

## Chapter 8 Working with Apprenticeships

### Introduction

ESM Chapter 8 Working with Apprenticeships replaces the Legacy ESM Chapter 6 Apprenticeship Implementation policy and forms, effective January 2024. Chapter 8 includes fourteen subchapters and two new forms.

### Administrative processes and procedures, by subchapter

Subchapter 8-1 is informational and does not include formal WTCS administrative processes or procedures. Subchapters 8-2 through 8-9 delineate WTCS Office of Instruction administrative processes and procedural requirements and include form references and citations to other primary ESM chapters that directly correlate to the topic. Subchapters 8-10 through 8-14 include references to select relevant administrative processes of the WTCS Office of Finance and Management and/or the Wisconsin Department of Workforce Development – Bureau of Apprenticeship Standards (“DWD-BAS” or “the Bureau”).

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## Forms

Forms for use with Chapter 8 administrative processes are found on the [MyWTCS Educational Services Manual Forms](#) site. Completed form submissions are sent to the WTCS [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu) general mailbox for tracking, routing, and review.

- Form 8-1 New Apprenticeship Program Approval
- Form 8-2 BAS Acknowledgement of College-Initiated Program Change

## **8-1 Apprenticeship System, References, & Resources Overview**

### **8-1 Introduction**

This subchapter 8-1 includes broad-ranging information about apprenticeship that is foundational to understanding the framework and resources of the Wisconsin registered apprenticeship system. If the topic content cites a WTCS or DWD-BAS administrative process relevant to WTCS colleges where an action or procedure is required, those will be further delineated separately in subsequent subchapters.

### **8-1. A. Wisconsin Registered Apprenticeship: A Collaborative Work- and School-Based Training Model**

Apprentices, employers and industries train through registered apprenticeship because it works. It is often referred to as an “earn while you learn” workforce education model. Apprentices earn a progressive wage while learning an occupation. Employers grow their own skilled workforce, and industries ensure the integrity of their training. Wisconsin employers annually train approximately 15,000 registered apprentices in about 200 occupations - from construction and manufacturing to healthcare and information technology.

#### Apprenticeable Occupations

Per the Wisconsin DWD-BAS [Wisconsin Registered Apprenticeship Manual \(WRAM\)](#), determination of qualifying apprenticeable occupations is under the authority of BAS. To qualify, the occupation must:

1. Involve skills that are customarily learned in a practical way through a structured, systematic program of on-the-job supervised learning.
2. Be clearly identified and commonly recognized throughout an industry.
3. Involve the progressive attainment of manual, mechanical or technical skills and knowledge which, in accordance with the industry standard for the occupation, would require the completion of at least 2,000 hours of on-the-job learning to attain.
4. Requires related instruction in addition to on-the-job learning.

#### Related instruction

Related instruction is defined in Wisconsin Admin Code [DWD 295.001\(20\)](#) as "an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation." It is a required component of every registered apprenticeship training program.

As defined in Chapter 11 of the WRAM, related instruction falls into two categories: paid and unpaid.

**Paid Related Instruction (PRI):** During paid related instruction, employers compensate apprentices at their standard rate of pay. If the apprenticeship duration is for two years or less, 144 hours of PRI is required per year. If the apprenticeship duration is longer than two years, then the PRI must not be less than 400 hours during the term of apprenticeship. However, it is allowable for total hours of PRI to exceed these statutory minimums.

**Unpaid Related Instruction:** The apprentice and the program sponsor may enter into an agreement requiring that the apprentice take additional unpaid related instruction on the apprentice's own time in excess of the number of paid related instruction hours required by law. Unpaid related instruction is often used to supplement technical subjects not covered in the core curriculum. This type of agreement is outlined in the special provisions section of the apprentice contract.

