Professional Development, 2009; SFUSD Ethnic Studies Curriculum Collective, 2012).

While the ES curriculum was under development for several years and across several different high schools in San Francisco, the assignment of students varied. Some of the pilot schools chose to offer the ES course to all incoming ninth graders, while other schools used the program as an intervention for students identified as at-risk for academic failure through an early-warning system. The early-warning indicator (EWI) flagged students who, in eighth grade, had either an attendance rate below 87.5 percent or a GPA (excluding physical education) below 2.0. Prior research had shown that, in SFUSD, these binary variables were highly predictive of dropping out of school. In our data, very few students had an attendance rate below the 87.5-percent threshold so the relevant “assignment variable” in our RD design is the eighth-grade GPA.<sup>10</sup> Students whose eighth-grade GPA was below 2.0 were encouraged but not compelled to take the ES course. This partial compliance implies that our RD design is “fuzzy” and that there may be external-validity caveats to our inferences if the effect of taking the ES course is heterogeneous (Imbens and Angrist 1994). We take up this and other related issues after describing our data and methods below.

## **Data**

We examine the impact of SFUSD’s year-long ninth-grade ES course on student outcomes, primarily using data from three of the five high schools that piloted the curriculum. These three high schools assigned only some ninth-grade students, while two other schools chose to offer the ES course to all ninth-grade students. These schools typically offered two and four sections of the course in each year, although the course was not offered in all schools in every year. Our primary study sample draws from five unique school-year cohorts in these three high schools. In these five cohorts, enrollment in

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<sup>10</sup> We exclude the few students with attendance rates below the threshold from our analysis. This implies that we are estimating a “frontier” RD (Reardon and Robinson 2012).

ES was encouraged, but not required, for students whose eighth-grade GPA was below 2.0. Students identified by the early-warning indicators as at risk of high school failure were automatically enrolled in the ES course when they received their course schedule at the start of their ninth-grade year.

Students could opt out of the course after consulting with their academic counselor, but needed to actively select out of the course to do so.<sup>11</sup> One school used this rule over 3 years (i.e., AY 2011-12 though AY 2013-14) while two other schools used this in AY 2011-12 only. Critically, only 4 unique teachers taught the ES courses in these schools and years. We discuss, along with our other robustness checks, evidence indicating that our results are not simply due to effects unique to the effectiveness of these teachers.<sup>12</sup>

Our initial sample consists of ninth graders in these five school-year cohorts. However, we exclude those who are missing our assignment variable: a recorded eighth-grade GPA ( $n = 226$ ). We also exclude a cluster of 128 students with eighth-grade GPAs that are distant from the threshold and clustered at a perfect 4.0 GPA. We also exclude a small number ( $n=27$ ) of additional students with extremely low eighth-grade GPAs (i.e., less than 1.25).<sup>13</sup> These sample edits imply a final “intent-to-treat” (ITT) sample of 1,405 students. Our data on these students include several measures of baseline traits. These include binary indicators for gender and for whether the student was black, Hispanic, or Asian (with white serving as the reference category). We also have eighth-grade data on whether the student was in special education, ever suspended, or identified as an English Language Learner (ELL). We also have data on each student’s attendance rate in eighth-grade, the value of their assignment variable (i.e., eighth-grade GPA exclusive of PE and centered on 2.0), and a binary indicator for our “intent-to-treat” (ITT) variable (i.e., an eighth-grade GPA less than 2.0).

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<sup>11</sup> Similarly, students who had not been identified using the EWI system could opt into the course after consulting with their counselors if they desired to enroll, but were not automatically assigned to the course.

<sup>12</sup> Specifically, we examine the effectiveness of these teachers relative to their peers in other courses (i.e., other than ethnic studies).

<sup>13</sup> Based on the limited data available, we suspect some of the students with very low eighth grade GPA have unique special-education circumstances or missing data.

Table 1 presents descriptive statistics on these students. Interestingly, 60 percent of these students are of Asian descent and 23 percent are Hispanic. Only 6 percent of these students are black. Eighteen percent of these students are identified as ELLs and 12 percent have special education status. Among the cohorts in our sample, only 42 percent are female. This is due in part to the fact that there are fewer female students than male in the district overall (48 percent across all SFUSD schools), but particularly because female students are higher-achieving than our sample (recall that we exclude students who receive a perfect 4.0, which drives most of the difference in female representation between the full district and our sample). Thirteen percent of students enrolled in the ES course and 8 percent of the sample had an eighth-grade GPA below 2.0 (i.e., an intent-to-treat as taking the ES course).<sup>14</sup>

We examine three dependent variables in our analyses, ninth-grade attendance rates (which the district refers to as instructional time), ninth-grade GPA, and ninth-grade credits earned. The last two measures are defined exclusive of all social studies courses (i.e., like the ES course) and physical education. We also control for eighth-grade attendance and GPA in our models. While the average attendance rate increases slightly between eighth and ninth-grade (from 96.32 percent to 96.69 percent), GPA declines substantially during this important transition. The mean eighth-grade GPA is just above a 3.0 (a “B” on the four-point scale), by the end of ninth grade, the average GPA is 2.65 (a “C” on the four-point scale).

We measure these outcomes for *all* students observed at baseline in our intent-to-treat sample regardless of whether they completed ninth grade. So, we view the variation in these measures as reflecting both the academic progress of enrolled students and the probability a student has dropped out of school. For students to advance from ninth to tenth grade, they must complete at least 55 credits. Because we exclude physical education (which would account for 10 credits) and social studies (which would account for an additional 10), students should complete at least 35 credits by our measure in

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<sup>14</sup> We define treatment uptake as being enrolled in the first-semester ES course, regardless of whether a student remained in the course.



order to advance to tenth grade. In our sample, we find that 7.3 percent of students have fewer than 35 credits at the end of ninth grade (i.e., suggesting they dropped out or were required to repeat ninth grade). Furthermore, the students at risk of dropping out tend to be concentrated among those encouraged to take ES. However, we also find evidence our results also reflect changes in the performance of enrolled students. In particular, we find virtually similar results to those we report below when we rely only on GPA from the *first* semester.

### Regression Discontinuity (RD) Design

Our research design effectively compares those who were just eligible for assignment to the ES course (i.e., eighth-grade GPA below 2.0) to those who were just ineligible for this assignment (i.e., eighth-grade GPA at 2.0 or above). Specifically, we use a regression discontinuity (RD) design, which can provide causal inferences that are “as good as random assignment” (Lee and Lemieux 2010) in settings like this. An RD design asks whether, conditional on a students’ eighth-grade GPA, student outcomes “jump” at the threshold that defined treatment eligibility (i.e., assignment to ES). The RD design is implemented by estimating reduced-form equations of the following general form:

$$Y_{ist} = \alpha + \beta I(G_{ist} < 0) + f(G_{ist}) + \lambda X_{ist} + \eta_{st} + \varepsilon_{ist}$$

where  $Y_{ist}$  is a student outcome (e.g., GPA) for ninth grader  $i$  in school  $s$  in year  $t$ . The variable,  $G_{ist}$ , is the “assignment variable” in this RD design: eighth-grade GPA centered on 2.0. The parameter of interest,  $\beta$ , identifies the jump in outcomes when eighth-grade GPA is below 2.0, conditional on  $f(G_{ist})$ , a smooth function of the assignment variable. We specify  $f(G_{ist})$  as linear but allow for different slopes above and below the threshold.<sup>15</sup> We also explore flexibly non-parametric specifications (i.e., local

<sup>15</sup> We also examined models that added quadratic terms for the assignment variable. However, a comparison of Akaike information criterion (AIC) across these specifications privileged the linear specifications.

linear regressions).<sup>16</sup> The variable,  $X_{ist}$ , refers to student-level controls and  $\eta_{st}$  refers to fixed effects unique to each year at a particular school. We also rely on heteroscedastic-consistent standard errors.

In Table 2, we present the RD results from examining whether actually taking the ES course does indeed jump at the 2.0 threshold. We find robust evidence that the likelihood of taking the ES course jumps roughly 27 percentage points at the threshold. Figure 1 illustrates this finding graphically by showing the probability of taking ES as a function of eighth-grade GPA. This figure organizes the data in bins of width 0.1 defined by eighth-grade GPA. The top panel uses the full sample while the bottom panel uses data within a 0.7 GPA bandwidth of the threshold. These figures consistently illustrate the jump in treatment status at the threshold. However, they also underscore that, as is common in RD and experimental settings, we have partial compliance with the intent-to-treat implied by an eighth-grade GPA below 2.0. Roughly 20 percent of students with eighth-grade GPAs of 2.0 or slightly higher took ES while just over 50 percent of students below the threshold did so. This partial compliance does not confound the internal validity of the RD design because the identifying variation is based on eighth-grade GPA rather than the decision to take the course. In other words, our reduced-form estimates identify the effect of being assigned to take the ES course (i.e., the “intent-to-treat” effect) rather than the effect of taking the course. However, we can recover the estimated effect of actually *taking* the ES course (i.e., the “treatment-on-the-treated” effect) by dividing our reduced-form impact estimates by the corresponding treatment uptake at the threshold (i.e., roughly 0.25).

The fundamental treatment contrast leveraged in our study is among students eligible for assignment to the ES course and those who were not. To avoid any confounds related to different grading and attendance standards across the alternative courses students around this threshold took, we define our GPA and credits-earned measures excluding data from the ES course and all other social studies courses. A related concern is that taking ES may imply that a student takes different courses in *other* subject areas. However, we found that virtually all students were initially enrolled in math, ELA,

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<sup>16</sup> More specifically, we show our key results using only the data in increasingly tight bandwidths around the threshold. We also found that estimates based on the optimal-bandwidth procedure introduced by Imbens and Kalyaranaman (2012) generated similar results.

and science courses and that course selection in these subject areas did not differ for students around the 2.0 GPA threshold.<sup>17</sup> We also present results using GPA measures specific to each of these three subjects.

The strong causal warrant of the RD design is based on the assumption that students' locations just above and below the 2.0 threshold are conditionally random. One compelling way to check this key assumption is by examining whether outcome-relevant student traits jump at the threshold. In Table 3, we present the key results from auxiliary regressions that examine this. Specifically, we present the results from RD regressions where the student observables are the dependent variables. The estimated jumps in these variables at the 2.0 threshold are consistently small and statistically insignificant.

A related concern in RD designs is whether students differentially manipulate their eighth-grade GPA to place themselves on one side of the 2.0 threshold. In general, efforts to raise the value of a forcing variable do not invalidate an RD design (Lee and Lemieux 2010). However, if individuals can systematically manipulate their position relative to the threshold, it can impugn an RD's internal validity. This is a unique concern in this context because eighth-grade GPA scores "heap" at a value of 2.0 and other integer and half-integer values (see Figure 5a). Students who earn an eighth-grade GPA of 2.0 may differ from those just below this value in unobserved ways that are relevant eighth-grade outcomes. The covariate balance at the threshold suggests that this is not an internal-validity threat. However, we also report results based on samples where we eliminated heaped observations. We also see (Figure 5b) that, when we eliminate these heaps, the distribution of observations is smooth at the threshold (McCrary, 2008).

Two other internal-validity concerns are unique to our study context. One is that our RD contrast may also identify any effects related to being flagged by an early-warning indicator. One way we examine this concern is to estimate our basic RD design using data from the other San Francisco

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<sup>17</sup> Ninth-grade students in SFUSD typically take a ninth-grade English course, either Algebra 1 or Geometry, and either Biology or Physics.

high schools that did **not** offer ES over this period. If our RD design is valid, we expect to find null results at the GPA threshold in these schools. However, if the specification were misspecified, we might find effects unique to the threshold in these schools. Similarly, if early-warning status had independent effects, we would expect to find evidence in these schools. A second concern is that our RD framework may identify the effect of the four unique teachers in our study sample rather than the effect of the course per se. We investigate this issue by examining the comparative effectiveness of these teachers in the other courses they taught. We discuss these and other critical robustness checks as we outline our results below.

## Main Results

Table 4 presents the main RD results examining the effects of ES eligibility on ninth-grade attendance, GPA, and credits earned. The baseline specification (i.e., the first column for each of the three outcomes) controls for the variable of interest (i.e., a binary indicator for whether the student had an eighth-grade GPA below 2.0), eighth-grade GPA, and a linear spline that allows this assignment variable to have distinct effects above and below the threshold. The subsequent specifications introduce controls for gender, race/ethnicity, and eighth-grade special education and ELL designations, eighth-grade attendance, and whether the student was ever suspended in eighth grade. These saturated specifications yield largely similar results, although the magnitude of the point estimates is reduced somewhat. Results from the most parsimonious to the most inclusive specifications consistently indicate that students with eighth-grade GPAs at the 2.0 threshold saw statistically significant improvements on all three ninth-grade academic outcomes. Drawing from the most unrestrictive model, we find robust evidence that attendance jumped by 5.6 percentage points for students at the 2.0 threshold, GPA increased by 0.39 points, and credits earned increased by 6.3 credits.

Figures 2, 3, and 4 provide graphical illustrations of these RD results. Figure 2 plots students' eighth-grade GPA scores by their ninth-grade attendance, with a line indicating the 2.0 GPA cutoff.

Figure 3 plots the relationship between eighth-grade GPA and ninth-grade GPA (excluding social studies and P.E.). Figure 4 plots the relationship between eighth-grade GPA and ninth-grade credits earned. Each of the figures shows a discontinuity at the 2.0 threshold, echoing the regression results shown in Table 4.

The instrumental-variable (IV) estimates implied by these results indicate that *taking* ES increased attendance by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23 credits (or roughly four courses). We calculate these estimated effects of taking ES by inflating the effects of ES *eligibility* on academic outcomes (Table 4) by the effect of ES *eligibility* on ES take-up. This amounts to multiplying the reduced-form effects in Table 4 by roughly 3.7 (i.e., the inverse of the jump in ES uptake at the threshold in Table 2, Column 3). These effect sizes (i.e., roughly 1.5 to 2.0 of the corresponding standard deviations in Table 1) are quite large for interventions situated in field settings. However, several considerations should be noted. First and foremost, because we define these outcome measures for all students observed at baseline, some of these striking gains are likely to reflect reductions in dropping out as well as gains in the performance of enrolled students. Second, RD estimates like ours are effectively defined for students close to the 2.0 GPA threshold. These tend to be students who are at considerable academic risk so larger gains in academic performance are possible. We take up such issues of treatment heterogeneity after first exploring the robustness of our main findings.

