



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 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 Completion in a specific career cluster. 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 all 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.

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.

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.

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

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.

Department of Workforce Development (DWD) – The state agency which houses the Registered Apprenticeship and Youth Apprenticeship programs.

Directly Aligned Program – A Youth Apprenticeship program where most or all of the training and work experience done by a Youth Apprentice directly relates to a Registered Apprentice occupation.

Indirectly Aligned Program – A Youth Apprenticeship program that teaches skills that relate to some aspects of a Registered Apprentice occupation.

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.

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. It is measured in terms of work hours and a certain number of hours are required to complete 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.

Registered Apprenticeship Job Book (RA Job Book) – A document that defines the On-The-Job Learning competencies to be demonstrated by all apprentices in a given occupation.

Skill Standards Checklist (YA Checklist) - 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.

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 ten career clusters, i.e. Manufacturing. Within each career cluster, a student pursues one or more specialized pathways (i.e., Machining, Welding, etc.).

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. Several local coordinators, attached to a school district, typically will aid the Regional Coordinator.

A. 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 of 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 one of the principal purposes of the technical college system are to:

(a) 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 semiskilled occupation...

Construction Trade Joint Apprenticeship Committees have been active and advisory to the Department since 1918. During the 1920s a large number of local committees were organized by the 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.

State joint apprenticeship committees were formed in the 1930s by statewide employer associations and the statewide labor organizations and functioned much the same as they do today.

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 ensure 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 up and down the organization. The structure ensures that local concerns are communicated at a state level and statewide decisions are communicated locally.

B. 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 with the opportunity to explore their chosen career while still in high school. As part of their regular high school schedule, students receive occupational related instruction and on-the-job training in one or more of 49 career pathways across 10 career clusters. Upon graduation, youth apprentices receive a state skill certificate and career-related work experience.

The program can prepare students for many options after high school, including general employment, registered apprenticeship, or study at a 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.

A YA program is delivered locally through a network of local partnerships. Wisconsin provides grant funding to assist with those efforts locally. Local Youth Apprenticeship Grants, created under 1999 Wisconsin Act 9 and administered by the DWD, are available to fund local YA programs authorized under Wisconsin Statute 106.13. All local 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 in 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

C. Comparison of Program Requirements

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

<u>Feature</u>	<u>Youth Apprenticeship</u>	<u>Registered Apprenticeship</u>
<u>Recruitment, Selection, and Induction</u>		
Employer Qualifications	YA Coordinator reviews program with employers and approves employers who can offer all competencies	<ul style="list-style-type: none"> • Established in State Standards • Must ensure apprentices are trained in the core work processes and employ a full-time journey worker to supervise the apprentice • Must be financially reliable and have proof of Worker's Comp coverage • Additional qualifications vary by trade
Apprentice Qualifications	Demonstrated interest in career area, on track for high school graduation	<ul style="list-style-type: none"> • Must be 18 years of age • Must be a high school graduate or equivalent • Must pass the entrance test (varies by sponsor) • Must be able to get to and from work and school • Must be physically able to perform the work with reasonable accommodations and meet minimum standards for age, education, and placement • Additional qualifications vary by trade, employer
Active Worker Recruitment	Recruited and placed with jobs by YA Coordinator	The sponsor conducts recruitment.
Competitive Hire Process	Interviewed and hired by employer	The sponsor selects qualified applicants.
Formal Agreement	A five-party contract signed by the YA coordinator, employer, teacher, student and parent	A three-party contract signed by the sponsor and apprentice, and approved by the Bureau of Apprenticeship Standards.

