



POLICIES AND PROCEDURES FOR BRIDGING YOUTH APPRENTICESHIP TO REGISTERED APPRENTICESHIP

Prepared by DWD Bureau of Apprenticeship Standards and the WI Apprenticeship Advisory Council - Career Pathway Subcommittee

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PREFACE



This document is a compilation of policies and procedures for linking local Youth Apprenticeship Programs to the Wisconsin Registered Apprenticeship Program.

For more than 100 years, the Wisconsin Registered Apprenticeship Program has provided training to rigorous industry standards in a variety of occupations. While Registered Apprenticeship remains a proven on-the-job training option that benefits apprentices and employers alike, its future growth and continued success require that it adapt and reflect changes in the workplace.

Wisconsin's nationally recognized Youth Apprenticeship Program enables high school youth to gain academic and occupational skills that can lead to both a high school diploma and a Certificate of Occupational Proficiency

in a specific occupational pathway. The program was established in 1991 as part of a national movement to prepare youth for high skill careers. Youth Apprenticeship was designed to incorporate many elements of the Wisconsin Registered Apprenticeship program.

The Youth Apprenticeship Program provides students with specific occupational skills, as well as valuable employability skills, interpersonal skills, and a general knowledge of the world of work. Students who successfully complete the program have the option of entering the workforce directly after high school, applying for a Registered Apprenticeship position, or enrolling in a technical college or four-year university.

Although Wisconsin's two apprenticeship programs have each stood as national

leaders in their field, they have lacked a clear framework for students to transition from Youth Apprenticeship to Registered Apprenticeship. Providing such a connection will guide students toward meaningful careers and help employers fill their long-term workforce with skilled employees.

The changes in this document reflect the revised rules and regulations being implemented to foster a smooth transition for Youth Apprentices transitioning to a Registered Apprenticeship. This document provides the framework for a flexible apprenticeship program, by including options for both program sponsors and apprentices that address the needs of the state's economy and provide for the development of a skilled, competitive workforce.

GLOSSARY OF TERMS AND ACRONYMS

Advanced Standing (AS): Academic credit awarded by a technical college for a high school course which has been determined to be equivalent or comparable to a technical college course. Technical college credits are awarded, but the application of the credit is delayed until students enroll in a technical college program.

Apprenticeship Completion Certificate:

A certificate awarded by Bureau of Apprenticeship Standards (BAS) upon completion of a registered apprenticeship program. It may provide advanced standing or associate degree equivalency at a technical college.

Apprenticeship Training Representative (ATR):

Employees of BAS who register new apprentices in a geographic region. They are responsible for upholding the standards of the program, but not for actively recruiting new employers or apprentices.

Apprenticeship Navigator: Assist career seekers in finding a Certified Pre-Apprenticeship or Registered Apprenticeship.

Bureau of Apprenticeship Standards (BAS):

The bureau of the Department of Workforce Development (DWD) charged with the oversight of the Registered and Youth Apprenticeship programs.

Career Prep Coordinator: An employee of a Wisconsin Technical College tasked with helping students transition from high school to technical college and managing dual credit agreements.

Certificate of Occupational Proficiency

(YA Certificate): An award, signed by the DWD Secretary, presented to Youth Apprentices upon successfully completing the program.

Certified Pre-Apprenticeship Program

(Pre-Apprenticeship): A program designed to prepare individuals to enter and succeed in a Registered Apprenticeship programs, with a documented partnership with at least one, if not more, Registered Apprenticeship program(s) and that has been approved by the BAS.

Credit Articulation: A process by which a technical college awards academic credit to high school students. There are two types: advanced standing and transcribed credit.

Crosswalk: A document that compares two different systems and maps the equivalent elements in each. This manual refers to documents comparing the equivalent work-based learning competencies from the Youth Apprenticeship and Registered Apprenticeship programs.

Competencies: Standard set of skills the youth apprentices are expected to learn during the work-based learning portion of the apprenticeship.

Department of Workforce Development (DWD):

The state agency which houses the Registered Apprenticeship and Youth Apprenticeship programs.

On-the-Job Performance Standards: A document that defines the On-The-Job Learning competencies to be demonstrated by Youth Apprentices in a given industry area, divided into various pathways. Students in a program may complete one or several pathways, depending on the program.

On-the-Job Performance Standards Guide: A comprehensive guide that describes the important information pertaining to each occupational area. Included in the guide is the industry specific related instruction guide, employment of minors specific to industry, On-the-Job Performance Standards, Employment and Training Agreement, Post Program Completion Survey, etc.

Joint Apprenticeship Committee (JAC): An apprenticeship committee that consists of an equal number of representatives of employers and of representatives of employees who are represented by a collective bargaining agent.

Journey Worker: A worker who has attained a level of skill, abilities and competencies recognized within an industry as having mastered the skills and competencies required for the occupation.

Non-joint Apprenticeship Committee:

An apprenticeship committee that consists of representatives of employers, but not of representatives of employees who are represented by a collective bargaining agent.