#### Consequence of Paid Related Instruction (PRI) Statute on Course and Curriculum Delivery at WTCS Colleges

The required hours of PRI are defined in the apprentice contract and statute. The consequence of this contractual requirement is five-fold:

1. "Seat time" hours of course attendance is counted in actual time contributable to the 144-hour statutory minimum per year. DWD-BAS apprentice contracts cite hours of required learning, not credits.
2. Course and curriculum standards for WTCS apprenticeship programs are developed in compliance with Course Credit Computation Rules found in the [WTCS Course Approval Manual - Chapter 4](#). These are documented in the Worldwide Instructional Design System (WIDS) WTCS Repository.
3. The apprenticeship curriculum standards are the official records of related instruction utilized by DWD-BAS staff to communicate related instruction content and duration with industry sponsors, apprentices, and DWD-BAS-administered industry advisory committees.
4. All apprenticeship program curricula are subject to a five-year cyclical review if related instruction is offered at more than one college. Industry advisory committees, DWD-BAS, the colleges, WTCS, and WIDS are engaged in the review and approval. WTCS apprenticeship curriculum standards documented in the WIDS WTCS Repository are the foundational basis for this shared review and revision process.
5. The college is required to record student attendance and notify DWD-BAS and the apprentice sponsor of absences. (See Section 8-11.)

## 8-1. B. Statutory Authority

The DWD-BAS is the primary statutory authority for Wisconsin registered apprenticeship programs. The United States Department of Labor Employment and Training Administration - Office of Apprenticeship (USDOL ETA-OA) recognizes state level apprenticeship program administration as provided through the [National Apprenticeship Act \(50 Stat. 664; 29 U.S.C. 50\)](#), also known as the Fitzgerald Act, signed into law in 1937. Wisconsin is one of more than half the states that operate as a State Apprenticeship Administration Agency (SAAA).

The Wisconsin apprenticeship system was founded in 1911 and predates the federal one. Since the founding, the [Wisconsin Technical College System](#) (WTCS) has been a statutory partner with the [Bureau of Apprenticeship Standards](#) (DWD-BAS) in the provision and administration of related instruction for registered apprenticeship programs. Wisconsin Statute [Chapter 38: Wisconsin Technical College System](#) directly references the training of apprentices as a primary mission and purpose of WTCS under sections 38.001(1m) and (2a).

Wisconsin Statute [Chapter 106: Apprenticeship, Employment and Equal Rights](#) governs the setting of standards for Wisconsin Registered Apprenticeship (RA) programs, including but not limited to apprentice contracts, ratio of journey workers to apprentices and allowance of high school seniors to participate in RA programs. Chapter 106.01(6)(d) also co-references the cooperation clause between DWD-BAS and WTCS or other school supported by public monies to furnish related instruction for apprentices.

Further governance is set out in [Wisconsin Administrative Code Chapter DWD 295: Apprenticeship](#) including provisions for eligibility and procedures for registration, standards, apprentice contracts, apprentice wage progression, local joint apprenticeship committees, criteria for apprenticeable occupations, effect of bargaining agreements, and apprenticeship program de-registration, re-instatement and appeals. [Wisconsin Administrative Code Chapter DWD 296: Federal Equal Employment Standards for Apprenticeship Programs](#) addresses equal employment opportunity (EEO) requirements of apprentice sponsors and affirmative action steps required for non-compliance. These include but are not limited to utilization analysis for race, sex, ethnicity and disability status, establishment of goals for under-represented populations, targeted strategies for outreach, recruitment and retention, provision of anti-harassment training and establishment of clear criteria and procedures for handling harassment or intimidation complaints.

## **8-1. C. DWD-BAS Governance, Policies and Procedures**

The DWD-BAS WRAM lays out the policies and procedures of the Wisconsin RA system including citations of relevant Wisconsin statutes and administrative code. The manual index is included below for reference. WTCS readers will find Chapters 2, 4, 5, 6, 9, 10, and 11 of particular relevancy to technical college administration of related instruction for apprenticeship programs.