CHAPTER 1: GENERAL INFORMATION

Feature	Youth Apprenticeship	Registered Apprenticeship
Work-Based Learning		
Focus of Training	Broad overview of industry	Thorough knowledge of occupation
On-The-Job Learning (OJL) Requirements	<ul style="list-style-type: none"> • 450 hours per year • Up to two years 	<ul style="list-style-type: none"> • 2000 hours per year • Two to six years
OJL is Defined and Assessed	<ul style="list-style-type: none"> • Defined in YA curriculum • Assessed by worksite mentor 	<ul style="list-style-type: none"> • Defined in RA Job Book • Assessed by journey worker
Mentor Support During Apprenticeship	Worksite mentor closely supervises all hazardous activities.	<ul style="list-style-type: none"> • Journey worker trains, supervises • Apprentice works more independently over time
Classroom Learning		
Classroom Instruction Requirements	Two semesters per year	144 hours minimum per year
Instructional Providers	<ul style="list-style-type: none"> • Local high school or • Technical college • Student usually does not pay tuition 	<ul style="list-style-type: none"> • Technical college or • Approved training provider • Apprentice pays tuition, books
<u>Outcomes</u>		
Certification	<ul style="list-style-type: none"> • High School Diploma • Certificate of Completion 	Apprentice Completion Certificate
Pathway to Higher Education	Many programs have advanced standing with Technical Colleges	Advanced standing or equivalency towards Associate Degree, in most cases

A. Elements of a Successful Bridge to Registered Apprenticeship

For a YA program to be considered successfully "bridged" to a RA program, certain elements should be discussed between the YA Coordinator and the RA Sponsor. Ideally, agreements will be formed that standardize these elements for all students graduating the YA program in a particular area, but discussions can also take place once the student has graduated.

Elements of a successful bridge:

1. The YA graduate receives immediate employment with an RA Sponsor as a registered apprentice *or* a classification that will lead to an apprenticeship.
2. The YA graduate receives *at least a minimum amount of credit* for YA hours to comparable RA hours.
3. The credit or consideration better positions the YA graduate towards a tangible RA milestone or requirement. For example, they could test out of the first year of RA Paid Related Instruction (PRI), begin at a higher wage rate, etc.
4. The YA graduate receives PRI credit for courses taken as a Youth Apprentice if they received a passing grade (2.0 on a 4.0 scale):
 - a. Wisconsin Technical College courses that are taken as YA related instruction result in transcribed credit for that course, and the apprentice passes 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 recommended by local stakeholders using the Wisconsin Technical College System's Credit for Prior Learning policy.

The RA Sponsors retain the authority to make recommendations for credit awarded for YA work hours and/or related instruction on a student-by-student basis, with the final approval of the Apprenticeship Training Representative (ATR).

B. Statewide Alignment of Programs

Many YA programs have some level of alignment with RA occupations. YA programs in which most or all of the training and work experience directly relate to a RA occupation are **directly aligned**. YA programs that teach skills that relate to some aspects of a RA occupation are **partially aligned**. Finally, YA programs that with no alignment to a RA occupation are considered **not aligned**.

The level of alignment is determined by the WI Apprenticeship Advisory Council's Career Pathway Subcommittee and related State Trade Committees, with the final decision being made by BAS. The Career Pathway Subcommittee reviews the competencies, and proposes the level of alignment and the credit recommendation. State Trade Committees approve the level of alignment and credit recommendations. If no relevant State Trade Committee exists, the BAS will approve the alignments and credit recommendations independently or through an ad hoc committee.

In order for a YA program to be classified as **directly aligned**, the following key parameters need to be met:

1. The classroom instruction and On-the-Job Learning (OJL) are skills directly related to a Registered Apprentice occupation and are linked to an occupation crosswalk,
2. The skills gained through the YA program are in alignment with the expectations of the RA Sponsor for a first year apprentice, and
3. The Youth Apprentice, upon graduation, will have achieved the applicable skills required to transition to a registered apprentice occupation.

When a graduate of an aligned YA program begins an applicable RA in that occupation, the BAS will recommend that the sponsor awards the following credit for the YA experience:

1. Graduates of a YA program that is directly aligned receive credit for between 50% and 100% of their on-the-job hours and instruction.
2. Graduates of a YA program that is partially aligned receive credit for up to 50% of their on-the-job hours and instruction.

In addition, any program that is directly aligned is considered a Pre-Apprenticeship Readiness program by the BAS. The verification of the program curriculum by the relevant State Trade Committees supersedes the need for a Memorandum of Understanding with a specific RA Sponsor.

A listing of aligned programs will be kept on the DWD website. As programs are approved by the Career Pathways Advisory Sub-Committee and relevant Trade Advisory Committee, they will be added.