On-The-Job Learning (OJL, sometimes referred to as OJT):

Learning that takes place on the worksite, covering a set of occupational competencies defined by the program.

Related Instruction (RI) and Paid Related Instruction (PRI):

An organized form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the occupation. In Registered Apprenticeship, a certain number of paid related instruction (PRI) hours are required each year to be paid by the employer.

Registered Apprenticeship (RA): A program, recognized by the United States Department of Labor, administered in Wisconsin by the DWD/Bureau of Apprenticeship Standards, that combines on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.

Registered Apprenticeship Sponsor

(RA Sponsor): Any employer, organization of employees, association of employers, committee, or other person operating an apprenticeship program and in whose name the apprenticeship program is approved by BAS. Sponsors can be categorized as committee sponsors (joint or non-joint) or sole sponsors.

Registered Apprenticeship On-the-Job Learning

Performance Guidelines: A document that defines the On-The-Job Learning competencies to be demonstrated by all apprentices in a given occupation.

Sole Sponsor: A single employer who operates an apprenticeship program.

State Trade Apprenticeship Advisory Committee

(State Trade Committees): A group of industry stakeholders convened by the BAS which advises the Bureau on the content, structure, and delivery of apprenticeship training for their trade(s). Each committee typically meets twice per year.

Transcribed Credit (TC): Academic credit awarded by a technical college for technical college curriculum taught to high school students by an instructor approved by WTCS. Students earn technical college credit and course grades are recorded on a transcript. If the course completed is part of a degree program, students will not have to retake that course if they pursue that degree.

Wisconsin Technical College System (WTCS): The organization responsible for overseeing Wisconsin's 16 public technical colleges. Many related instruction

courses for both Youth and Registered Apprenticeship are taught at a technical college.

Youth Apprenticeship Program (YA):

A school-based and work-based learning program administered by the DWD/Bureau of Apprenticeship Standards that instructs high school juniors and seniors in employability and occupational skills defined by Wisconsin industries. A student pursues a youth apprenticeship in one of eleven occupational pathways (for example: The Manufacturing Occupational Pathway). Within each occupational pathway, a student pursues one or more specialized pathways (for example: The Machining or Welding pathways within the Manufacturing Occupational Pathway).

Youth Apprenticeship (YA) Regional

Coordinator: The individual responsible for running the YA program on a local level. Actively recruits new employers and students to the program.

Local Coordinators: Attached to a school district, typically will aid the Regional Coordinator in attracting students and employers.

Wisconsin Apprenticeship Advisory Council:

The council described under Wis. Stats. 15.227 (13) to advise the Department of Workforce Development on laws, rules, and standards of the apprenticeship system.

HISTORY OF APPRENTICESHIP IN WISCONSIN

The Wisconsin Apprenticeship Law (ss 106.01) was first enacted in June 1911. This 1911 legislation served as the model for the national apprenticeship system which was enacted in 1937.

This law was introduced and supported by industry, labor, and citizen groups to fulfill three major purposes; 1) to provide the State's industries with a continual supply of highly skilled workers; 2) to provide an additional career opportunity for many of the youth of the State and; 3) to serve as a protective measure for the people who enter skilled trades training.

When the Wisconsin Apprenticeship Law was passed in 1911, the Legislature also passed the Industrial Education Act authorizing the establishment of trade schools, to provide related instruction to apprentices. WI Stats 38.001 (2) (a) states that one of the principal purposes of the technical college system is to:

“Provide occupational education and training and retraining programs, including the training of apprentices that enable residents to obtain the knowledge and skills necessary for employment at a technical, paraprofessional, skilled or semi-skilled occupation.”

Construction Trade Joint Apprenticeship committees have been active and advisory to the Department since 1918. During the 1920s, many local committees were organized by local vocational schools so they could advise the schools on apprentice related instruction needs. By the late 1930s, the local apprenticeship committees were functioning much as they do today. They were made up of representatives of local employer groups and local employee organizations with a jurisdictional area covering several counties. This structure of using industry advisory committees is important to Wisconsin's RA program for of the following reasons:

- Ensure consistency throughout the apprenticeship community by implementing policies and procedures to verify that journey workers who have been trained through the state registered apprenticeship system have attained specific competencies in the trade.
- Set a structure that could be used to expand the apprenticeship program to encourage accessibility by all employers and citizens, foster growth within the existing and emerging industries and occupations, allow easy expansion of existing programs to new employers, and to be able to respond to changes.
- Provide a vehicle for communication throughout the organization.

HISTORY OF YOUTH APPRENTICESHIP IN WISCONSIN

The Wisconsin Youth Apprenticeship (YA) Program, authorized in 1991 by the Wisconsin Legislature, provides high school juniors and seniors the opportunity to explore their chosen career while still in high school. As part of their regular high school schedule, students receive occupation-related instruction and on-the-job training in at least one of more than 50 career pathways across 11 career occupational pathways. Upon graduation, Youth Apprentices receive a state skill certificate and career-related work experience.