## Robustness Checks

Given the consistent, large findings across a variety of ninth-grade outcomes, we next turn to examining the robustness of the apparent effects associated with the eighth-grade 2.0 GPA discontinuity. One possible confounding explanation for these findings is that they reflect the effects of the early-warning indicator (EWI) rather than the ES course. In other words, students might be receiving other services and interventions as a result of the EWI identification and this designation or

these services might be driving changes in student outcomes rather than ES. To examine this concern, we estimated the same RD specifications using similarly constructed data from SFSUD high schools that did **not** offer an ES course. We present these results in Table 5. The small and statistically insignificant coefficients for each specification and for each of the three outcomes (i.e., there are no jumps at the 2.0 threshold in these schools) indicate that EWI did not have an empirically meaningful effect on ninth-grade outcomes. These null results are consistent with the hypothesis that the Table 4 results reflect the effects of taking ES rather than the effects of an EWI designation.

An additional concern is related to the fact that student grades are reported in even grade points, leading to large clusters of students with GPAs at even-integer or half-integer GPA values (e.g., 3.0 and 3.5 rather than 2.99). As has been shown in other work using regression discontinuities to estimate causal effects, results can be biased by this heaping of the assignment variable (Barreca, Guldi, Lindo, & Waddell, 2011). We present several robustness specifications in Table 6 to examine whether our results are being driven by the preponderance of even and half-integer eighth-grade GPAs by excluding students with several specific values. In these “donut RDs” we first exclude students with eighth-grade GPAs of 2.0 exactly. In a second version, we exclude students with any whole- or half-integer value for their eighth-grade GPA. For each of the ninth-grade academic outcomes, the point estimates presented in Table 6 are from individual regressions for the variable eighth-grade GPA is less than 2.0, akin to the point estimates shown in Table 4 from models including student controls, with the first row replicating these estimates exactly.

The results in Table 6 show that our inferences are robust in specifications that exclude students whose eighth-grade GPA fell on the heaped values of 2.0 as well other integer and half-integer values. Each of the coefficients for all three of the ninth-grade academic outcomes is statistically significant at the 5 percent level and the magnitude of the coefficients is fairly consistent whether or not the students with GPAs of 2.0 or any integer or half-integer value are included in the sample.

Table 7 presents another important robustness check based on restricting the estimation sample to observations in increasingly tight bandwidths around the threshold for both the first-stage and reduced-form effects. These results provide evidence about whether the results are biased due to functional-form assumptions or are unduly influenced by observations that are far from the 2.0 GPA threshold. The results in Table 7 indicate that both the first-stage and reduced-form estimates are robust as the sample shrinks with each of the progressively tighter bandwidths, including a bandwidth that is within half of a grade point from the 2.0 threshold. If anything, the first-stage and reduced-form estimates are larger as the bandwidth tightens.

Table 8 presents another robustness check based on simultaneously estimating jumps at the GPA threshold that actually influenced assignment to the ES course, 2.0, and at other “placebo” thresholds that have no relevance. We examine six placebo thresholds at each quarter-integer interval between GPAs of 1.0 and 3.0. Across both the first-stage and reduced-form estimates, the only statistically significant effects are observed at the 2.0 threshold, with one exception. Students at the 2.25 GPA threshold, just below the cutoff 2.25 cutoff, earn significantly fewer ninth-grade credits than students on the other side of this cutoff. With this exception, the nearly universal lack of statistically significant effects at these false thresholds is consistent with the absence of specification error.

A final robustness check stems from the particular implementation of the ES curriculum in SFUSD. While ES was piloted at five high schools over several years, assignment to ES was based on the EWI in only five school-year cohorts at three schools. In each of these school-year cohorts, only one teacher taught ES, leaving us with a total of four unique teachers during our study window. This raises the possibility that the effects we observe are the result of effects unique to these teachers rather than the ES curriculum itself. To investigate this concern, we examined the effectiveness of ES teachers relative to their peers, when teaching courses *other than* ES. We began by identifying all of the non-ES courses taught by our four ES teachers in any of the study years and then identified all of the other teachers of those same courses. The majority of these courses were social studies courses,

such as U.S. and world history, but the list also included some college counseling and homeroom-type courses, which we chose to exclude from the analysis. We focused on students in these social studies courses who had *not* taken ES. We then recovered teacher fixed effect estimates from regression models predicting each of our ninth-grade student outcomes (ninth-grade overall and subject-specific GPA, credits earned, and attendance), conditional on eighth-grade student controls and school by year fixed effects. For each of our outcomes, we examined the relative rankings of the teacher fixed effects to determine if the ES teachers were over-represented among teachers who had the largest fixed effects estimates. Across each of the outcome measures, we found the value-added estimates of the ES teachers to be quite uniformly disbursed throughout the distribution of teacher fixed effect estimates.<sup>18</sup> Wilcoxon rank-sum tests further suggest that the fixed effect estimates of ES teachers are not significantly different from those of non-ES teachers in the same subjects. Of the four ES teachers, one fairly consistently had the largest fixed-effect estimate. To ensure that this generally more effective teacher was not driving our results, we re-estimated our key ES results without this teacher. Doing so did not qualitatively alter the previously reported findings.

### **Treatment Heterogeneity**

Our main impact estimates may obscure several forms of treatment heterogeneity that are worth noting and exploring. For example, one well-known caveat about external validity involves the “localness” of RD estimates. That is, because our research design leverages the targeting of ES courses to at-risk students, our resulting estimates may not speak to the effects these courses may have on students with high-performance in eighth grade.<sup>19</sup> Second, the impact of taking the ES course could conceivably vary across students with different demographic traits. In Table 9, we present evidence on this issue by showing the first-stage and reduced-form estimates in samples defined by race, gender,

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<sup>18</sup> For example, for ninth-grade GPA, the ranks of the four ethnic-studies teachers were 9, 14, 30, and 35 among 37 total social studies teachers.

<sup>19</sup> The in-progress scale-up of this course across SFUSD high schools may provide opportunities to explore this heterogeneity.



and ethnicity. The point estimates show that there are consistently positive effects across male, female, Asian and Hispanic groups of students. However, the improved outcomes are particularly concentrated among boys and statistically insignificant for girls. For Hispanic students, the estimated effects are consistently large and statistically significant across all ninth-grade outcomes. For Asian students, while each of the point estimates is positive, they are only significant for the first-stage and ninth-grade instructional-time effects. This suggests that, while the ES course is not harmful for any of the enrolled students, it is particularly good for male students and Hispanic students.

In Table 10, we examine whether there are heterogeneous effects on student GPA by subject. Each cell in this table reports the key RD estimate (i.e., the estimated “jump” at the 2.0 threshold) from a unique regression. The first column presents point estimates conditional on linear splines of the assignment variable and on school-by-year fixed effects. The subsequent models introduce student and eighth-grade covariates. The point estimates show that there are consistently positive, statistically significant effects on GPA specific to math and to science, despite the distal nature of their respective content to that of ES. However, in ELA, while the point estimates remain positive, they are smaller and statistically insignificant.

The literature on causal inference has also recently emphasized another possible (and subtler) form of treatment heterogeneity based on the potential-outcomes framework and how individuals respond to their intent-to-treat (i.e., as “compliers”, “always takers”, and “never takers”). Specifically, Imbens and Angrist (1994) show that, when treatment effects are not homogenous across these groups, estimates like ours are “local average treatment effects” (LATE). Such LATE estimates identify the effect of the treatment for those who comply with their intent-to-treat but not necessarily for those who always (or never) take up the treatment regardless of the intent-to-treat. A recent study by Bertanha and Imbens (2014) provides straightforward guidance on assessing the empirical relevance of this possible treatment heterogeneity in “fuzzy” RD applications like ours. Specifically, they recommend estimating the reduced-form RD specifications for separate samples defined by whether the student

took up the treatment (i.e.,  $ES \in [0,1]$ ). We report these results in Table 11 using our saturated model (i.e., column 3 in Table 4). In the first row, we repeat our full-sample results as a point of reference. In the second row, we show the estimated “jump” in outcomes using only data from students who did not take ES (i.e.,  $ES = 0$ ). In this sub-sample, the threshold separates never-takers (i.e., to the left of the threshold) from the population of never-takers and compliers who are to the right of the threshold. The fact that outcomes are higher to the left of the threshold (i.e., for at least two of the three outcomes) indicates that never-takers have unobserved traits that predispose them to better student outcomes relative to compliers. Intuitively, this finding suggests that students who insist on taking a health or college preparation/study skills course in lieu of ES have unobserved traits that imply better academic outcomes.

The next row identifies the jump at the threshold for each outcome measure using only data on students who took ES (i.e.,  $ES = 1$ ). The population to the left of the threshold consists of compliers and always-takers while the population to the right only contains always-takers. Our evidence that each student outcome jumps significantly at the threshold could indicate that taking the course is more effective for those who only take it when assigned relative to those who insist on taking it. This could occur, for example, if culturally relevant pedagogy is less novel and relevant for the types of students who insist on taking it. Overall, these findings are consistent with the type of heterogeneity implied by the LATE theorem. As a practical matter, this evidence of treatment heterogeneity has salience for the external validity we might expect when scaling up access to this course. In particular, these findings suggest that taking the course is less necessary for the type of student who refuses to take the course (i.e., never-takers) and less effective for students who insist on taking it when available (i.e., always-takers). We revisit issues of scalability in our concluding remarks.

## Discussion

The results presented in this study indicate that the ninth-grade ES curriculum implemented in SFUSD led to large and statistically significant improvements in students' ninth-grade GPA, attendance, and credits earned. To our knowledge, this is the first study to examine the effect of any type of culturally relevant pedagogy (CRP) in a quantitative study that supports credible causal inferences. Specifically, our “regression discontinuity” (RD) design leveraged a class-assignment rule that encouraged academically at-risk students (i.e., those with eighth-grade GPA below 2.0) to take the course. We present several forms of evidence that affirm the validity of this discontinuous assignment rule as a quasi-experiment as well as evidence on the robustness of our main findings. We note evidence that these large effects appear to reflect both reductions in the probability of dropping out as well as improvements in the performance of enrolled students. We also find that the effects of this course were concentrated among males, Hispanics, and to a lesser degree, Asians.

Taken at face value, these findings provide a compelling confirmation of an extensive literature that has emphasized the capacity of CRP to unlock the educational potential of historically marginalized students. However, we also stress that our results are consistent with other theoretical frames as well. In particular, a field-experimental literature in social psychology has shown that quite modest interventions that buffer students against stereotype threat can, under the right circumstances, dramatically improve student outcomes. ES courses combine several of the active ingredients of these interventions (e.g., affirmation, external attribution for difficulties, forewarning about stereotypes) and expose students to them in an exceptionally intense and persistent manner (i.e., through a year-long course rather than a brief exercise). Furthermore, SFUSD's ES course was also targeted in a manner consistent with such “buffering” interventions (i.e., at the beginning of the school year and during a possibly difficult transition to high school). Further research that can measure alternative mediators can provide insight into the relevance of different theorized mechanisms.

As a matter of policy and practice, this study's findings should be interpreted in light of several important caveats related to external validity and scalability. First, as in all RD studies, our results focus on localized comparisons between students who are just above and below the eligibility threshold for ES enrollment. It is, thus, an open question whether the effects of this or any other ES curriculum would generalize to higher-performing students. Furthermore, we also find evidence that the benefits of taking such a course are larger among those who comply with the encouragement to take the course (i.e., relative to students who would always take it when available).

There are also several reasons to be cautious about the likely impact of scaling up or replicating this ES course. The implementation of ES in SFUSD was, arguably, conducted with a high degree of fidelity, forethought, and planning. In particular, it appeared to draw upon the work of a core group of dedicated teachers, engaging in a regular professional learning community, with outside support from experts in the subject to create and sustain the program. As scholars from a number of disciplines have noted that the effects of such smaller-scale interventions are often very different when the same policies are implemented at scale (Dodge, 2011; Welsh, Sullivan, & Olds, 2010). The broader school, district, and community contexts in which this course was situated may also be relevant. For example, the literature on stereotype threat stress that the success of buffering interventions depends critically on settings that can enhance and encourage positive “recursive” processes related to student engagement and success (Yeager and Walton 2011). Nonetheless, SFUSD's ES program appears to constitute an important proof of concept, indicating that culturally relevant pedagogy can be extraordinarily effective in supporting the academic progression of struggling students.