The following table gives possible values for these credit recommendations, based on the YA program's minimum program requirements for on-the-job hours and related instruction.

CHAPTER 2: BRIDGING THE PROGRAMS

Credit Recommendations for Aligned YA Programs

	Program Requirements	Minimum Credit	Maximum Credit
Directly Aligned			
One-Year YA			
Paid Related Instruction	2 Semesters (180 hrs)	50% (90 Hours)	100% (180 Hours)
On the Job Learning	450 hours	50% (225 Hours)	100% (450 Hours)
Two-Year YA			
Paid Related Instruction	4 Semesters (360 hrs)	50% (180 Hours)	100% (360 Hours)
On the Job Learning	900 Hours	50% (450 Hours)	100% (900 Hours)
Partially Aligned			
One-Year YA			
Paid Related Instruction	2 Semesters (180 hrs)	No Credit	50% (90 Hours)
On the Job Learning	450 Hours	No Credit	50% (225 Hours)
Two-Year YA			
Paid Related Instruction	4 Semesters (360 hrs)	No Credit	50% (180 Hours)
On the Job Learning	900 Hours	No Credit	450 Hours

The committees overseeing a particular program (the Career Pathway Subcommittee, the State Trade Advisory Committee, and/or the BAS) may decide on a different credit recommendation for a particular program. For example, a program could be recommended for 25% to 75% credit by the advice of a State Trade Advisory Committee.

The above recommendations serve as guidelines to help the RA Sponsor make recommendations for credit, which can be for each individual student or for all students entering their program. The ATR makes the final approval for the Sponsor's recommendations. Each aligned program will also have a crosswalk document developed by the Career Pathways Subcommittee, which is intended to directly compare the on-the-job competencies learned in the YA and RA programs in order to help make these determinations.

A representative of the local Technical College will make an assessment of any credit for classroom hours, if the sponsor is using a Technical College program for their Paid Related Instruction (PRI). A guide to articulated credit with Technical College programs is included in section D., below.

C. Local Implementation of Youth to Registered Apprenticeship Bridges

Once programs have been aligned on a statewide level, it falls to local stakeholders to build relationships and formal agreements between the two programs. The following action steps may prove helpful:

- Identify the institutional stakeholders involved: the local ATR, RA Sponsor representative, local Technical College Career Prep Coordinator, Technical College Instructor(s), Deans, YA Coordinator(s), High School Instructors, and Regional campus coordinator, if applicable. All activities should take place with consultation between these stakeholders, whether through formal committee meetings or informal discussion.
- Identify the YA courses and employers operating in the local area, and related RA programs and employers. DWD can assist with this identification process.
- Create process with the RA Sponsor to determine how the work-based experiences of YA graduates can be evaluated in terms of RA work-based learning requirements. This should involve familiarizing the RA Sponsor with any crosswalk documents that have been created. Determinations of credit can be done on a case-by-case basis, since the combination of different career pathway unit skills learned by youth apprentices may differ between students.
- Determine if applicable technical courses are offered through a local high school, technical college, university, or industry-based program that could be considered for alignment with RA coursework. Technical coursework required for YA programs is locally determined and may vary between school districts.
- Promote applicable courses in the high school that will transfer into technical college credit and/or are aligned with RA coursework. 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.
- Coordinate the review of YA programs by pertinent technical college deans and faculty as appropriate for the development of local credit agreements. Evaluations should take into account one and two year YA programs, and include both the classroom courses and work experience. The Wisconsin Technical College System's Credit for Prior Learning Policy should be followed.

The local stakeholders should discuss all elements discussed in section 2.A., "Elements of a successful bridge". Ideally, agreements will be formed that standardize these elements for all students graduating the YA program in a particular area, but discussions can also take place once the student has graduated and expresses interest in RA.

The RA Sponsors retain the authority to make recommendations for credit awarded for YA work hours and/or related instruction on a student-by-student basis, with the final approval of the ATR.