The program prepares students for many options after high school, including general employment, Registered Apprenticeship, technical college, or university. Employers play an active role in developing the skills of their future workforce by hiring Youth Apprentices and training them to industry skill standards. Employers pay the students minimum wage

or higher and provide a minimum of 450 hours of supervised work per year. The YA program is delivered locally through a network of partnerships. Wisconsin provides grant funding to assist with those efforts. Youth Apprenticeship Grants, created under the 1999 Wisconsin Act 9 and administered by DWD, are available to fund individual YA programs authorized under Wisconsin Statute 106.13. All individual partnerships must be approved by the Bureau of Apprenticeship Standards (BAS) in order to operate a YA program.

Local programs provide training based on statewide YA curriculum guidelines endorsed by business and industry. Students are simultaneously enrolled in regular high school courses and a youth apprenticeship related instruction class while employed by a participating employer. Students are instructed by qualified teachers and skilled worksite mentors.

Youth Apprenticeship programs are developed and driven by Wisconsin business and industry through employer and labor groups to undertake the following:

- Specify job- and employability-related competencies that graduates will be expected to master
- Design and develop curriculum with educators
- Provide work experience and guided learning opportunities for participants throughout the program
- Provide each participant with a structured mentoring relationship
- Designate one or more persons within the firm to be trained on how to train young adults
- Monitor own and participants' progress toward achieving skill development goals
- Sign contract with school and apprentice that specifies agreed upon roles and responsibilities

COMPARISON OF PROGRAM REQUIREMENTS

The following chart compares the key elements of the YA and RA Programs. Many program design elements are similar between the programs.

| Program Element | Youth Apprenticeship | Registered Apprenticeship |
|------------------------------------|--|--|
| GENERAL PROGRAM INFORMATION | | |
| Focus of Training | Provide apprentices with a broad overview of an industry. | Provide apprentices with the skill, abilities, and competencies required for a specific occupation. |
| Length of Program | Up to two years, depending on program and student preference. | One to six years, depending on program. |
| ON THE JOB LEARNING (OJL) | | |
| Skills and Competencies | <ul style="list-style-type: none"> • Outlined in the YA On-the-Job Learning Performance Standards Guide. • Assessed by worksite mentor. | <ul style="list-style-type: none"> • Duties and tasks are outlined in the Exhibit A: performance criteria are outlined in the On-the-Job Learning Guidelines. • Assessed by journey worker. |
| OJL Required Hours | Minimum 450 hours per year. | Minimum 2000 hours. |
| Mentor Support | <ul style="list-style-type: none"> • Worksite mentor trains and supervises the apprentices. • Apprentices work more independently over time; mentor closely supervises any hazardous activities. | <ul style="list-style-type: none"> • Journey worker trains and supervises the apprentices. • Apprentices begin under direct supervision of a journey worker. Once competency is a task, apprentices may perform it under indirect supervision. |
| Apprentice Wages | Employers pay apprentices wages and determine pay rate. Minimum amount is the state minimum wage. | The sponsor determines the apprentice wage and progressive wage increases. The apprentices wage must average at least 60% of a skilled worker's rate by the completion of the program. |

CLASSROOM LEARNING

| | | |
|--------------------------------------|---|--|
| Classroom Instruction Required Hours | Minimum 180 hours per year (completed over two semesters). | At least 144 hours per year; for programs less than three years. At least 400 hours for programs three or more years. |
| Instructional Providers | <ul style="list-style-type: none"> • Local high school, or • Technical college, or • Other approved training provider. | <ul style="list-style-type: none"> • Technical college, or • Other approved training provider. |
| Tuition | The apprentice does not pay for tuition. Several options exist to pay for these costs. The expectation is that either the high school will pay, or the student will be eligible for publicly funded grant or program funding. | Apprentice pays for costs of related instruction (tuition, fees, materials). Some sponsors opt to pay or reimburse the expenses. Employers must also pay hourly wages while students are in class (Paid Related Instruction). Some additional hours of Unpaid Related Instruction may also be required. |

| Program Element | Youth Apprenticeship | Registered Apprenticeship |
|-----------------|----------------------|---------------------------|
|-----------------|----------------------|---------------------------|