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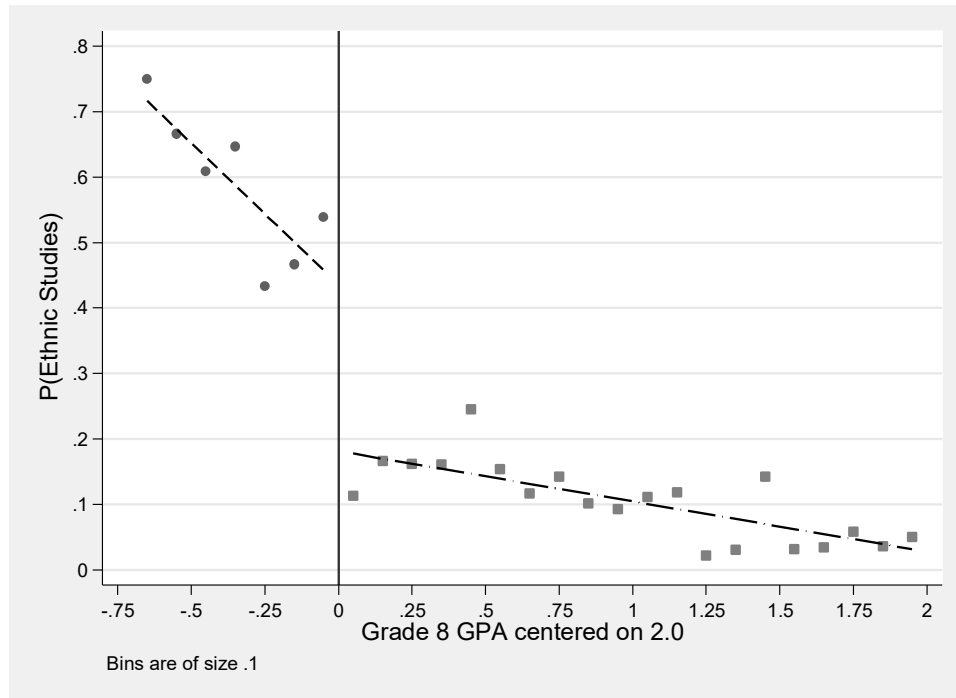
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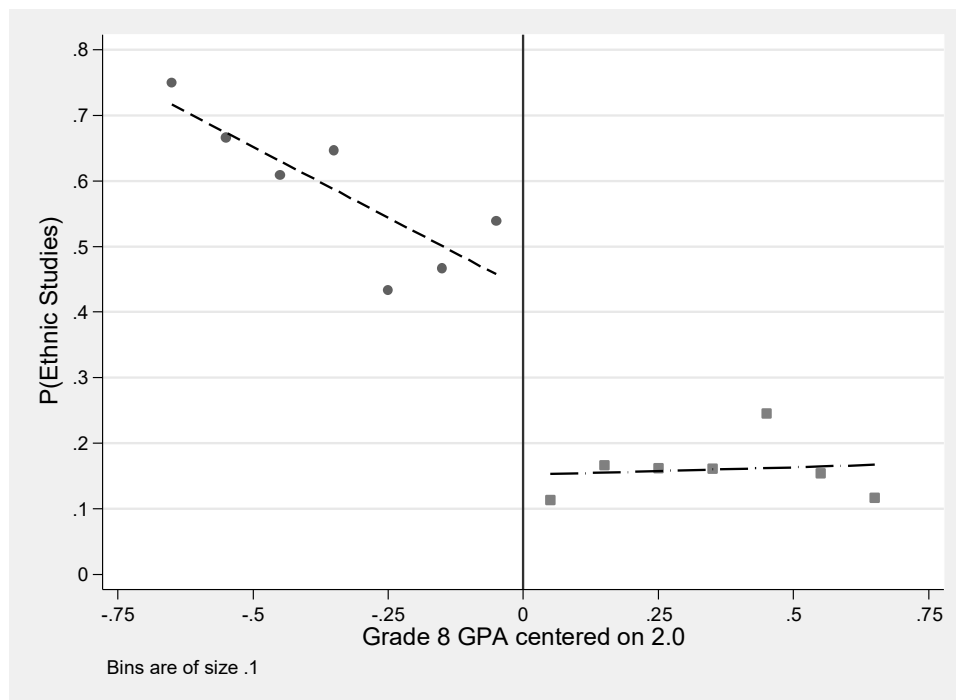
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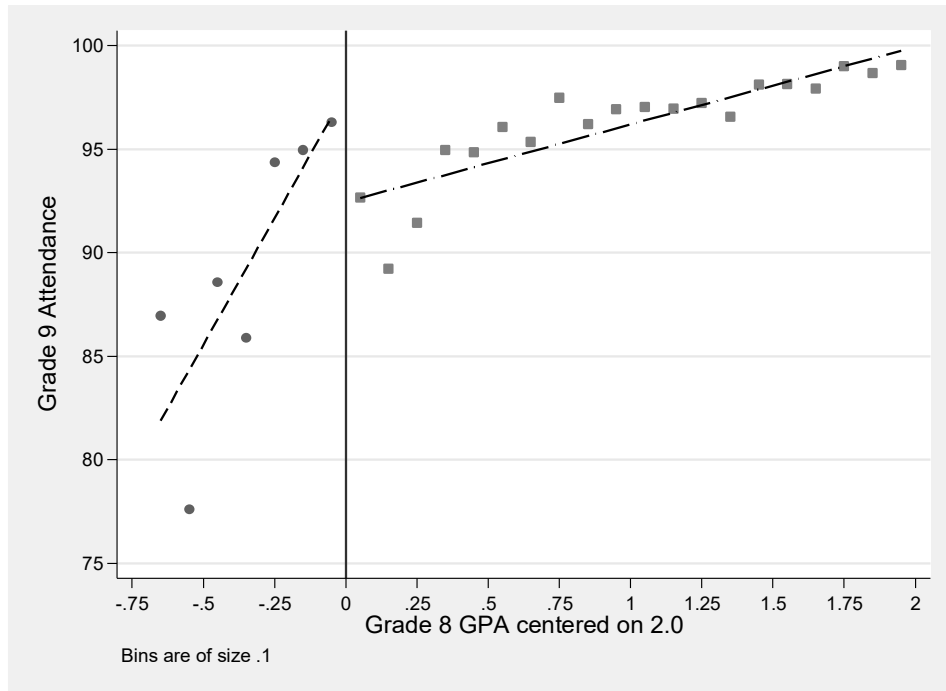


(a) Full Sample

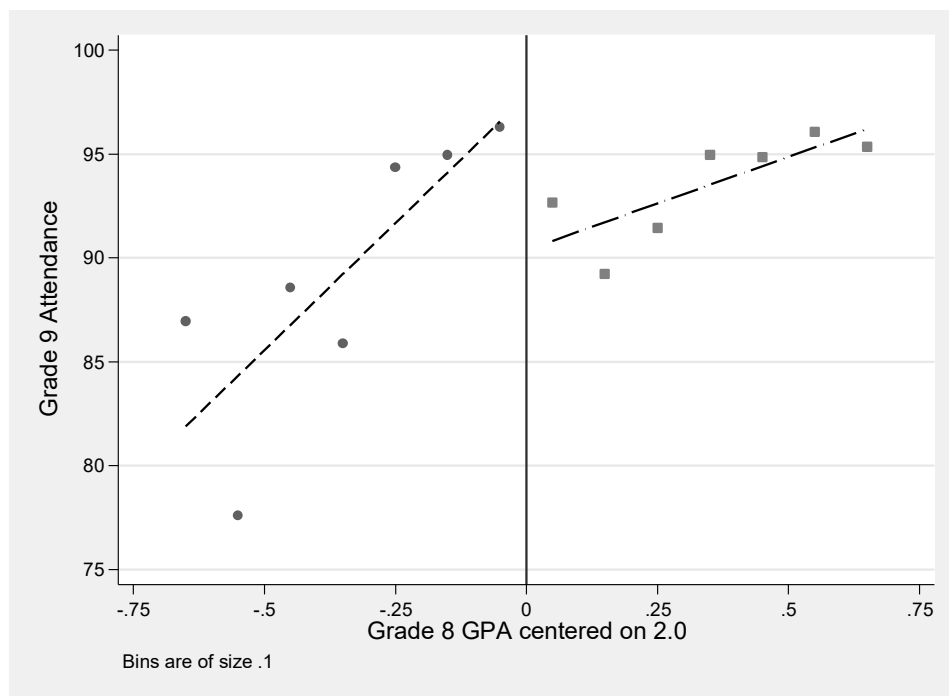


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Figure 1 - Ninth-Grade Ethnic-Studies Participation by Eighth-Grade GPA

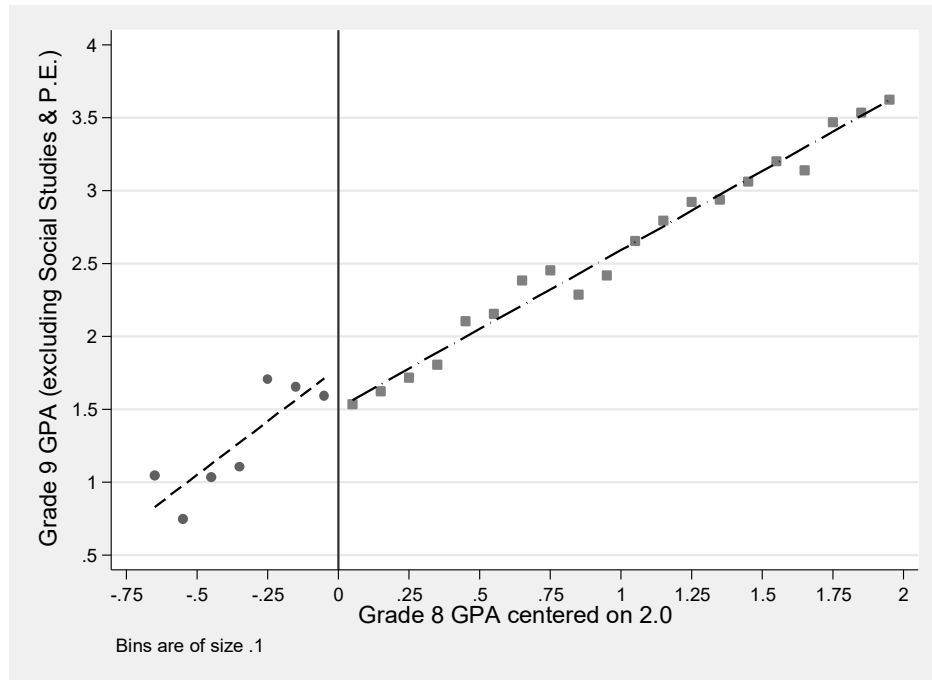


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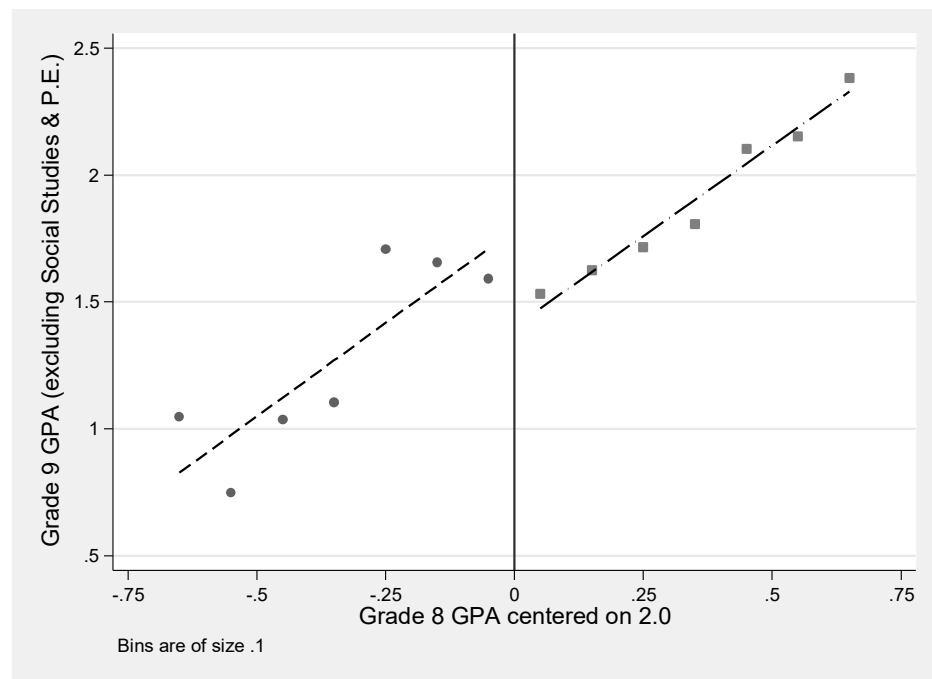


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Figure 2 - Ninth-Grade Attendance by Eighth-Grade GPA

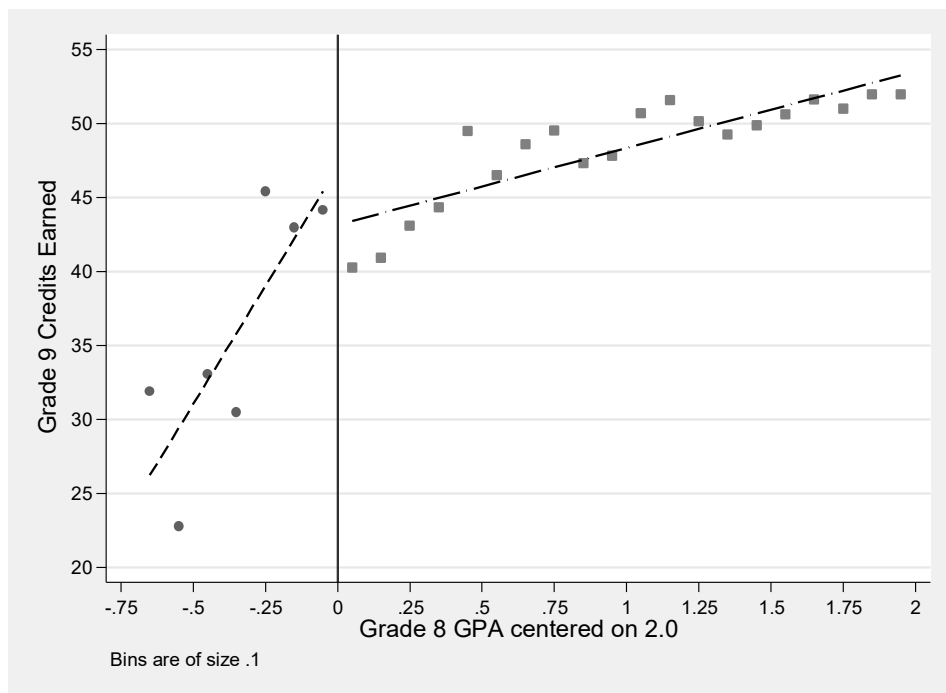


(a) Full Sample

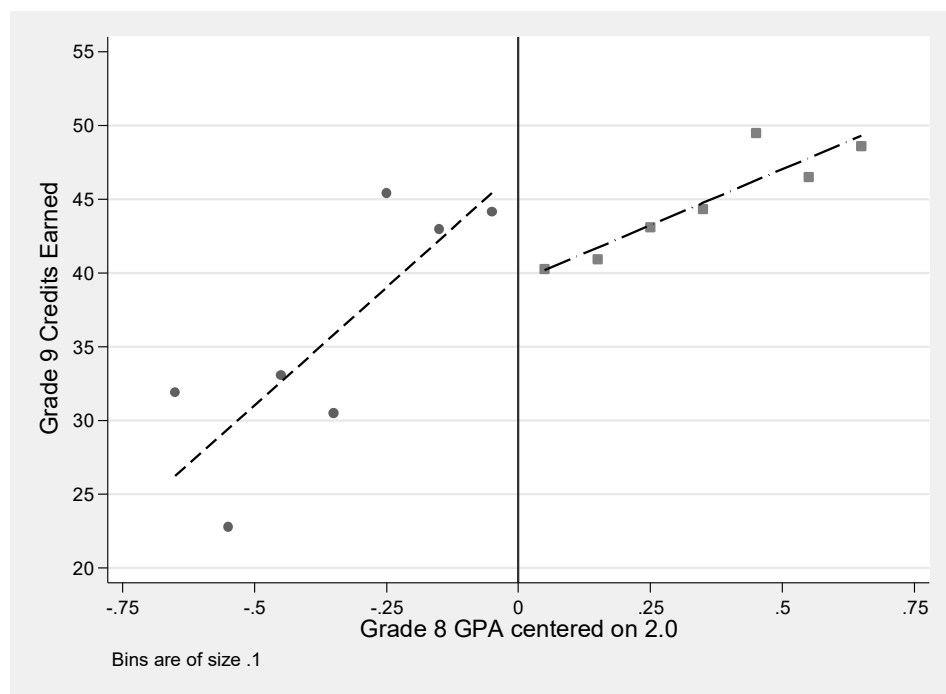


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Figure 3 - Ninth-Grade GPA by Eighth-Grade GPA