D. Alignment of Classroom Instruction

Youth and Registered Apprentices must successfully complete classroom instruction that relates to their on-the-job learning. The RA contract specifies the related instruction that must be completed over the course of the apprenticeship. Registered Apprenticeship instruction typically takes place at a local Technical College, but can also take place at another approved training provider authorized by the BAS. The apprentice contract specifies a number of hours of PRI during which the apprentice is paid their hourly wages by the employer at their normal rate of pay. The minimum number of hours is 144 per year.

Youth Apprentice related instruction often takes place at a local Technical College but can also occur at the high school, or occasionally at the work site itself. YA programs are encouraged to pursue agreements with local Technical College for transcribed credit or advanced standing for the courses not offered at a Technical College. Youth Apprentices are required to complete two semesters of related instruction per year, equivalent to 180 hours.

In some cases, there can be overlap between the classroom material taught to Youth Apprentices and Registered Apprentices in a program. If there is overlap, credit towards registered apprentice related instruction can and should be given for classroom work already completed. Since the material can differ between locations, any agreements must be worked out at a local level, between local stakeholders:

- The Regional or Local YA Coordinator
- An instructional representative, such as the Instructor for RA courses, the Dean for a subject area, the Technical College Career Prep Coordinator, or a representative from the other approved training provider in some occupations
- A representative of the RA Sponsor
- The region's ATR

Credit towards Registered Apprenticeship Paid Related Instruction (PRI) can only be given for prior classroom experience. Credit can never be given for RA R PRI for worksite experiences. Coursework required for YA related technical instruction is locally determined and can take place at the high school, technical college, online, or at the employer's worksite. This means that the amount of credit given may vary, depending on the YA curriculum and coursework delivery site.

When PRI credit is request for a youth apprentice, RA staff will contact the RA provider of related instruction for an assessment of previous YA course work. The intent is to develop how many hours will apply to the new RA contract by determining the overlap between the two programs.

Because the curriculum requirements of RA PRI are continually updated, any articulation agreements should be reviewed and renewed on a regular basis, typically every year or two years. The instructional representative who is responsible for RA instruction should notify the YA Coordinators if curriculum requirements change, so that the curriculums remain aligned.

In order to award credit towards PRI hours, the Youth Apprentice must be evaluated by a Technical College representative (or representative of another approved training provider) and a recommendation must be made by the RA Sponsor and approved by the BAS, through the regional ATR.

The guidelines for evaluating credit for PRI can be found in the Wisconsin Apprenticeship Manual, Chapter 6, Section F. They are reproduced here.

"F. 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. "

E. Examples of Successful Bridges

Articulation of Manufacturing Pathway Related Instruction

The following is an example articulation between Lakeshore Technical College and the local high school courses. Because courses at each local high school and technical college have differences, these agreements must be worked out at a local level by the personnel mentioned above, and especially the high school and technical college instructors.

- A. YA First-Year Technical College Semester Coursework
 - First – Machine Tool Blue Print Reading and Machine Tool Measurement
 - Second - Machine Tool Lathes I
- B. YA Second-Year Technical College Semester Coursework
 - Third – Machine Tool Mills I
 - Fourth - Machining Center or Turning Center (Course depends on the worksite needs)

Manufacturing Machining - Lakeshore Technical College typically grants 144 hours of paid related instruction credit (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. Less credit may be granted and on occasion more credit is granted. Up to 216 hours or three semesters may be granted.

Articulation of Manufacturing Pathway Work-Based Instruction

Youth Apprentices must complete a checklist of state-defined competencies by the end of their program experience. The skills can be accomplished in any order, however an example for machining youth apprentices is:

- First Semester – Core Skills, Safety, and Manufacturing Fundamentals for every machine and area student works is completed
- Second Semester – Machining Grinder Skills Completed
- Third Semester – Machining Lathe Skills Completed
- Fourth Semester – Machining – Machine Center Skills Completed

The total YA work hours can vary from 1,000 to 1,500, with a minimum of 900 for the two-year program. DWD recommends that these work hours be carried forward into the RA program. Skills learned under YA work-based learning are similar to those in RA, but with less depth on a particular machine or process. A crosswalk with the Industrial Mechanical Technician Apprenticeship OJL Core Competences Crosswalk is attached, showing the similarities between the programs.