RECRUITMENT, SELECTION, AND INDUCTION PROCESSES

| | | |
|-------------------------|---|--|
| Employer Requirements | <p>Established in the YA Program Operations Manual. Key requirements include:</p> <ul style="list-style-type: none"> • Must designate an employee to supervise/mentor the apprentice. • Must be able to ensure that apprentices are trained in the required competencies. | <p>Established in the State Standards. Key requirements include:</p> <ul style="list-style-type: none"> • Must employ at least one full-time journey worker to supervise the apprentice. • Must ensure that apprentices are trained in the required competencies. • Must hire apprentices in accordance with the applicable apprentice-to-journey worker ratio. • Additional qualifications vary by trade. |
| Employer Selection | YA Coordinator reviews program with prospective employers and approves employers who can offer all competencies. | DWD Apprenticeship Training Representative (ATR) works with prospective employers and approves employers who meet program guidelines. |
| Apprentice Requirements | <ul style="list-style-type: none"> • Must be an incoming high school junior or senior. • Must be on track for high school graduation and demonstrate interest in the career area. • Must be able to get to and from work and school. • Must be able to perform the work with reasonable accommodations. • Must submit application materials (with specific materials varying by youth consortium). • Additional qualifications vary by trade and by youth consortium. | <ul style="list-style-type: none"> • Must be 18 years of age. • Must be a high school graduate or equivalent. • Must be able to get to and from work and school. • Must be able to perform the work with reasonable accommodations. • Must submit application materials. • May be required by the sponsor to pass an applicant assessment. • Additional qualifications vary by trade and sponsor. |

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|------------------------------------|--|--|
| Apprentice Recruitment & Placement | The YA Coordinator conducts recruitment and places apprentices. Minimum 180 hours per year (completed over two semesters). | The sponsor/employer conducts recruitment and places apprentices. |
| Hiring Process | The employer interviews and selects qualified applicants. | The sponsor/employer interviews and selects qualified applicants. |
| Formal Agreement | The stakeholders (i.e., the student, teacher, parent, employer, and YA Coordinator) sign a five-party contract. | The stakeholders (i.e., the apprentice, sponsor, and DWD ATR) sign a three-party contract that is approved by the state. |
| OUTCOMES | | |
| Certification | Youth Apprenticeship Certificate of Occupational Proficiency. | Apprenticeship Certificate of Completion. Additional industry credentials may be required per occupation and sponsor. |
| Academic Credit | Many programs offer advanced standing if students continue to an associated Technical College. | Many programs offer advanced standing or equivalency toward an Associate Degree. |



ELEMENTS OF A SUCCESSFUL BRIDGE TO REGISTERED APPRENTICESHIP

For a YA program to be considered successfully “bridged” to an RA program, the YA Coordinator and the RA Sponsor must discuss key elements of the two programs and create additional agreements that support Youth Apprentices as they transition into Registered Apprenticeship. When possible, a Youth Apprentice should receive credit or consideration of their past work toward a Registered Apprenticeship. Ideally, agreements will be formed that standardize these elements for all students graduating from the YA program in a particular area, but discussions can also take place once an individual student has graduated.

Steps of a Successful Bridge:

- 1. Statewide alignment:** The BAS will create a crosswalk for YA to RA in specific areas. The State Trade Advisory Committee will review and approve the crosswalk and make recommendations on the amount of credit to endorse.
- 2. Local alignment:** In a specific consortium, YA and RA stakeholders will discuss the alignment of the two programs and create agreements that give YA graduates some type of RA credit or recognition of their completed work.

3. Recognition as Pre-Apprenticeship: After a local partnership has been created between local YA and RA stakeholders, the State Apprenticeship Advisory Committee will formally review this local partnership and approve it as a Certified Pre-Apprenticeship Program.

Additional Goals of a Successful Bridge:

- 1.** YA students in program areas with Registered Apprenticeships should be exposed to information about the RA application process so they can make an informed decision after graduating high school and should be assisted in finding RA Sponsors in the local area.
- 2.** The YA graduate should be able to receive immediate employment with an RA Sponsor as a Registered Apprenticeship or gain recognition of past work that will lead to special consideration for an apprenticeship (for example, higher placement on a waiting list).
- 3.** The YA graduate should receive some amount of RA Paid Related Instruction (PRI) credit for similar courses taken as a Youth Apprentice.
- 4.** The YA graduate should receive full RA PRI

credit for identical courses taken as a Youth Apprentice if they received a passing grade (2.0 on a 4.0 scale). To meet this goal:

- a.** Wisconsin Technical College courses that are taken as YA related instruction should result in transcribed credit for that course, with the apprentice to pass out of that course in the RA curriculum if they received a passing grade (C or 2.0 on a 4.0 scale).
- b.** High school courses taken as YA related instruction should be awarded transcribed credit and/or advanced standing as appropriate, with the type and amount of credit to be recommended by local stakeholders using the Wisconsin Technical College System’s Credit for Prior Learning policy.

In all cases, the RA Sponsors retain the authority to award credit for YA work hours and/or related instruction on a student-by-student basis with the final approval of the BAS Apprenticeship Training Representative (ATR).

STATEWIDE ALIGNMENT OF PROGRAMS

Many YA programs have some level of alignment with RA occupations. The level of alignment is determined by State Trade Advisory Committees with the final decision made by BAS.

For a YA program to be considered aligned, the following parameters must be met:

- 1.** The YA classroom instruction and On-the-Job Learning (OJL) must be skills that directly relate to an RA occupation and are outlined on an occupation crosswalk, if applicable.
- 2.** The skills gained through the YA program must be in alignment with the expectations of the RA Sponsor for a first-year apprentice.
- 3.** The YA program must train students to achieve all the prerequisite skills they would need to enter a Registered Apprenticeship.