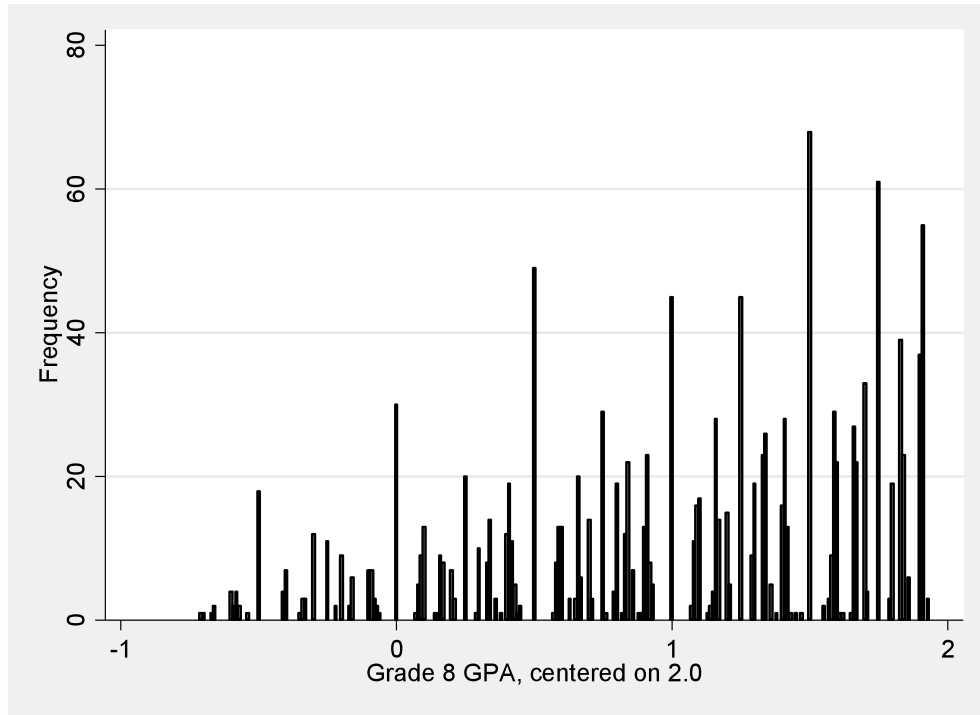


(a) Full Sample

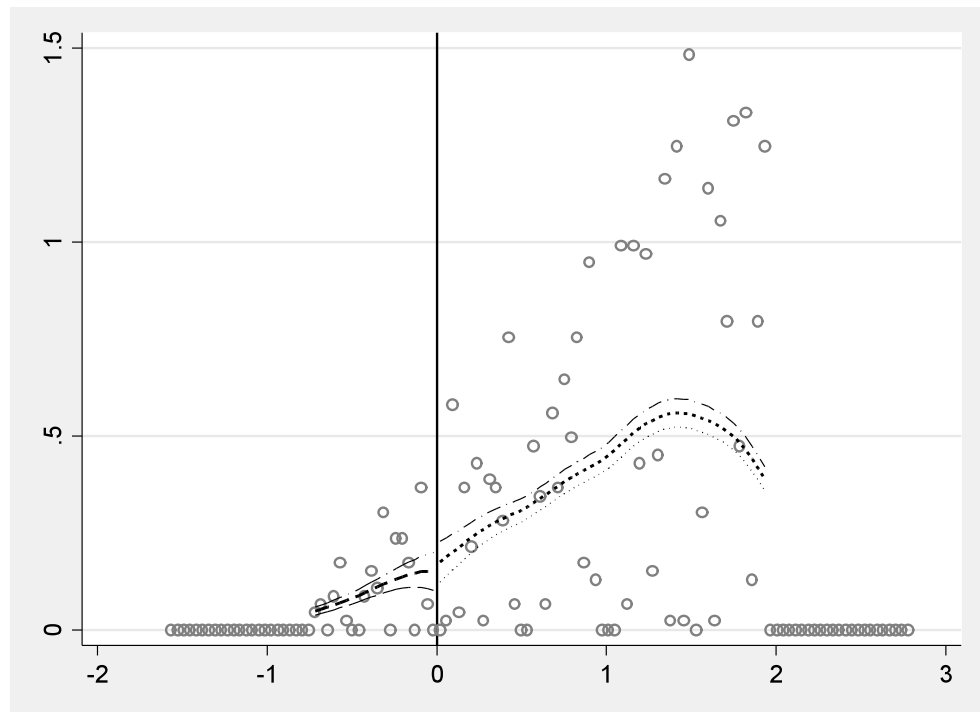


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Figure 4 - Ninth-Grade Credits Earned by Eighth-Grade GPA



(a) Frequency Histogram, Full Sample



(b) Density Test (McCrary 2008), Excluding Integer and Half-Integer Heaps

Figure 5 - Distribution of Eighth-Grade GPA centered on 2.0

Table 1 - Summary Statistics

Variable	Mean	Std. Dev	Min	Max
Grade-9 Attendance	96.32	6.41	20.11	100
Grade-9 GPA (excluding P.E. & social studies)	2.65	0.97	0	4
Grade-9 Credits Earned	48.21	9.81	0	80
Grade-9 Ethnic Studies	0.13	0.33	0	1
Grade-8 GPA (excluding P.E.)	3.03	0.67	1.29	3.93
I(Grade-8 GPA < 2.0)	0.08	0.28	0	1
Female	0.42	0.49	0	1
Black	0.06	0.24	0	1
Hispanic	0.23	0.42	0	1
Asian	0.60	0.49	0	1
Grade-8 Special Education	0.12	0.33	0	1
Grade-8 Attendance	96.68	3.14	87.50	100
Grade-8 Ever Suspended	0.02	0.13	0	1
Grade-8 English Language Learner	0.18	0.39	0	1

Notes: N = 1,405 9th graders from five analysis cohorts, in three SFUSD high schools in fall 2011, 2012, 2013. Grade-8 GPA, while not centered here for comparability with Grade-9 GPA, is centered in all analyses.

Table 2 - Regression Discontinuity Estimates, Determinants of Grade 9 Ethnic-Studies Participation

Independent Variable	(1)	(2)	(3)	(4)	(5)
I(Grade-8 GPA < 2.0)	0.274*** (0.098)	0.268*** (0.100)	0.273*** (0.097)	0.255*** (0.097)	0.247** (0.099)
Female		0.023 (0.017)	0.012 (0.017)	0.012 (0.017)	0.019 (0.019)
Black		0.106** (0.051)	0.144*** (0.050)	0.144*** (0.051)	0.146** (0.057)
Hispanic		0.077** (0.031)	0.073** (0.030)	0.076** (0.031)	0.092*** (0.033)
Asian		-0.017 (0.023)	-0.021 (0.024)	-0.018 (0.024)	-0.014 (0.026)
Grade-8 Special Ed			-0.170*** (0.023)	-0.182*** (0.023)	-0.183*** (0.026)
Grade-8 Attendance			-0.007* (0.004)	-0.007* (0.004)	-0.006 (0.004)
Grade-8 Ever Suspended			-0.056 (0.059)	-0.053 (0.063)	-0.053 (0.063)
Grade-8 ELL			0.026 (0.024)	0.027 (0.024)	0.027 (0.027)
Excluding Grade-8 GPA = 2.0	no	no	no	yes	no
Excluding Grade-8 GPA = any integer or half-integer	no	no	no	no	yes
R <sup>2</sup>	0.178	0.195	0.222	0.228	0.218
Sample Size	1405	1405	1405	1375	1195

Notes: Student data are from five school-by-year cohorts of SFUSD 9th graders. All models condition on school-by-year fixed effects and grade-8 GPA with separate splines above and below the threshold. Grade-8 GPA is centered at 2.0. Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01



Table 3 - Regression Discontinuity Estimates, Covariate Balance

Independent Variable	Estimate
Female	0.014 (0.090)
Black	0.090 (0.071)
Hispanic	-0.040 (0.098)
Asian	0.064 (0.098)
Grade-8 Special Ed	-0.009 (0.078)
Grade-8 Attendance	1.198* (0.658)
Grade-8 Ever Suspended	0.009 (0.036)
Grade-8 ELL	-0.042 (0.092)

Notes: Each point estimate is from a separate RD regression where the baseline covariate is the dependent variable. All models condition on school-by-year fixed effects and grade-8 GPA with separate splines above and below the threshold. N = 1,405 in all models.

Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01

Table 4 - Regression Discontinuity Estimates, Grade-9 Outcomes

Independent Variable	Grade-9 Attendance			Grade-9 GPA			Grade-9 Credits Earned		
I(Grade-8 GPA < 2.0)	6.164*** (1.607)	6.397*** (1.577)	5.638*** (1.449)	0.413*** (0.138)	0.442*** (0.136)	0.387*** (0.132)	6.482*** (2.272)	6.723*** (2.273)	6.328*** (2.201)
Female		-0.393 (0.310)	-0.094 (0.289)		0.084** (0.035)	0.111*** (0.035)		-0.321 (0.466)	0.026 (0.462)
Black		-3.638*** (0.982)	-3.346*** (0.860)		-0.456*** (0.093)	-0.479*** (0.093)		-2.980** (1.401)	-3.414** (1.384)
Hispanic		-1.184** (0.549)	-1.197** (0.496)		-0.363*** (0.065)	-0.350*** (0.064)		-2.165** (0.915)	-2.134** (0.912)
Asian		0.810* (0.422)	-0.495 (0.447)		0.039 (0.055)	-0.023 (0.056)		-0.308 (0.749)	-0.646 (0.774)
Grade-8 Special Ed			0.616 (0.495)			0.179*** (0.054)			4.239*** (0.761)
Grade-8 Attendance			0.725*** (0.089)			0.046*** (0.007)			0.384*** (0.106)
Grade-8 Ever Suspended			-8.434*** (2.225)			-0.377*** (0.143)			-7.727*** (2.475)
Grade-8 ELL			-0.605 (0.456)			-0.101** (0.047)			-0.889 (0.654)
R <sup>2</sup>	0.213	0.248	0.379	0.564	0.597	0.618	0.236	0.245	0.281
Sample Size	1405	1405	1405	1404	1404	1404	1404	1404	1404

Notes: Student data are from five school-by-year cohorts of SFUSD 9th graders. All models condition on school-by-year fixed effects and grade-8 GPA with separate splines above and below the threshold. Grade 8 average GPA is centered at 2.0. Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01

Table 5 - Regression Discontinuity Estimates, Grade-9 Outcomes in High Schools without Ethnic Studies

Independent Variable	Grade-9 Attendance			Grade-9 GPA		Grade-9 Credits Earned			
I(Grade-8 GPA < 2.0)	1.603 (1.786)	2.093 (1.711)	1.799 (1.580)	-0.111 (0.128)	-0.053 (0.125)	-0.063 (0.120)	-2.875 (2.597)	-2.403 (2.562)	-2.460 (2.451)
Female		-1.245*** (0.265)	-0.717*** (0.241)		0.056** (0.025)	0.099*** (0.024)		-0.691* (0.356)	-0.132 (0.347)
Black		-4.078*** (0.916)	-3.720*** (0.829)		-0.537*** (0.066)	-0.533*** (0.064)		-4.054*** (1.061)	-3.688*** (1.042)
Hispanic		-1.784*** (0.504)	-1.954*** (0.492)		-0.437*** (0.049)	-0.451*** (0.049)		-2.698*** (0.669)	-2.987*** (0.669)
Asian		0.827** (0.384)	-0.982** (0.430)		0.020 (0.037)	-0.094** (0.039)		0.004 (0.461)	-1.646*** (0.514)
Grade-8 Special Ed			-0.777 (0.592)			0.097* (0.053)			0.849 (0.671)
Grade-8 Attendance			0.800*** (0.066)			0.054*** (0.005)			0.703*** (0.084)
Grade-8 Ever Suspended			-6.293*** (1.559)			-0.612*** (0.116)			-8.740*** (2.656)
Grade-8 ELL			-1.053** (0.445)			-0.123*** (0.037)			0.172 (0.563)
R <sup>2</sup>	0.140	0.182	0.277	0.454	0.500	0.534	0.301	0.316	0.353
Sample Size	2860	2860	2860	2851	2851	2851	2851	2851	2851

Notes: Student data are from 9th graders in SFUSD high schools that did not offer Ethnic Studies. All models condition on school-by-year fixed effects and grade-8 GPA with separate splines above and below the threshold. Grade-8 GPA is centered at 2.0. Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01

Table 6 - Regression Discontinuity Estimates, Grade-9 Outcomes in High Schools with and without Heaping

Sample	Grade-9 Attendance	Grade-9 GPA	Grade-9 Credits Earned	Sample Size
Full Sample	5.638*** (1.449)	0.387*** (0.132)	6.328*** (2.201)	1405
Excluding Grade-8 GPA = 2.0	5.452*** (1.438)	0.371*** (0.133)	5.490** (2.198)	1374
Excluding Grade-8 GPA = any integer or half-integer	5.831*** (1.609)	0.344** (0.136)	5.127** (2.279)	1194

Notes: Student data are from five school-by-year cohorts of SFUSD 9th graders. All models condition on school-by-year fixed effects, grade-8 GPA with separate splines above and below the threshold, and other student controls. Grade-8 GPA is centered at 2.0. The sample size for GPA and credits earned is 1,404. One student attended part of the fall semester, but left before earning final grades in their courses. Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01

Table 7 - Regression Discontinuity Estimates, Grade-9 Outcomes by Bandwidth Restrictions