- Chapter 1: Wisconsin Apprenticeship Council
- Chapter 2: Occupations
- Chapter 3: Sponsor Registration
- Chapter 4: Sponsors
- Chapter 5: Program Standards
- Chapter 6: Contracts
- Chapter 7: Minor Apprentices
- Chapter 8: Apprentice Selection Procedures
- Chapter 9: Apprentice Compensation
- Chapter 10: Prior Work and Education Credit
- Chapter 11: Related Instruction
- Chapter 12: Apprentice Completion Award
- Chapter 13: Recordkeeping
- Chapter 14: Equal Opportunity
- Chapter 15: Affirmative Action Plan
- Chapter 16: Compliance Review
- Chapter 17: Quality Assurance Assessment
- Chapter 19: Collective Bargaining Agreements
- Chapter 19: Layoff and Unassignment
- Chapter 20: Sponsor Deregistration & Suspension
- Chapter 21: Complaints and Appeals
- Chapter 22: Public Meetings
- Chapter 23: Public Records
- Chapter 24: Local Committee Litigation Policy

## **8-1. D. Statewide Industry Advisory Leadership Framework**

The framework for engagement of industry stakeholders in the administration of the Wisconsin RA system is very structured, statewide and collaborative. The declining hierarchy of advisory bodies to DWD-BAS includes firstly the [Wisconsin Apprenticeship Advisory Council](#) comprised of twenty-two statutorily-defined members, including nine employer representatives, nine employee representatives, one secondary education representative (K-12), one WTCS representative, and two public members. The State Apprenticeship Council meets quarterly.

There are three standing [sub-committees](#) of the Wisconsin State Apprenticeship Council (Council), including Equal Access and Outreach, Policy and Standards, and Career Pathways. These meet on an as needed basis, anywhere from bi-monthly to annually, depending on circumstances. WTCS participates in all Council and Council sub-committee meetings.

In addition, there are currently seventeen [State Apprenticeship Advisory Committees](#) (SAAC) comprised of industry, labor-management, and/or organized labor representatives each. These meet twice annually to advise DWD-BAS and WTCS on issues such as changes to apprenticeship entry criteria, EEO requirements of sponsors, and industry driven revisions in the related instruction or DWD-BAS Exhibit A, job tasks and duties, as the occupations evolve. SAACs may represent a single large apprenticeship occupation such as electricians, or a grouping of closely related occupations such as with the State Machine Trades Committee. Chapter 2 of the WRAM contains provisions on SAAC responsibilities and formation of new SAAC as apprenticeship expands to new industries and occupations.

The WTCS Education Director for Apprenticeship and college apprenticeship administrators participate as consultants to the State Apprenticeship Advisory Committees. The current meeting calendar and meeting materials are found on the BAS State Apprentice [State Apprenticeship Advisory Committee](#) webpage. Interested parties may sign up to receive SAAC meeting notifications directly.

See also ESM 8-5 Industry Advisory Committees for College Apprenticeship Programs for information about the role of the DWD-BAS-administered industry advisory committees on college advisory committee requirements, jurisdiction and operations.

## **8-1. E. Federal Apprenticeship System/US DOLETA-OA**

The federal system of apprenticeship falls under the administration of the US Department of Labor Employment and Training Administration - Office of Apprenticeship (DOLETA-OA) as prescribed in the U.S. Code of Federal Regulations [Title 29.29](#) and [29.30](#). These were substantially revised between 2016-2019 with consequent revision of [Wisconsin Administrative Code Chapter DWD 295: Apprenticeship](#) and [Wisconsin Administrative Code Chapter DWD 296: Federal Equal Employment Standards for Apprenticeship Programs](#) to align with federal standards.



Although rare in an SAAA state like Wisconsin, it is possible for Wisconsin apprenticeship sponsors to register through the federal system rather than the Wisconsin one. This is approved in consultation with DWD-BAS on a case-by-case basis. Although originating and operating in Wisconsin, the Dairy Grazier registered apprenticeship is one example of a federally registered program.

State and federal apprenticeship systems coordinate and collaborate on issues such as apprenticeship outreach, promotion, marketing, resource sharing, peer learning through national webinars and workshops, and securing, awarding, and administering substantial federal grant funding streams. [ApprenticeshipUSA](#) is the flagship web resource for career seekers, employers, educators, and others interested in learning more about apprenticeship. State and federal National Apprenticeship Week events, which occur annually in November, are posted on this site. The [USDOL Employment and Training Apprenticeship](#) website focuses instead on program administration, policies and directives and grant-making opportunities.