The process of determining the program alignment and amount of credit to be granted is listed below:

- 1.** For similar YA/RA programs, the BAS creates crosswalk documents comparing

the two programs. A crosswalk compares the equivalent work-based learning competencies learned in the two programs.

- 2.** The BAS reviews the competencies in the crosswalks and proposes an amount of OJL credit to grant YA program graduates.

- 3.** The State Trade Committee reviews and approves the BAS's recommendations or makes different recommendations regarding the alignment and credits. If no relevant State Trade Committee exists, the BAS reviews the two programs independently or through an ad hoc committee.

- 4.** The crosswalk document, along with the State Trade Committee's approved level of credit, is added to the DWD Youth Apprenticeship website repository at dwd.wisconsin.gov/youthapprenticeship/bridging-apprenticeship.htm.

The State Trade Advisory Committees decide on a recommended level of On-the-Job Learning (OJL) credit for each program. The

recommendation serves as a guideline to help individual RA Sponsors award credit. Recommendations usually take the form of a range, such as 50-75% credit, and usually describe a percentage of hours that will be counted forward toward the new Registered Apprentice's total required OJL hours. Such credit may position the new Registered Apprentice closer to their first pay raise in their contract and may serve as an incentive for students to continue into the Registered Apprenticeship Program.

Sponsors are not bound to follow the state-recommended level of credit. They may create their own standard amounts of credit for incoming Youth Apprentices, may choose to award no credit, or may determine credit for individuals on a case-by-case basis. The ATR makes the final approval for the Sponsor's decisions regarding credit.



LOCAL ALIGNMENT OF PROGRAMS

Once related programs have been aligned on a statewide level and a crosswalk has been created, local stakeholders must continue the work by building relationships and establishing agreements between the YA and RA programs. All bridge activities should take place through consultation between the YA and RA stakeholders, through formal committee meetings or informal discussion.

The YA Coordinator should perform the following tasks in order to create a local bridge:

1. Identify the institutional stakeholders involved.

An Apprenticeship Training Representative (ATR) will be your source for further information about program standards and will inform you about apprenticeship programs in the area. Contact information can be found at dwd.wisconsin.gov/apprenticeship/contacts.htm.

A Career Prep Coordinator can assist you in identifying appropriate related instruction that will help students transition into Registered Apprenticeship. Contact information can

be found at wistechcolleges.org/preparing-college/college-credit-high-school/dual-credit/career-prep-coordinators.

Technical College Instructors, Deans, or Regional Campus Coordinators may also be involved in the process of determining appropriate related instruction. A Career Prep Coordinator can help you set up meetings with these staff, if needed.

2. Reach out to existing Registered Apprenticeship Sponsors.

The ATR should identify RA Sponsors in the local area and provide this information to the YA Coordinator. BAS policy on data sharing prohibits the publication of lists of RA Sponsors to the general public, but an ATR can share this information with YA Coordinators for the purposes of creating bridges. ATR's have existing relationships with RA Sponsors and will serve as the best resource for introductory contact.



Some effective outreach and explanatory activities have included:

- The ATR and YA Coordinator conducting a joint visit to an existing RA Sponsor.
- Holding an employer breakfast including RA Sponsors and YA employers and presenting information about both programs.
- Inviting a dual-program sponsor from another consortium to speak with YA employers on how both programs can work in tandem (DWD can help identify a willing dual-program sponsor).
- Using the crosswalk to demonstrate how YA competencies compare to existing RA competencies.

Partnership with an ATR should be mutual.

The ATR may also need the YA Coordinator's help in signing up new employers as RA Sponsors, particularly in industries that are new to Registered Apprenticeship but already have strong Youth Apprenticeship programs. Both partners are expected to maintain a cooperative working relationship, while having reasonable expectations on the amount of cross-promotional work that can be performed.

3. Discuss work-based experiences with stakeholders.

The YA Coordinator should work with RA Sponsors and the ATR to determine how the work-based experiences of YA graduates can be evaluated in relation to the RA work-based learning requirements. This step should involve discussing the

crosswalk documents that have been created with the RA Sponsor. The crosswalk tells the RA Sponsor which job duties for Youth Apprentices coincide with the job duties of their existing Registered Apprentices. It also shows the RA Sponsor the recommendation of their State Trade Advisory Committee.

The RA Sponsor can choose how much credit they want to award (with the final approval of the ATR). The Sponsor may want to offer 100% credit for work-based hours as a policy, which the YA Coordinator could then promote to students as a special opportunity. They may decide to evaluate each student individually after they graduate, since the combination of different career pathway unit skills learned by youth

apprentices may differ between students. They also may offer no credit, preferring all new Registered Apprentices start on an equal footing. Registered Apprenticeship is primarily a training method used by employers for their employees, and the Sponsor is always the primary stakeholder.