Bandwidth Sample	Ethnic Studies	Grade-9 Attendance	Grade-9 GPA	Grade-9 Credits Earned	Sample Size
Full Sample	0.273*** (0.097)	5.638*** (1.449)	0.387*** (0.132)	6.328*** (2.201)	1405
± 1.0	0.261*** (0.097)	6.802*** (1.536)	0.450*** (0.142)	8.884*** (2.378)	633
± 0.9	0.278*** (0.097)	7.152*** (1.575)	0.468*** (0.143)	9.522*** (2.435)	545
± 0.8	0.300*** (0.098)	7.081*** (1.600)	0.481*** (0.144)	9.726*** (2.483)	486
± 0.7	0.298*** (0.097)	6.777*** (1.670)	0.509*** (0.148)	9.677*** (2.547)	429
± 0.6	0.335*** (0.104)	7.693*** (1.937)	0.557*** (0.156)	11.079*** (2.732)	378
± 0.5	0.363*** (0.111)	6.567*** (1.641)	0.524*** (0.164)	10.405*** (2.830)	340

Notes: Student data are from five school-by-year cohorts of SFUSD 9th graders. All models condition on school-by-year fixed effects, grade-8 GPA with separate splines above and below the threshold, and other student controls. Grade-8 GPA is centered at 2.0. Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01

Table 8 - Regression Discontinuity Estimates, Placebo and Actual Thresholds

Threshold	Ethnic Studies	Grade-9 Attendance	Grade-9 GPA	Grade-9 Credits Earned
Grade-8 GPA <1.5	0.085 (0.181)	-4.975 (6.373)	0.034 (0.274)	-1.538 (5.979)
Grade-8 GPA <1.75	0.018 (0.191)	-4.173 (3.167)	-0.255 (0.271)	-2.540 (5.037)
<b>Grade-8 GPA &lt;2</b>	<b>0.347***</b> (0.130)	<b>5.339**</b> (2.270)	<b>0.441**</b> (0.182)	<b>8.493***</b> (3.274)
Grade-8 GPA <2.25	-0.086 (0.053)	-1.202 (1.399)	-0.090 (0.108)	-4.579** (1.788)
Grade-8 GPA <2.5	0.046 (0.050)	-1.502 (0.921)	-0.065 (0.099)	-0.519 (1.313)
Grade-8 GPA <2.75	0.044 (0.040)	-0.269 (0.513)	0.106 (0.089)	-0.815 (1.057)
Grade-8 GPA <3	0.018 (0.034)	0.729* (0.423)	-0.049 (0.082)	-0.986 (0.888)

Notes: Student data are from five school-by-year cohorts of SFUSD 9th graders. All models condition on school-by-year fixed effects, grade-8 GPA with separate splines above and below the threshold, and other student controls. Grade-8 average GPA is centered at 2.0. Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01

Table 9 - Regression Discontinuity Estimates by Student Traits

	Ethnic Studies	Grade-9 Attendance	Grade-9 GPA	Grade-9 Credits Earned	Sample Size
Full Sample	0.273*** (0.097)	5.638*** (1.449)	0.387*** (0.132)	6.328*** (2.201)	1404
Male	0.300*** (0.113)	6.432*** (1.655)	0.395** (0.154)	8.021*** (2.603)	818
Female	0.189 (0.193)	2.662 (2.809)	0.319 (0.273)	2.449 (3.632)	586
Hispanic	0.307** (0.146)	5.430* (2.789)	0.406* (0.211)	7.945** (3.757)	324
Asian	0.445*** (0.155)	4.831*** (1.579)	0.311 (0.239)	3.943 (3.795)	844

Notes: Student data are from five school-by-year cohorts of SFUSD 9th graders. All models condition on school-by-year fixed effects, grade-8 GPA with separate splines above and below the threshold, and other student controls. Grade-8 GPA is centered at 2.0. Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01

Table 10 - Regression Discontinuity Estimates, Effect of Ethnic-Studies Eligibility on Subject-Specific GPA

Variable	(1)	(2)	(3)
Grade-9 GPA	0.413*** (0.138)	0.442*** (0.136)	0.387*** (0.132)
Grade-9 GPA - Math	0.505** (0.205)	0.521** (0.211)	0.462** (0.210)
Grade-9 GPA - Science	0.459** (0.192)	0.481*** (0.185)	0.430** (0.180)
Grade-9 GPA - ELA	0.217 (0.189)	0.253 (0.178)	0.195 (0.175)
Basic RD controls	yes	yes	yes
Student Demographics	no	yes	yes
Grade-8 Traits	no	no	yes

Notes: Student data are from five school-by-year cohorts of SFUSD 9th graders. All models condition on school-by-year fixed effects, grade-8 GPA with separate splines above and below the threshold, and other student controls. Grade-8 GPA is centered at 2.0. Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01



Table 11 - Regression Discontinuity Estimates by Complier Status

Sample	Grade-9 Attendance	Grade-9 GPA	Grade-9 Credits Earned
Full Sample	5.638*** (1.449)	0.387*** (0.132)	6.328*** (2.201)
ES = 0	4.477** (2.025)	0.330* (0.181)	3.991 (3.312)
ES = 1	5.074** (2.091)	0.536*** (0.202)	6.414* (3.414)

Notes: Student data are from five school-by-year cohorts of SFUSD 9th graders. All models condition on school-by-year fixed effects, grade-8 GPA with separate splines above and below the threshold, and other student controls. Grade-8 GPA is centered at 2.0. The last two rows show RD estimates for separate samples of students who did (ES=1) and did not (ES=0) take the ES course (Bertanha and Imbens 2014). Robust standard errors are reported in parentheses.

\* p<0.10; \*\* p<0.05; \*\*\* p<0.01

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**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**Curriculum/Program Committee**  
**November 13, 2018**

**Proposal to Change to Fifth Grade Instrumental Start for Band and Orchestra**

**Background**

Kenosha Unified School District offers beginning performance music lessons to elementary students in grades 4 and 5. Currently orchestra lessons are offered to students entering grades 4 and 5, with band lessons offered in fifth grade only. This proposal is to request that instruction in orchestra and band start in fifth grade beginning with the 2019-2020 school year.

As student demographics have changed and district poverty levels have increased, the instrumental music directors have identified the need to modify the existing elementary lesson structure in order to increase support to the at-risk student population. The instrumental music selection data demonstrates that up to 50% of elementary students who select an orchestra instrument in fourth grade, transition to a band instrument in fifth grade. Students without a home support system are more likely to struggle with orchestra instruments in fourth grade and not see immediate success; then, the same students switch to band in fifth grade. For similar reasons then these same students are not successful in band and are more likely to drop instrumental music altogether. The transition to a single start time will reduce the number of students in each lesson and afford the directors the ability to provide more individualized support, thus increasing the likelihood that they will experience early success and remain in the instrumental music program.

The coordinator of fine arts has monthly department meetings with all directors. At these meetings throughout the 2017-18 school year there was discussion focused on why the proposed change in start time would benefit Kenosha's elementary students. The pros and cons chart below is a compilation of the information gleaned from these discussions.

**Impact**

<b>PROS</b>	<b>CONS</b>
Band and orchestra directors unanimously support this change	The community may view this as making a cut to the program
There is a one-time decision to be in band or orchestra	
Eliminates students "trying" one and switching to the other	

<p>Allows for potential reallocation of staff to better meet instrumental program needs</p> <p>Improved alignment with student readiness and brain development in fifth grade expedites the student's initial progress on the instrument</p> <p>String instruments, i.e. violins and violas, are available in multiple sizes as compared to a flute that has one standard size. Implementing the proposed change in start time to fifth grade, will reduce the district need to purchase these instruments in a variety of sizes. As a result, the majority of instruments will be used by students each year, as currently the need for smaller instruments varies annually.</p>	
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### **Considerations**

Some community pushback in making this change is anticipated; however, having the full support of band and orchestra directors will reduce this significantly because they will join forces in positively communicating the new process to the families at the schools they serve (Appendix A). Currently orchestra students have the option to begin lessons in the summer before fourth grade and band lessons begin in the fall of fifth grade. If this change is approved, orchestra lessons would begin in the summer before fifth grade and band lessons would begin in the fall. Orchestra students may also choose to begin lessons in the fall (and that is current practice). Initial feedback from the chief of school leadership, regional coordinators of school leadership and learning and principal representatives are supportive of the change.

### **Timeline**

<b>Date</b>	<b>Activity</b>
September 2018	Obtain signatures of support from all directors (Appendix A)
September 14, 2018	Meeting with breakfast cluster elementary principals to gain feedback
October 2018	Principal breakfast cluster members sharing start time change at breakfast meetings
November 9, 2018	Share at agenda review meetings
November 12, 2018	Share at Curriculum/Program Committee meeting

November 27, 2018	Request Board approval at November meeting
November - December 2018	Coordinator of fine arts and orchestra directors will update the recruitment procedures and prepare a letter for parents
January 2018	Coordinator of fine arts will facilitate communication of the change in start time for elementary orchestra to the Orchestra Booster Club.  Letter to parents of third and fourth grade students is sent home in weekly folders outlining the updated program.
April - May 2018	Recruitment for students entering fifth grade at all elementary schools begins for band and orchestra

### **Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the proposal change the performance music lessons for orchestra from fourth to fifth grade to the full School Board for approval on November 27, 2018.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mr. Scott Plank  
Coordinator of Fine Arts

Department of Fine Arts 262-359-6388

September 24, 2018

Alignment of fifth grade band and orchestra start time for KUSD schools:

In order for us to move forward with this programming shift proposal (tentatively slated for 2019-2020 if approved), fine arts needs the signature of every member of the band and orchestra departments noting their advocacy for this change.

Moving forward with this shift would mean that orchestra would begin the summer before fifth grade and band would begin the fall of fifth grade.

Additional elements for consideration:

- We would need to prepare and execute a communication plan for parents/community
- Recruiting would need to be done jointly between band and orchestra
- No reduction in orchestra staffing would occur due to this change - elementary orchestra group sizes would become smaller

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Please sign, date and return this document to fine arts (scan and email preferred - [splank@kUSD.edu](mailto:splank@kUSD.edu)) by Friday, September 28 at 4pm.\*

Yes, I am an advocate of this programming shift     X    

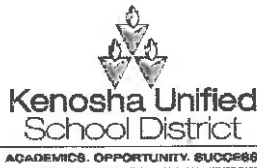
No, I do not advocate this programming shift           

Director Name (Print)     ROBERT B WELLS    

Director Signature     Robert B. Wells    

Date     10/3/2018    

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Department of Fine Arts 262-359-6388

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Yes, I am an advocate of this programming shift



No, I do not advocate this programming shift



Director Name (Print)

Haven Wells

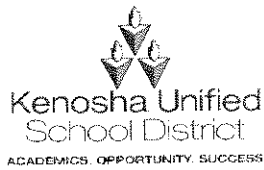
Director Signature

Haven Wells

Date

10/11/18

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No, I do not advocate this programming shift



Director Name (Print)

Brittany Teschler

Director Signature

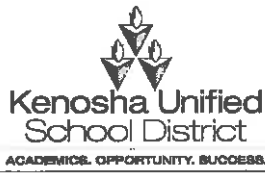
Brittany Teschler

Date

9/25/2018

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Yes, I am an advocate of this programming shift

☒

No, I do not advocate this programming shift

☐

Director Name (Print)

\_\_\_\_\_

Director Signature

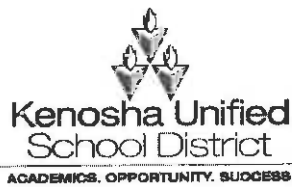
Scerina Teron

Date

9/28/18

*Scott, I'm signing because I will support the program change at this time in our district. I actually believe that the younger start, the better chance for success.*

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September 24, 2018

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Yes, I am an advocate of this programming shift

✓

No, I do not advocate this programming shift

Director Name (Print)

E. TERCEK

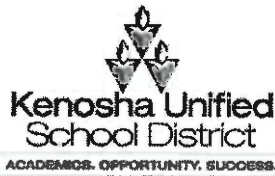
Director Signature

*Tercek*

Date

9/28/18

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Yes, I am an advocate of this programming shift

☒

No, I do not advocate this programming shift

Director Name (Print)

Keith Stewart

Director Signature

[Signature]

Date

10/10/18

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Department of Fine Arts 262-359-6388

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Yes, I am an advocate of this programming shift

X

No, I do not advocate this programming shift

Director Name (Print)

Keith Robinson

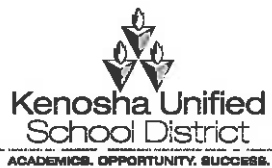
Director Signature

Keith Robinson

Date

9/27/2018

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Department of Fine Arts 262-359-6388

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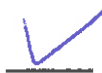
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Yes, I am an advocate of this programming shift



No, I do not advocate this programming shift

\_\_\_\_\_

Director Name (Print)

Kathy Ripley

Director Signature

Kathy Ripley

Date

10/4/18

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Department of Fine Arts 262-359-6388

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Yes, I am an advocate of this programming shift



No, I do not advocate this programming shift

\_\_\_\_\_

Director Name (Print)

Lindsay Pytel

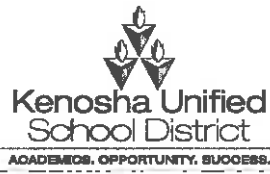
Director Signature

Lindsay Pytel

Date

9/26/18

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Department of Fine Arts 262-359-6388

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Yes, I am an advocate of this programming shift

X

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\_\_\_\_\_

Director Name (Print)

Katie Poole

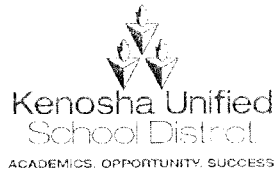
Director Signature

Katie Poole

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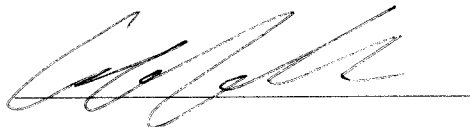
No, I do not advocate this programming shift

\_\_\_\_\_

Director Name (Print)

Geoff Poole

Director Signature



Date

9/25/18

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Yes, I am an advocate of this programming shift

X

No, I do not advocate this programming shift

Director Name (Print)

Will Obst

Director Signature

[Handwritten Signature]

Date

10/4/18

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Department of Fine Arts 262-359-6388

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Yes, I am an advocate of this programming shift ✓

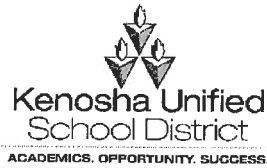
No, I do not advocate this programming shift \_\_\_\_\_

Director Name (Print) Michael Mark

Director Signature Michael Z. Mark

Date 9/24/18

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Department of Fine Arts 262-359-6388

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Yes, I am an advocate of this programming shift



No, I do not advocate this programming shift

\_\_\_\_\_

Director Name (Print)