4. Discuss related instruction with stakeholders.

Most Registered Apprentices use the Wisconsin Technical College System for their Paid Related Instruction (PRI). The courses taken are generally open only to Registered Apprentices. However, Youth Apprentices may be able to either gain placement directly into a Registered Apprentice course or into a course that offers equivalent instruction. Such placement will help the student advance quickly through Registered Apprenticeship, similar to taking an Advanced Placement class for college credit.

Registered Apprenticeship has a general guideline for evaluating any past classroom experience for credit found in the Wisconsin Apprenticeship Manual, Chapter 6, Section F (p. 45). and is reproduced as follows:

Related Instruction Credit Evaluation

“The related instruction provider is expected


to cooperate on a timely basis with the sponsor, the BAS and/or the local committee in evaluating credit requests for related instruction. A request for related instruction credit may originate with the sponsor, the apprentice or the BAS. The local technical college may charge a fee for this evaluation service. The following procedures are to be used to determine advanced standing for apprentices:”

Paid Related Instruction (PRI)

“If the apprentice sponsor, either the local committee or a sole sponsor, is recommending advanced standing for paid related instruction, the BAS will contact the provider of related instruction for an assessment of the previous school experience. This assessment may be a comparison with the approved related instruction or may use a test for evaluation of the related schooling.”.

“The provider of related instruction will notify the BAS once the assessment is completed. If advanced standing is recommended, BAS will apply the hours to the apprentice’s contract. If the application of the credit advances the apprentice to a higher wage, then that wage must be applied.”





“The BAS will notify the provider of related instruction, the apprentice sponsor, and the apprentice whether or not advanced standing will be applied to the contract.”

The normal process for granting RI credit to RA applicants is thus:

- 1.** The sponsor or registered apprentice applicant will contact the BAS (ATR) to request PRI credit from the training provider.
- 2.** The ATR will contact the training provider to conduct an evaluation of the YA instruction.
- 3.** The training provider will complete the evaluation and let the ATR know what PRI credit, if any, is being granted.
- 4.** The ATR will notify the apprentice and sponsor of the outcome and apply the recommended PRI credit to the apprentice’s contract. If the credit advances the apprentice to a higher wage, the sponsor/employer will apply that wage.

An ideal YA-to-RA local partnership will try to standardize as many of these steps as possible to smooth the transition for incoming YA gradu-

ates. Since the material covered in classes differs between locations, local stakeholders should work through these steps and attempt to develop agreements that apply to all YA students in the area. In addition to the ATR and RA Sponsor, the Career Prep Coordinator can be a key stakeholder in this process. They may also involve other technical college instructors, deans, or Regional Campus Coordinators. Finally, if YA related instruction is being delivered at the high school, the high school teacher should be involved to see if curriculum can be updated or delivered at a dual-credit level.

The instructional stakeholders should be asked to review the related instruction competencies laid out in the YA Curriculum Guide, the courses currently being taken by Youth Apprentices and Registered Apprentices, and the subject area courses available at the technical college for non-apprentice students. If the courses currently being taken by Youth Apprentices are rigorous or especially, if they are being taught for dual credit with the technical college, the students may be able to receive credit for the related instruction when they enter

Registered Apprenticeship. If not, the YA Coordinator may wish to begin enrolling students in technical college classes, or work toward upgrading their Career and Technical Education (CTE) course offerings.

Please note that PRI credit toward RA instruction can only be given for prior classroom experience, not worksite experience. Since the coursework required and locations of YA related technical instruction are locally determined, the amount of credit given may vary.

When possible, YA Coordinators are encouraged to pursue articulation agreements with the local technical college for transcribed credit or to offer advanced standing for courses not offered at a technical college, because the curriculum requirements of RA related instruction are continually updated, any articulation agreements should be reviewed and renewed on an annual or biannual basis. The instructional representative who is responsible for RA instruction should notify the YA Coordinators if RA curriculum requirements change so that the two programs remain aligned.



Finally, when discussing PRI, it is important to remember that the sponsor can choose not to award credit for courses previously taken if they wish. Some sponsors expect all starting apprentices to go through the same training regimen, even if they have already completed similar courses. However, if the course was taken at a technical college or for dual credit, the student will still earn technical college credits which they can apply toward future degrees.

5. Inform students about Registered Apprenticeship processes.

When students express interest in Youth Apprenticeship in an occupational pathway that RA serves, the YA Coordinator should offer them Registered Apprenticeship information as an option. BAS can provide promotional materials targeted at high school students. They are also available on the web at dwd.wisconsin.gov/apprenticeship/pdf/build-future-apprenticeship.pdf

Students should be aware that completion of technical education courses can lead to future job opportunities in RA and/or advanced credit at a technical college. If there is an agreement with a local RA Sponsor to grant work-based learning credit, students should be made aware that it may provide additional opportunities in Registered Apprenticeship.

Placement into a Registered Apprenticeship is rarely a guaranteed outcome of a Youth Apprenticeship program. Rather, it is a goal that the student can strive toward— similar to college entrance. Apprenticeship requires the employer to make significant financial commitments and openings are often limited. Applicants to committee-sponsored programs are often placed on waiting lists until a suitable job placement can be found. Applicants to sole-sponsor employers may be hired immediately, but as a non-apprentice employee. They may have to prove their worth to the company before being offered an apprenticeship opportunity.

6. Placement of students with Registered Apprenticeship employers.

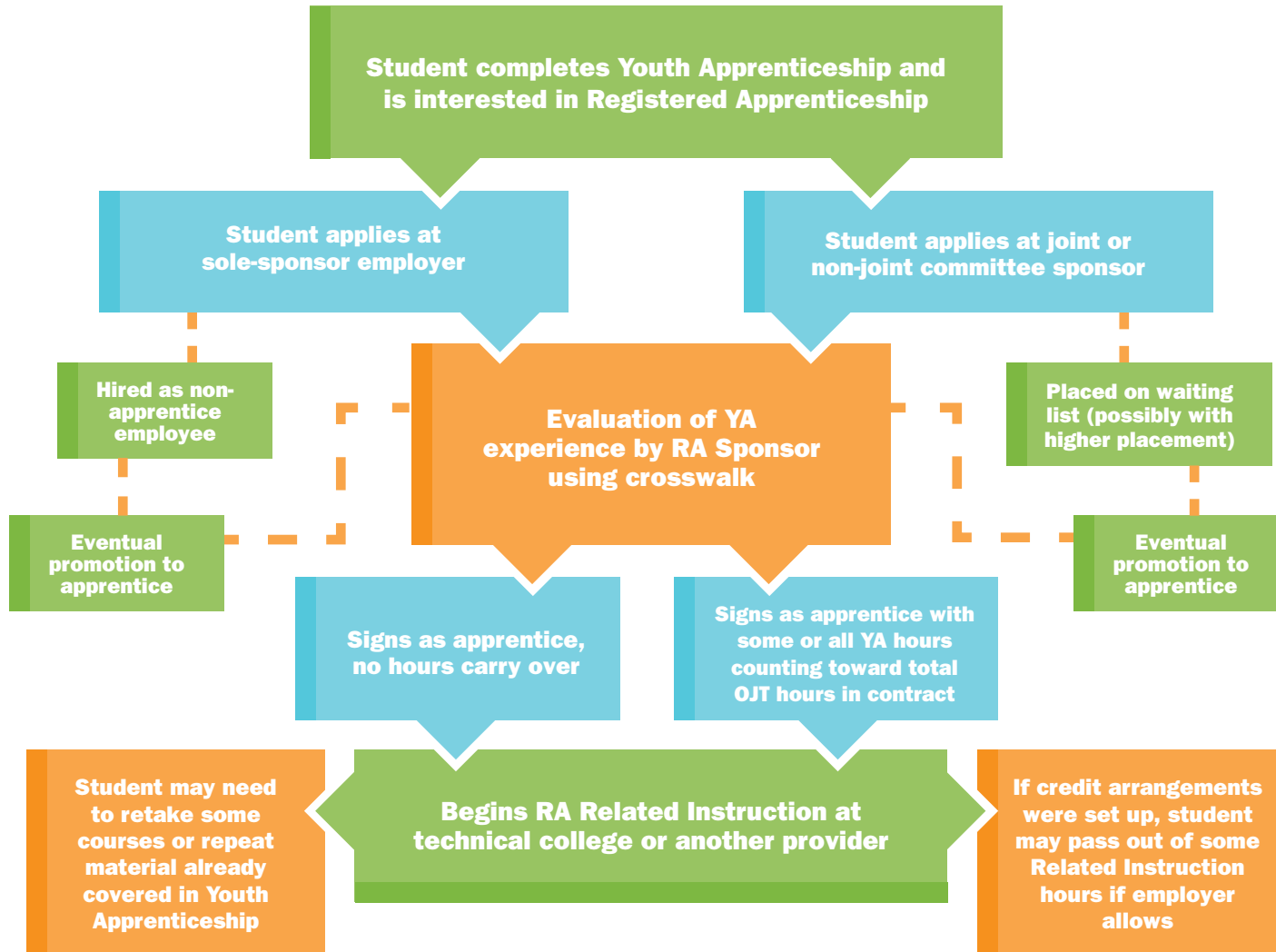
Youth-to-Registered Apprenticeship transitions work best when the student is already working at an RA Sponsor. The employer may feel more confident in the student's abilities and may be more likely to grant them apprenticeships and work-based learning credit. However, a transition from Youth Apprenticeship at an employer who does not participate in RA, to a Registered Apprenticeship at an employer sponsor, is also possible.