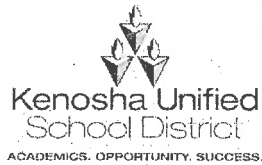
Allison Millsaps

Director Signature

Date

9/24/18

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Yes, I am an advocate of this programming shift



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\_\_\_\_\_

Director Name (Print)

Jennifer Maruhn

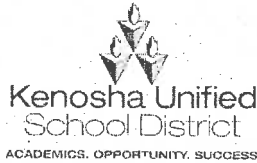
Director Signature

Jennifer Maruhn

Date

9/24/18

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Department of Fine Arts 262-359-6388

September 24, 2018

Alignment of fifth grade band and orchestra start time for KUSD schools:

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Please sign, date and return this document to fine arts (scan and email preferred - splank@kUSD.edu) by Friday, September 28 at 4pm.\*

Yes, I am an advocate of this programming shift

X

No, I do not advocate this programming shift

Director Name (Print)

Randall Rovik

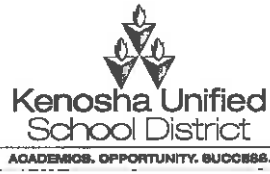
Director Signature

*Randall Rovik*

Date

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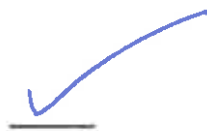
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No, I do not advocate this programming shift



Director Name (Print)

Matt Maccari

Director Signature

Date

09/28/18

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X

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\_\_\_\_\_

Director Name (Print)

Kristie Knuse

Director Signature

Kristie Knuse

Date

9/27/18

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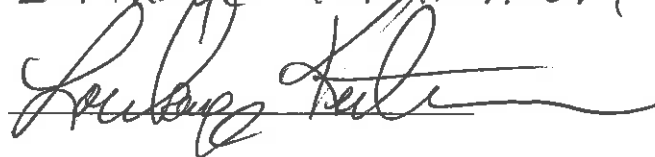
X

No, I do not advocate this programming shift

Director Name (Print)

Lorikaye Kristiansen

Director Signature

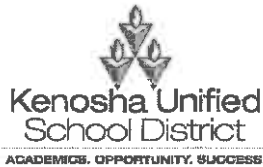


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\_\_\_\_\_

Director Name (Print)

Jeremy Kriedeman

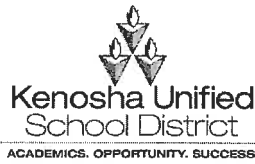
Director Signature

[Handwritten Signature]

Date

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\_\_\_\_\_

Director Name (Print)

Heather Kamikawa

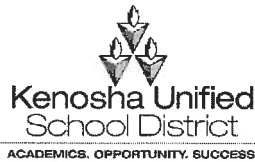
Director Signature

Heather Kamikawa

Date

9/26/2018

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\_\_\_\_\_

Director Name (Print)

Karl Mueller

Director Signature

Karl Mueller

Date

9/26/18

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Department of Fine Arts 262-359-6388

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Yes, I am an advocate of this programming shift

✓

No, I do not advocate this programming shift

Director Name (Print)

Zachary Hamilton

Director Signature

Zachary Hamilton

Date

09/26/18

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No, I do not advocate this programming shift

\_\_\_\_\_

Director Name (Print)

Lucas Dickinson

Director Signature



Date

9.24-18

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\_\_\_\_\_

Director Name (Print)

Todd DeBoer

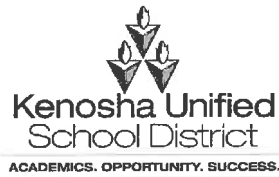
Director Signature

T. DeBoer

Date

10/4/18

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No, I do not advocate this programming shift

Director Name (Print)

Leslie Cook

Director Signature

Leslie Cook

Date

9/24/18

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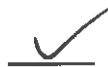
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Director Name (Print)

Angela Barone

Director Signature

Angela Barone

Date

9/28/18

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\_\_\_\_\_

Director Name (Print)

Helen Breitenbach Cooper

Director Signature

Helen Breitenbach Cooper

Date

10 / 4 / 18

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 13, 2018  
Curriculum/Program Standing Committee**

**TALENT DEVELOPMENT PROGRAM UPDATE**

In past years an annual report has been presented to the school board to review the Advanced Placement (AP) Program in the Kenosha Unified School District. This report has been expanded to provide an overview of the kindergarten through twelfth grade Talent Development Program in accordance with School Board Policy Rule 6423. The report is intended to provide an overview of the Talent Development Program, to summarize the 2017-18 program participation, Advanced Placement performance, and to present future action steps.

**Talent Development Program Overview**

The vision of the Kenosha Unified School District Talent Development Program, a network designed to support every student's individual ability, is to foster, develop, and maximize the exceptional potential of every student by providing rigorous and challenging curricula and enriching opportunities through the efforts of qualified educators, involved families, and an engaged community.

**Elementary Enrichment Magnet Program**

**PROGRAM OVERVIEW**

The Elementary Enrichment Program is located at Roosevelt Elementary School. Students in second through fifth grade that meet the identification criteria are invited to attend the program. At the first grade level, the Naglieri Nonverbal Abilities Test—Third Edition (NNAT3)—a gifted and talented screening tool, is administered to all students. Scores at the seventh, eighth, or ninth stanine are needed to move to the second level of screening. The Cognitive Abilities Test—Seventh Edition (CogAT7)—three subtests (Verbal, Quantitative, and Nonverbal) are administered at the second level. Data from these assessments is calculated using a rubric to identify students for participation in the Elementary Enrichment Program.

The program provides a challenging and enriching learning environment. Classroom instruction is designed to dive deeper into grade level content, resulting in a higher level of rigor in order to meet individual student academic needs. Students who elect to remain in their boundary school will have their academic needs met through differentiation of the grade level curriculum in the general education classroom.

## PROGRAM PARTICIPATION

For the 2018-19 school year, 47 first grade students qualified to participate in the second grade Elementary Enrichment Program. In August 2018, 14 of the 47 first grade students enrolled in the second grade enrichment classroom. Currently 88 students are participating in the second through fifth grade program.

ELEMENTARY ENRICHMENT ENROLLMENT					
Year	Second Grade Enrollment	Third Grade Enrollment	Fourth Grade Enrollment	Fifth Grade Enrollment	Total Elementary Enrollment
2018-19	14	26	24	24	88
2017-18	27	22	23	23	95
2016-17	22	22	21	22	87
2015-16	21	22	22	22	87

From 2015 through 2018 the average enrollment at the second grade level is 21 students. Parents provided the following feedback when electing to have their first grade student remain at their boundary or charter school for second grade:

- Like their current boundary school and do not want to transfer,
- Do not want to lose their spot at the charter school,
- Siblings attending the boundary school and want to keep all of their children in the same school, and
- Transportation.

## ELEMENTARY ENRICHMENT PROGRAM NEXT STEPS

### Program promotion.

- Increase awareness of the Elementary Enrichment Program to families in the Kenosha Unified School District, and
- Highlight opportunities that the Elementary Enrichment Program offers students in the Kenosha Unified School District.

### **Professional learning focus.**

- Incorporate higher level thinking, writing, and communication skills into the reading curriculum; and
- Implement the math workshop model to effectively engage, challenge, and support the needs of all learners in the classroom.

### **Middle School Enrichment Program**

#### **PROGRAM OVERVIEW**

Students who qualify for the Middle School Enrichment Program are provided instruction at their boundary schools. A screening process is used to identify fifth grade students for the English/language arts (E/LA) and/or math Middle School Enrichment Program. Students who scored at the advanced level on the fourth grade Forward examination and at the ninety-fifth percentile on the fall and winter Measures of Academic Progress (MAP) assessment in E/LA and/or math are eligible to take the CogAT assessment. Students who score at the ninety-fifth percentile on the CogAT assessment are invited to participate in one or both of the courses (Appendix C).

Sixth grade enrichment students participate in a blended learning model. Heather Staker defines blended learning as, “the fusion of online learning and in-person school.” “Teacher and students are able to design personalized learning pathways that result in improved academic achievement for all learners.” Students take their E/LA and/or math course via Kenosha eSchool during their scheduled course time in the computer lab. The Kenosha eSchool teacher provides face-to-face instruction for one class period each week.

In seventh and eighth grade E/LA students may select the E/LA honors grade level course at their boundary school or via Kenosha eSchool. Seventh grade enrichment math students have the option of taking the Accelerated Algebra 1 course either at their boundary school or via Kenosha eSchool. The eighth grade Geometry—Honors—course is available via Kenosha eSchool or at the student’s boundary high school provided that the course is offered period 1, that there is space in the class, and that the student has transportation.

<b>MIDDLE SCHOOL ENRICHMENT PROGRAM</b>		
<b>Grade Level</b>	<b>English</b>	<b>Math</b>
Sixth Grade	<u>Kenosha eSchool (Blended)</u> <ul style="list-style-type: none"><li>● Sixth grade English/Language Arts Honors</li></ul>	<u>Kenosha eSchool (Blended)</u> <ul style="list-style-type: none"><li>● Sixth grade Middle School Math Course I Honors (first semester)</li></ul>

MIDDLE SCHOOL ENRICHMENT PROGRAM		
Grade Level	English	Math
	<ul style="list-style-type: none"> <li>Blended—eSchool teacher face-to-face instruction one day each week</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated Middle School Math Course (Prealgebra) (second semester)</li> <li>Blended—eSchool teacher face-to-face instruction one day each week</li> </ul>
Seventh Grade	<u>Boundary School</u> <ul style="list-style-type: none"> <li>Seventh grade honors English</li> </ul> <p style="text-align: center;">-or-</p> <u>Kenosha eSchool</u> <ul style="list-style-type: none"> <li>Seventh grade English/Language Arts Honors (not blended)</li> </ul>	<u>Boundary School</u> <ul style="list-style-type: none"> <li>Accelerated Algebra 1</li> </ul> <p style="text-align: center;">-or-</p> <u>Kenosha eSchool</u> <ul style="list-style-type: none"> <li>Accelerated Algebra 1 Course (not blended)</li> </ul>
Eighth Grade	<u>Boundary School</u> <ul style="list-style-type: none"> <li>Eighth grade honors English</li> </ul> <p style="text-align: center;">-or-</p> <u>Kenosha eSchool</u> <ul style="list-style-type: none"> <li>Eighth grade English Language Arts Honors (not blended)</li> </ul>	<u>Kenosha eSchool</u> <ul style="list-style-type: none"> <li>Honors Geometry Course (not blended)</li> </ul> <p style="text-align: center;">-or-</p> <u>Boundary High School</u> <ul style="list-style-type: none"> <li>Period 1 Geometry—Honors— (if course is available at that time)</li> </ul>

## PROGRAM PARTICIPATION

The Middle School Blended Learning Program began in fall 2017. Fifty students qualified for participation in blended learning courses, with forty-eight students registering for the blended course option. In fall 2018, 32 students qualified for participation in blended learning courses, with 27 students registering for the blended course option.

MIDDLE SCHOOL ENRICHMENT PROGRAM ENROLLMENT				
Year	Subject	Grade	Enrollment	Comments
2017-18	Math	6	33	<ul style="list-style-type: none"> <li>Two students dropped course.</li> <li>One student moved.</li> <li>One student declined program for 2018-19.</li> </ul>
	English	6	38	<ul style="list-style-type: none"> <li>Seven students dropped course.</li> <li>Four students moved.</li> </ul>
2018-19	Math	6	24	<ul style="list-style-type: none"> <li>Twenty-four students enrolled in math blended learning.</li> </ul>
		7	29	<ul style="list-style-type: none"> <li>Twenty students enrolled in the eighth grade Accelerated Algebra I course at boundary schools.</li> <li>Nine students enrolled in Accelerated Algebra 1 course at Kenosha eSchool.</li> </ul>
	English	6	23	<ul style="list-style-type: none"> <li>Twenty-three students enrolled in E/LA blended learning.</li> </ul>

## MIDDLE SCHOOL ENRICHMENT PROGRAM NEXT STEPS

### Program promotion.

- Increase awareness of the Middle School Enrichment Program to families in the Kenosha Unified School District.
- Highlight opportunities that the enrichment program offers students in the Kenosha Unified School District.

### Curriculum.

- Develop enrichment opportunities for science and social studies.

### Professional learning.

- Opportunities will be provided for middle school teachers to explore and incorporate project-based learning into the curriculum.

## **High School Enrichment Program**

### **PROGRAM OVERVIEW**

The primary path for meeting the programming needs of high school enrichment students is through course selection. High schools offer honors and Advanced Placement (AP) courses that provide a challenging and rigorous curriculum. High school guidance counselors and teachers provide guidance to students in selecting AP and honors course options that will align with each student's college or career pathway.

### **ADVANCED PLACEMENT COURSE AND EXAMINATION PARTICIPATION**

Kenosha Unified School District continues to increase student enrollment in AP courses. In 2017-18 Kenosha Unified School District students occupied 2,833 seats in AP courses. This was an increase of 9 percent, or 283 seats, from the previous year. AP Psychology continues to be the most popular course, with 402 students enrolled in the course throughout the district.

The number of AP examinations administered in 2017-18 decreased by 9 percent to 1,459. This number equates to 51.5 percent of the students taking AP courses participating in the examination. Students and their parents continue to pay for the cost of AP examinations, with the exception of those students who qualify for free/reduced lunch status. The price for an individual examination increased from \$93 in 2016-17 to \$94 in 2017-18.

New for the 2017-18 school year was the start of the Parkside Access to College Credit (PACC) program. The program awards students with college credit(s) from the University of Wisconsin—Parkside—for taking a Kenosha Unified High School course that has been preapproved by the university. Students enrolled in the program pay a significantly discounted college tuition and earn college credits for successful course completion. The AP Statistics course offered at Indian Trail High School and Academy was approved for the program, with 19 students receiving college credit. For the 2018-19 school year, the PACC program will again be available second semester for students enrolled in AP Statistics at Indian Trail and up to three math courses at LakeView Technology Academy.

Appendix A provides the AP courses and examination enrollments for the district as well as for each high school.

### **ADVANCED PLACEMENT EXAMINATION RESULTS**

Students passed 1,054 of the 1,480 examinations taken in May 2018, receiving a score of 3, 4, or 5. This was an increase of 26 examinations passed from the previous year. The percentage of students passing the examination also increased from 62 percent in 2017 to 71 percent in 2018 (Appendix B).