Recruitment of new apprentices is not part of an ATR's job duties. However, the ATR can provide the YA Coordinator with information about what RA Sponsors are active in the area. All Committee Sponsors (joint or non-joint) are required to have an open application process. The construction trades are the primary users of committee sponsors. The ATR can provide information on how to apply, entrance requirements, and the type of wages available in the industry. Sole Sponsors (single employers that host internal apprenticeship programs) may hire new employees directly as apprentices or may use apprenticeship as a training tool for incumbent workers. In these cases, having the student already working at the employer as a Youth Apprentice will improve their chances of getting a Registered Apprenticeship offer. The ATR can also provide you with information about which sole-sponsor employers are active in an area.



UNDERSTANDING THE REGISTERED APPRENTICESHIP PROCESS

The following flowchart shows the many ways that graduates from Youth Apprenticeship can enter into the Registered Apprenticeship system.





STATEWIDE RECOGNITION AS CERTIFIED PRE-APPRENTICESHIP PROGRAM

The BAS maintains standards and an application process for Certified Pre-Apprenticeship Programs in Wisconsin.

To be considered a Certified Pre-Apprenticeship program in Wisconsin, a training program must meet three standards:

- 1.** Provide the skills necessary to begin a Registered Apprenticeship.
- 2.** Be supported by one or more Registered Apprenticeship sponsors.
- 3.** Be approved by the Wisconsin Apprenticeship Advisory Council.

YA program areas that have been aligned statewide, as described in section B, “Statewide Alignment of Programs”, will have already met step 1. YA Consortia that have followed the instructions described in section C, “Local Alignment of Programs”, will have met step 2. Formal

approval is the final step of the process and will be described in this section.

The BAS has developed a special expedited application for YA Consortia to become Certified Pre-Apprenticeship Programs. Consortia may contact ya@dwd.wisconsin.gov for a copy of this application. Acceptance of the application will be based on the strength of the partnership between the YA consortium and the Registered Apprenticeship sponsor. This partnership should be documented by attaching a letter of support from the Registered Apprenticeship sponsor. Once an application, accompanied by a letter of support, is filled out, it should be returned to ya@dwd.wisconsin.gov. The BAS will then take the following steps to complete the process:

- 1.** Assess the application, providing feedback if necessary.
- 2.** Present the application at the next meeting of the Wisconsin Apprenticeship Advisory Council.
- 3.** Receive the Wisconsin Apprenticeship Advisory Council’s recommendation.
- 4.** If approved, send the certification to the YA Consortium.
- 5.** If not approved, provide a letter of explanation and offer technical assistance.

Consortia that complete the certification process will be listed as Certified Pre-Apprenticeship Programs, adding another layer of certainty for students and employers that a strong connection to Registered Apprenticeship exists in the area.

EXAMPLES OF SUCCESSFUL BRIDGES

Articulation of Manufacturing Pathway (State Level): Work-Based Learning

The following is an example of state level YA/RA alignment: use of On-the-Job Learning Performance Standards and state crosswalk to recommend the YA work hours to credit toward an RA program.

YA Program Requirements:

All Youth Apprentices must complete On-the-Job Learning Performance Standards of state-defined competencies by the end of their program experience. The skills can be accomplished in any order. An example for Youth Apprentices in machining, to be completed for every machine and area where student work is conducted, is:

- First Semester – Core Skills, Safety, and Manufacturing Fundamentals (List those completed)
- Second Semester – Machining Grinder Skills (List those completed)
- Third Semester – Machining Lathe Skills (List those completed)
- Fourth Semester – Machining – Machine Center Skills (List those completed)

The Industrial Mechanical Technician Apprenticeship OJL Core Competencies Crosswalk outlines the similarities between the YA/RA programs. The skills learned through YA work-based learning are similar to those in RA but with less depth on a particular machine or process.

Based on the recommendation of the state committee, BAS recommends that the work hours for the completed classes be credited toward the RA program. Individual sponsors should utilize these resources when making credit determinations.

Articulation of Manufacturing Pathway (Local Level): Related Instruction

The following is an example of local level YA/RA program alignment: an articulation agreement between Lakeshore Technical College and the local high schools. Because courses differ among each high school and the technical colleges, all articulation agreements must be worked out locally by the stakeholders listed in this document, especially the high school and technical college instructors.

YA Program Classes:

A. YA First Year Technical College Semester Coursework

First class – Machine Tool Blue Print Reading and Machine Tool Measurement
Second class – Machine Tool Lathes I

B. YA Second Year Technical College Semester Coursework

Third class – Machine Tool Mills I
Fourth class – Machining Center or Turning Center (Specific class depends on the worksite needs)

RA Credit Granted:


Lakeshore Technical College typically grants 144 hours of paid related instruction credit (i.e. two semesters at 72 hours each) to Youth Apprentices entering the Adult Machinist Apprenticeship. All incoming students' abilities are assessed, and credit is granted based on performance results. Fewer credits may be granted and on occasion more credits are granted. Up to 216 hours or three semesters may be granted.



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Wisconsin Department of Workforce Development
Bureau of Apprenticeship Standards
PO Box 7072
Madison WI 53703

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