Appendix C provides the number of examinations administered and the passing percentage for each AP course. The state, national, and global passing percentages are also provided. The following chart is an overview of how Kenosha Unified School District students' passing rate compare to the national and global passing rates:

<b>2017-18 KENOSHA UNIFIED ADVANCED PLACEMENT EXAMINATION PASSING RATE IN COMPARISON TO NATIONAL AND GLOBAL PASSING RATES</b>	
<b>Courses with Passing Rates that Matched or Exceeded National and Global Rates</b>	<b>Courses with Passing Rates that Fell Below National and Global Rates</b>
English Language and Composition	Physics I
English Literature and Composition	Physics II
Music Theory	French
Studio Art 2-D Design Portfolio	Spanish
Studio Art 3-D Design Portfolio	
Studio Art Drawing Portfolio	
Calculus AB	
Calculus BC	
Computer Science A	
Computer Science Principles	
Statistics	
Biology	
Chemistry	
Environmental Science	
Human Geography	
Macroeconomics	
Microeconomics	
Psychology	
U. S. Government and Politics	

<b>2017-18 KENOSHA UNIFIED ADVANCED PLACEMENT EXAMINATION PASSING RATE IN COMPARISON TO NATIONAL AND GLOBAL PASSING RATES</b>	
<b>Courses with Passing Rates that Matched or Exceeded National and Global Rates</b>	<b>Courses with Passing Rates that Fell Below National and Global Rates</b>
U. S. History	
World History	

The chart below provides an overview of the district's mean score compared to the AP course examination mean scores for the state of Wisconsin.

<b>KENOSHA UNIFIED SCHOOL DISTRICT'S MEAN ADVANCED PLACEMENT COURSE SCORE COMPARED TO THE STATE OF WISCONSIN</b>		
<b>Advanced Placement Course Examinations with a Mean Score Higher than the State Level</b>	<b>Advanced Placement Course Examinations with a Mean Score Less than .25 of the State Level</b>	<b>Advanced Placement Course Examinations with a Mean Score Lower than the State Level</b>
Music Theory	Microeconomics	Studio Art 3-D
English Language Composition	Chemistry	Psychology
English Literature Composition	Environmental Science	Statistics
Studio Art 2-D and Drawing		Physics I
Human Geography		Physics II
Macroeconomics		French
U. S. Government and Politics		Spanish Language and Culture
U. S. History		
World History		
Calculus AB		
Calculus BC		

## KENOSHA UNIFIED SCHOOL DISTRICT'S MEAN ADVANCED PLACEMENT COURSE SCORE COMPARED TO THE STATE OF WISCONSIN

Advanced Placement Course Examinations with a Mean Score Higher than the State Level	Advanced Placement Course Examinations with a Mean Score Less than .25 of the State Level	Advanced Placement Course Examinations with a Mean Score Lower than the State Level
Computer Science A		
Computer Science Principles		
Biology		

Appendix D illustrates a more comprehensive comparison between the district, state, and global mean scores on each examination.

Annually, through the AP Scholar Awards, College Board recognizes high school students who have demonstrated exemplary college-level achievement on AP examinations. In 2018 Kenosha Unified School District had 214 AP scholars, an increase of 52 students from the 2016-17 school year. There are four levels of the AP Scholar Awards:

1. AP Scholar Award was granted to 110 students who received scores of three or higher on three or more AP examinations.
2. There were 55 AP Scholar with Honor awards, which were granted to students who received an average score of at least 3.25 on all AP examinations taken and scores of 3 or higher on 4 or more of these examinations.
3. The AP Scholar with Distinction award was granted to 48 students who received an average score of at least 3.5 on all AP examinations taken and scores of 3 or higher on 5 or more of these examinations.
4. For the second year in a row, a Kenosha Unified School District student was granted the National AP Scholar award. This highest award is granted to students who received an average score of at least four on all AP examinations taken and scores of four or higher on eight or more of these examinations.

Appendix E shows the breakdown of the scholars by level and school.

### COLLEGE BOARD UPDATES FOR 2019-20

- Changes are being made to the AP World history course and examination.

- AP examinations will be ordered in fall 2019 via a new registration and ordering system.
- Personalized registration labels for each student included in the examination order will eliminate the need for preadministration sessions.
- Teachers and students will receive free course and examination preparation resources, including question banks, personal progress checks, and performance feedback.

## **HIGH SCHOOL ENRICHMENT PROGRAM NEXT STEPS**

- Continue to develop and establish AP summer boot camps to prepare students for AP classes to be offered in summer 2018.
- Increase opportunities for students to take AP practice examinations.
- Establish an AP tutoring program at each high school.
- Increase communication for parents and students to obtain information about honors and AP courses.

This is an informational report only.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Patricia Clements  
Coordinator of Gifted and Talented Education and Summer School

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Advanced Placement Test Participation by District**  
**2017-18**

<u>AP Course Name</u>	<u>Course Enrollment</u>	<u>AP Test Participation</u>	
		<u>Number</u>	<u>Percent</u>
AP Biology	142	71	50.0%
AP Calculus AB	116	73	62.9%
AP Calculus BC	58	44	75.9%
AP Chemistry	98	55	56.1%
AP Computer Science A	11	8	72.7%
AP Computer Science Principles	101	48	47.5%
AP Environmental Science	41	22	53.7%
AP French Language and Culture	28	1	3.6%
AP Human Geography	51	18	35.3%
AP Language/Composition	309	197	63.8%
AP Literature/Composition	129	64	49.6%
AP Macroeconomics	40	21	52.5%
AP Microeconomics	14	2	14.3%
AP Music Theory	26	16	61.5%
AP Physics 1	170	50	29.4%
AP Physics 2	14	7	50.0%
AP Psychology	402	228	56.7%
AP Spanish Language & Culture	198	84	42.4%
AP Statistics	301	95	31.6%
AP Studio Art: 2D Design	10	6	60.0%
AP Studio Art: 3D Design	2	1	50.0%
AP Studio Art: Drawing	29	9	31.0%
AP U.S. Government & Politics	244	161	66.0%
AP United States History	67	30	44.8%
AP World History	232	148	63.8%
<b>Total</b>	<b>2,833</b>	<b>1,459</b>	<b>51.5%</b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Advanced Placement Test Participation by School**  
**2017-18**

<u>AP Course Name</u>	<u>Course Enrollment</u>	<u>AP Test Participation</u>	
		<u>Number</u>	<u>Percent</u>
<b>Bradford High School</b>			
AP Biology	25	8	32.0%
AP Calculus BC	13	8	61.5%
AP Chemistry	12	6	50.0%
AP Language/Composition	36	27	75.0%
AP Literature/Composition	31	23	74.2%
AP Music Theory	9	7	77.8%
AP Physics 1	51	21	41.2%
AP Physics 2	14	7	50.0%
AP Psychology	74	57	77.0%
AP Spanish Language & Culture	51	42	82.4%
AP Statistics	63	34	54.0%
AP Studio Art: 2D Design	4	4	100.0%
AP Studio Art: Drawing	10	3	30.0%
AP U.S. Government & Politics	99	70	70.7%
AP United States History	15	3	20.0%
AP World History	39	28	71.8%
	<b>546</b>	<b>348</b>	<b>63.7%</b>
<b>Harborside Academy</b>			
AP Calculus AB	14	10	71.4%
AP Environmental Science	27	17	63.0%
AP Language/Composition	30	13	43.3%
AP Psychology	47	26	55.3%
AP Spanish Language & Culture	15	2	13.3%
AP Statistics	17	11	64.7%
AP U.S. Government & Politics	34	20	58.8%
	<b>184</b>	<b>99</b>	<b>53.8%</b>
<b>Indian Trail H.S. &amp; Academy</b>			
AP Biology	44	22	50.0%
AP Calculus AB	62	48	77.4%
AP Chemistry	52	34	65.4%
AP Computer Science Principles	31	13	41.9%
AP Environmental Science	14	5	35.7%
AP French Language and Culture	16	1	6.3%
AP Language/Composition	96	74	77.1%
AP Literature/Composition	59	26	44.1%
AP Macroeconomics	30	17	56.7%
AP Music Theory	7	4	57.1%
AP Physics 1	15	11	73.3%
AP Psychology	63	30	47.6%
AP Spanish Language & Culture	36	22	61.1%
AP Statistics	141	29	20.6%
AP Studio Art: 2D Design	4	1	25.0%
AP Studio Art: Drawing	10	1	10.0%
AP U.S. Government & Politics	34	20	58.8%
AP United States History	20	13	65.0%
AP World History	78	54	69.2%
	<b>812</b>	<b>425</b>	<b>52.3%</b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Advanced Placement Test Participation by School**  
**2017-18**

<u>AP Course Name</u>	<u>Course Enrollment</u>	<u>AP Test Participation</u>	
		<u>Number</u>	<u>Percent</u>
<b>Kenosha eSchool</b>			
AP Language/Composition	4	2	50.0%
AP Literature/Composition	7	5	71.4%
AP Macroeconomics	10	4	40.0%
AP Microeconomics	14	2	14.3%
AP Spanish Language & Culture	1	1	100.0%
AP United States History	2	1	50.0%
	<b>38</b>	<b>15</b>	<b>39.5%</b>
<b>Lakeview Technology Academy</b>			
AP Biology	27	19	70.4%
AP Calculus AB	40	15	37.5%
AP Calculus BC	19	17	89.5%
AP Chemistry	13	7	53.8%
AP Computer Science A	11	8	72.7%
AP Computer Science Principles	21	15	71.4%
AP Language/Composition	41	14	34.1%
AP Literature/Composition	15	6	40.0%
AP Statistics	25	7	28.0%
AP U.S. Government & Politics	17	13	76.5%
AP World History	28	23	82.1%
	<b>257</b>	<b>144</b>	<b>56.0%</b>
<b>Tremper High School</b>			
AP Biology	46	22	47.8%
AP Calculus BC	26	19	73.1%
AP Chemistry	21	8	38.1%
AP Computer Science Principles	49	20	40.8%
AP French Language and Culture	12	0	0.0%
AP Human Geography	51	18	35.3%
AP Language/Composition	102	67	65.7%
AP Literature/Composition	17	4	23.5%
AP Music Theory	10	5	50.0%
AP Physics 1	104	18	17.3%
AP Psychology	218	115	52.8%
AP Spanish Language & Culture	95	17	17.9%
AP Statistics	55	14	25.5%
AP Studio Art: 2D Design	2	1	50.0%
AP Studio Art: 3D Design	2	1	50.0%
AP Studio Art: Drawing	9	5	55.6%
AP U.S. Government & Politics	60	38	63.3%
AP United States History	30	13	43.3%
AP World History	87	43	49.4%
	<b>996</b>	<b>428</b>	<b>43.0%</b>
<b>District Totals</b>	<b>2,833</b>	<b>1,459</b>	<b>51.5%</b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Advanced Placement Exam Results by District**  
**2017-18**

<u>AP Exam Name</u>	<u>Number Tested</u>	<u>Mean Score</u>	<u>AP Exam Score - Percent of Students Tested</u>					<u>Passed Exam</u>	
			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Number</u>	<u>Percent</u>
AP Biology	71	3.42	0.0%	16.9%	33.8%	39.4%	9.9%	59	83.1%
AP Calculus AB	73	3.26	2.7%	17.8%	41.1%	27.4%	11.0%	58	79.5%
AP Calculus BC	44	3.84	0.0%	9.1%	25.0%	38.6%	27.3%	40	90.9%
AP Chemistry	55	2.73	16.4%	27.3%	29.1%	21.8%	5.5%	31	56.4%
AP Chinese Language & Culture	1	5.00	0.0%	0.0%	0.0%	0.0%	100.0%	1	100.0%
AP Computer Science A	8	3.63	0.0%	12.5%	50.0%	0.0%	37.5%	7	87.5%
AP Computer Science Principles	48	3.58	4.2%	6.3%	33.3%	39.6%	16.7%	43	89.6%
AP Environmental Science	23	3.04	13.0%	26.1%	17.4%	30.4%	13.0%	14	60.9%
AP French Language and Culture	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Human Geography	18	3.28	16.7%	5.6%	27.8%	33.3%	16.7%	14	77.8%
AP Language/Composition	198	3.09	2.5%	26.3%	39.4%	23.2%	8.6%	141	71.2%
AP Literature/Composition	69	2.93	1.4%	29.0%	46.4%	21.7%	1.4%	48	69.6%
AP Macroeconomics	22	3.55	4.5%	18.2%	13.6%	45.5%	18.2%	17	77.3%
AP Microeconomics	4	3.25	25.0%	0.0%	0.0%	75.0%	0.0%	3	75.0%
AP Music Theory	17	3.53	0.0%	29.4%	17.6%	23.5%	29.4%	12	70.6%
AP Physics 1	50	2.04	28.0%	48.0%	16.0%	8.0%	0.0%	12	24.0%
AP Physics 2	7	2.29	0.0%	71.4%	28.6%	0.0%	0.0%	2	28.6%
AP Psychology	230	3.15	12.6%	16.5%	26.1%	33.0%	11.7%	163	70.9%
AP Spanish Language & Culture	85	3.26	4.7%	23.5%	28.2%	28.2%	15.3%	61	71.8%
AP Statistics	96	2.64	19.8%	18.8%	41.7%	17.7%	2.1%	59	61.5%
AP Studio Art: 2D Design	9	3.56	0.0%	0.0%	55.6%	33.3%	11.1%	9	100.0%
AP Studio Art: 3D Design	1	3.00	0.0%	0.0%	100.0%	0.0%	0.0%	1	100.0%
AP Studio Art: Drawing	10	3.80	0.0%	10.0%	30.0%	30.0%	30.0%	9	90.0%
AP U.S. Government & Politics	161	3.30	11.2%	14.9%	33.5%	13.7%	26.7%	119	73.9%
AP United States History	30	2.93	23.3%	10.0%	30.0%	23.3%	13.3%	20	66.7%
AP World History	149	3.21	4.7%	20.8%	36.2%	25.5%	12.8%	111	74.5%
<b>All Exams*</b>	<b>1,480</b>	<b>3.14</b>	<b>8.4%</b>	<b>20.3%</b>	<b>32.8%</b>	<b>25.7%</b>	<b>12.6%</b>	<b>1,054</b>	<b>71.2%</b>

\*NOTE: Calculus AB Subscore and Music Theory Subscores are not included in totals.



## APPENDIX C

2017-2018

KUSD AP Results Compared to Wisconsin, U.S. and Global AP Results

*(Percent passed = percent of students with a 3 or higher on the exam)*

### English

Course	Number Tested	KUSD Percent Passed	WI Percent Passed	National Percent Passed	Global Percent Passed
English Language and Composition	198	71.2%	65.4%	57.0%	57.1%
English Literature and Composition	69	69.6%	55.1%	47.1%	47.3%

### Fine Arts

Course	Number Tested	KUSD Percent Passed	WI Percent Passed	National Percent Passed	Global Percent Passed
Music Theory	17	70.6%	72.2%	65.4%	65.7%
Studio Art 2-D Design Portfolio	9	100%	80%	84.1%	84.3%
Studio Art 3-D Design Portfolio	1	100%	74.4%	68.5%	69.0%
Studio Art Drawing Portfolio	10	90%	91.9%	89%	89.2%

### Math

Course	Number Tested	KUSD Percent Passed	WI Percent Passed	National Percent Passed	Global Percent Passed
Calculus AB	73	79.5%	62.6%	56.9%	57.6%
Calculus BC	44	90.9%	79.2%	80.2%	79.8%
Computer Science A	8	87.5%	74.6%	67.4%	67.8%

<b>Computer Science Principles</b>	48	87.8%	85.7%	68%	68.2%
<b>Statistics</b>	96	61.5%	69.6%	60.1%	60.6%

### Science

<b>Course</b>	<b>Number Tested</b>	<b>KUSD Percent Passed</b>	<b>WI Percent Passed</b>	<b>National Percent Passed</b>	<b>Global Percent Passed</b>
<b>Biology</b>	71	83.1%	70.7%	61.1%	61.5%
<b>Chemistry</b>	55	56.4%	56.9%	54.5%	55.8%
<b>Environmental Science</b>	23	60.9%	63.3%	47.4%	47.6%
<b>Physics I</b>	50	24%	49.4%	39.2%	40.6%
<b>Physics II</b>	7	28.6%	69.4%	60.7%	63.1%

### Social Studies

<b>Course</b>	<b>Number Tested</b>	<b>KUSD Percent Passed</b>	<b>WI Percent Passed</b>	<b>National Percent Passed</b>	<b>Global Percent Passed</b>
<b>Human Geography</b>	18	77.8%	65.1%	54.1%	54.4%
<b>Macroeconomics</b>	22	77.3%	71.8%	56.7%	58.5%
<b>Microeconomics</b>	4	75%	72.6%	66.3%	67.9%
<b>Psychology</b>	230	70.9%	74.8%	65.3%	65.6%
<b>US Government and Politics</b>	161	73.9%	64.9%	53%	53%
<b>US History</b>	30	66.7%	60.4%	51.8%	51.9%
<b>World History</b>	149	74.5%	57.9%	55.9%	56.1%

### World Language

<b>Course</b>	<b>Number Tested</b>	<b>KUSD Percent Passed</b>	<b>WI Percent Passed</b>	<b>National Percent Passed</b>	<b>Global Percent Passed</b>
<b>Chinese Language and Culture</b>	1	100%	77.8%	89.6%	90.9%

<b>French Language and Culture</b>	1	0%	77.7%	75.1%	76.9%
<b>Spanish Language and Culture</b>	85	71.8%	87.5%	87.5%	87.6%

**KEY**

	<b>Kenosha Unified School District passing rates exceed state, national and global passing rates</b>
	<b>Kenosha Unified School District passing rates exceed national and global passing rates, but not state rates</b>
	<b>Potential concern</b>

AP<sup>®</sup> District Summary with Comparable Groups (2018)

This report compares the AP scores in your district to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

✔ Data Updated Aug 11, 2018, Report Run Sep 20, 2018

Kenosha Unified School District (D104279)

Score		Mus Theo	Stu Art 2D	Stu Art 3D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Comp Sci A	Comp Sci Prin	Stat	Biol	Chem	Env Sci	Phys 1	Phys 2	Chin Lang	Fren Lang	Span Lang	Total Exams*
District (D104279)	5	5	1		3	17	1	3	4		27	43	4	19	8	12	3	8	2	7	3	3			1		13	187
	4	4	3		3	46	15	6	10	3	76	22	7	38	20	17		19	17	28	12	7	4			24	381	
	3	3	5	1	3	78	32	5	3		60	54	9	54	30	11	4	16	40	24	16	4	8	2		24	486	
	2	5			1	52	20	1	4		38	24	3	31	13	4	1	3	18	12	15	6	24	5	1	20	301	
	1					5	1	3	1	1	29	18	7	7	2			3	19		9	3	14			4	126	
	Total Number of Exams	17	9	1	10	198	69	18	22	4	230	161	30	149	73	44	8	49	96	71	55	23	50	7	1	1	85	1,481
	Mean Score	3.53	3.56	3.00	3.80	3.09	2.93	3.28	3.55	3.25	3.15	3.30	2.93	3.21	3.26	3.84	3.63	3.53	2.64	3.42	2.73	3.04	2.04	2.29	5.00	2.00	3.26	3.14
	Standard Deviation	1.23	0.73	0.00	1.03	0.97	0.79	1.32	1.14	1.50	1.21	1.31	1.36	1.06	0.97	0.94	1.19	1.04	1.06	0.89	1.15	1.30	0.88	0.49	0.00	0.00	1.12	1.13
Total Schools	3	3	1	3	6	5	1	4	2	4	5	3	4	4	3	1	3	5	4	4	2	4	1	1	1	4	6	
Wisconsin	5	50	69	12	70	895	358	592	494	403	2,679	871	847	189	1,133	885	141	175	630	301	292	260	145	48	24	26	336	12,607
	4	66	129	20	104	1,782	1,051	869	509	584	3,324	792	1,600	555	1,145	535	174	214	1,228	1,138	517	643	467	78	14	75	543	19,063
	3	74	186	26	109	2,984	2,205	824	334	410	2,075	1,453	1,910	867	1,413	620	207	329	1,424	1,765	896	340	648	228	4	80	525	23,169
	2	56	74	17	22	2,367	2,412	593	321	338	1,451	1,051	1,680	863	1,468	456	80	90	826	1,148	915	444	850	145	3	44	178	18,640
	1	17	22	3	3	624	530	630	203	190	1,274	633	1,177	310	734	80	98	30	609	178	376	276	441	11	9	8	22	8,715
	Total Number of Exams	263	480	78	308	8,652	6,556	3,508	1,861	1,925	10,803	4,800	7,214	2,784	5,893	2,576	700	838	4,717	4,530	2,996	1,963	2,551	510	54	233	1,604	82,194
	Mean Score	3.29	3.31	3.27	3.70	3.00	2.74	3.06	3.41	3.35	3.43	3.05	2.90	2.80	3.08	3.66	3.26	3.49	3.09	3.05	2.81	3.09	2.62	3.01	3.76	3.29	3.62	3.10
	Standard Deviation	1.19	1.04	1.09	0.93	1.09	1.00	1.34	1.33	1.26	1.31	1.28	1.25	1.09	1.31	1.21	1.29	1.05	1.22	0.96	1.16	1.28	1.14	0.95	1.49	1.01	0.98	1.22
Total Schools	63	103	38	84	285	345	111	120	112	293	196	306	109	374	174	94	71	244	266	223	124	156	57	17	46	136	503	
United States	5	4,190	6,219	606	4,459	60,351	22,338	27,745	24,205	14,347	63,300	43,491	53,755	26,664	55,313	50,506	14,830	9,901	29,938	17,844	19,075	14,106	8,318	2,553	7,834	3,174	42,633	679,183
	4	3,552	10,995	1,297	6,420	101,714	57,638	42,485	30,261	21,114	79,947	43,376	92,899	60,213	50,746	23,877	12,769	15,088	45,093	54,027	26,102	39,240	24,137	3,365	1,542	5,289	64,639	985,132
	3	4,678	12,813	1,942	7,310	165,811	108,181	46,230	22,393	15,378	55,597	86,465	114,777	83,483	62,373	26,491	13,099	25,980	53,721	83,182	38,135	24,779	31,805	7,945	1,770	7,730	56,821	1,245,724
	2	4,287	4,458	1,515	1,905	168,878	143,934	36,586	23,431	12,268	44,386	79,852	114,272	86,979	66,954	18,408	7,175	14,749	34,510	72,476	36,818	42,753	47,504	7,089	522	4,238	20,299	1,164,221
	1	2,288	1,234	257	347	78,618	67,338	62,276	35,293	13,542	61,105	74,108	129,191	47,500	60,453	6,452	12,502	8,942	51,070	26,260	32,723	44,064	52,082	1,872	768	1,120	3,082	906,068
	Total Number of Exams	18,995	35,719	5,617	20,441	575,372	399,429	215,322	135,583	76,649	304,335	327,292	504,894	304,839	295,839	125,734	60,375	74,660	214,332	253,789	152,853	164,942	163,846	22,824	12,436	21,551	187,474	4,980,328
	Mean Score	3.16	3.46	3.09	3.62	2.82	2.56	2.71	2.89	3.14	3.13	2.70	2.66	2.78	2.91	3.74	3.17	3.03	2.85	2.86	2.75	2.62	2.32	2.90	4.22	3.24	3.66	2.87
	Standard Deviation	1.32	1.03	1.05	0.98	1.18	1.10	1.40	1.46	1.37	1.42	1.31	1.32	1.19	1.40	1.26	1.45	1.19	1.36	1.08	1.31	1.33	1.21	1.11	1.20	1.09	1.00	1.30
Total Schools	3,132	4,897	1,596	4,063	12,829	13,297	5,101	4,693	3,623	8,226	9,524	12,961	7,037	13,168	7,037	4,642	3,955	8,620	10,732	8,479	6,297	6,775	2,040	1,776	3,112	8,128	20,423	
Global	5	4,353	6,603	661	4,746	61,908	22,974	28,437	28,975	18,875	66,487	43,684	54,364	27,420	60,063	56,514	16,171	10,226	32,541	18,672	21,663	14,637	9,831	3,377	9,533	3,925	43,934	728,493
	4	3,617	11,340	1,362	6,697	103,545	59,098	43,343	33,198	25,156	82,506	43,490	93,896	61,240	53,520	26,091	13,873	15,390	47,330	56,222	28,574	39,966	26,306	4,033	1,780	6,096	65,152	1,024,387
	3	4,745	13,167	1,969	7,550	168,110	110,340	47,029	23,847	17,278	56,835	86,585	115,653	84,336	65,137	28,968	14,275	26,368	55,767	85,575	40,404	25,035	33,728	8,864	1,909	8,230	56,995	1,278,772
	2	4,340	4,556	1,537	1,947	170,876	146,137	37,064	24,671	13,821	45,426	79,957	114,883	87,492	69,360	20,382	7,740	14,935	35,588	73,909	38,189	43,154	49,077	7,533	540	4,360	20,376	1,187,676
	1	2,310	1,251	258	350	79,251	67,936	62,677	36,461	15,110	62,574	74,270	129,813	47,669	62,238	7,837	13,341	8,997	52,536	26,591	33,547	44,380	53,001	1,992	778	1,131	3,092	922,238
	Total Number of Exams	19,365	36,917	5,787	21,290	583,690	406,485	218,550	147,152	90,240	313,828	327,986	508,609	308,157	310,318	139,792	65,400	75,916	223,762	260,969	162,377	167,172	171,943	25,799	14,540	23,742	189,549	5,141,566
	Mean Score	3.17	3.47	3.11	3.64	2.83	2.56	2.72	2.96	3.21	3.14	2.70	2.66	2.78	2.93	3.74	3.18	3.04	2.87	2.87	2.79	2.63	2.37	2.97	4.29	3.31	3.67	2.89
	Standard Deviation	1.33	1.03	1.06	0.98	1.19	1.10	1.40	1.47	1.38	1.43	1.31	1.32	1.19	1.40	1.28	1.45	1.19	1.37	1.08	1.31	1.33	1.22	1.13	1.15	1.09	1.00	1.30

\* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data for exam subjects not offered in your district may still be included in the Total Exams column.



# AP<sup>®</sup> District Summary with Comparable Groups (2018)

This report compares the AP scores in your district to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

✔ Data Updated Aug 11, 2018, Report Run Sep 20, 2018

	Score	Mus Theo	Stu Art 2D	Stu Art 3D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Comp Sci A	Comp Sci Prin	Stat	Biol	Chem	Env Sci	Phys 1	Phys 2	Chin Lang	Fren Lang	Span Lang	Total Exams*
Global	Total Schools	3,271	5,128	1,643	4,254	13,510	14,016	5,450	5,458	4,441	9,006	9,685	13,392	7,437	14,403	7,962	5,293	4,101	9,329	11,591	9,402	6,650	7,544	2,453	2,012	3,420	8,337	22,433

\* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data for exam subjects not offered in your district may still be included in the Total Exams column.

This table shows the total number of students, by education level, who took AP Exams in your district. If you apply filter options to customize this report, the data in this table will not change. It is available in each district summary report as a reference.

### Students by Education Level

Comparable Group	Total Schools	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Kenosha Unified School District	6	878	16		306	373	172	11	
Wisconsin	503	48,258	704	15	18,660	17,763	8,262	2,837	17
United States	20423	2,752,926	54,255	810	940,410	986,111	552,889	210,323	8,128
Global	22433	2,830,972	56,559	2,548	974,881	1,013,675	563,379	211,648	8,282

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.



**KUSD AP Scholar Awards  
2017/2018**

<b>School</b>	<b>AP Scholar</b>	<b>AP Scholar with Honor</b>	<b>AP Scholar with Distinction</b>	<b>National AP Scholar</b>	<b>Total</b>
	Granted to students who receive 3 or higher on three or more AP exams	Granted to students who receive an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more of these exams	Granted to students who receive an average score of at least 3.5 on all AP exams taken and scores of 3 or higher on five or more of these AP exams	Granted to students in the U.S. who receive an average score of at least 4 on all AP exams taken, and scores of 4 or higher on eight or more of these exams	
<b>Bradford</b>	<b>26</b>	<b>14</b>	<b>13</b>	<b>0</b>	<b>53</b>
<b>Harborside</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>8</b>
<b>Indian Trail</b>	<b>33</b>	<b>19</b>	<b>9</b>	<b>0</b>	<b>61</b>
<b>Lakeview</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>21</b>
<b>Tremper</b>	<b>39</b>	<b>13</b>	<b>18</b>	<b>1</b>	<b>71</b>
<b>KUSD</b>	<b>110</b>	<b>55</b>	<b>48</b>	<b>1</b>	<b>214</b>