## 8-1. F. WTCS Apprenticeship Coordinators Council

[WTSC Board Policy 300](#) found in the [WTCS Board Policy Manual](#) specifies that each of the sixteen WTCS technical colleges designate a primary apprenticeship coordinator. Often these individuals are deans, associate deans, or managers of trade & industry instructional programs or workforce solutions/business contracting departments. Together with the WTCS Education Director for Apprenticeship, these individuals comprise the WTCS Apprenticeship Coordinators Council (ACC).

### Roles and Responsibilities of the College Designated Apprenticeship Coordinator and WTCS Apprenticeship Coordinators Council

The ACC as a group plays a three-fold role vis-à-vis WTCS administrative functions. Firstly, ACC engages with the WTCS Education Director for Apprenticeship as follows:

- Contributing to development and refinement of apprenticeship policy.
- Negotiating allocation of annual State General Purpose Revenue (GPR) Apprentice-Related Instruction grants.
- Participating in new program development.
- Collaborating on regional partnerships for the provision of related instruction.
- Identifying and engaging apprenticeship program faculty to contribute to System-wide apprenticeship curriculum for programs where more than one college offers related instruction.
- Consulting apprenticeship industry stakeholder meetings.
- Identifying special projects or quality improvement opportunities of System-wide interest or impact.
- Planning for the annual joint WTCS-BAS apprenticeship System-called meeting.



Secondly, the college designated Apprenticeship Coordinator acts as the primary nexus for discretionary apprenticeship information-sharing across functions and departments at each college. They determine who needs to know what and when. These may include instructional administrators in emerging apprenticeship sectors, student support services, institutional research, marketing, recruitment, career pathways, grants, budgeting and others.

Thirdly, the designated Coordinator is the college's primary apprenticeship ambassador for industry advisory committees, including college program advisory committees, sole sponsors and/or DWD-BAS-administered local Joint Apprenticeship Committees and State Apprenticeship Advisory Committees. (For information on WTCS process or procedural requirements related to apprenticeship industry advisory committees see Sub-chapter 8-4.)

### ACC Monthly Meetings

The WTCS Education Director for Apprenticeship hosts and facilitates a monthly virtual working meeting for college designated apprenticeship coordinators and apprenticeship support personnel. The focus is on shared business operations and information dissemination. DWD-BAS leadership periodically joins in, as do other guests, when the agenda warrants. [WIDS](#) consultants provide monthly updates on current apprenticeship course and curriculum development or revision projects.

## **8-1. G. Local Collaborative Operations Between College, BAS Field Staff and Apprenticeship Sponsors**

On the local level WTCS colleges, BAS and apprentice sponsors partner closely and systematically in a myriad of detailed apprenticeship program operations. [DWD-BAS Apprenticeship Training Representatives \(ATR\), Field Analysts and Outreach Representatives \(AOR\)](#) across the State act as the primary liaisons between apprentices and WTCS college apprenticeship offices, sole sponsors, local Joint Apprenticeship committees and third-party apprenticeship sponsors. All sixteen WTCS colleges maintain an Apprenticeship Office with administrative support staff. DWD-BAS ATRs are often co-located in the Apprenticeship Office of the local WTCS college. On the industry side, many WTCS colleges host the periodic meetings of [local Joint Apprenticeship Committees](#) (JAC).

## **8-1. H. Statutory Student Data Sharing – Apprentice Attendance and Progress**

Wisconsin Statute [Chapter 106: Apprenticeship, Employment and Equal Rights](#) Chapter 106.01(6)(d) cites student records sharing between the related instruction provider, sponsors and DWD-BAS. Per Chapter 11.7 of the [Wisconsin Registered Apprenticeship Manual](#) providers of related instruction are required to submit attendance and grade reports for each apprentice to BAS and the apprentice sponsor. It is the responsibility of

the employer or sponsor to address school absences with the apprentice and caution about consequences such as loss of pay or apprentice contract cancellation.

## **8-1. I. Credential Award Authority**

Completion of a registered apprenticeship is documented by a Certificate of Completion issued by DWD-BAS or the USDOL/ETA-OA. Receipt indicates that the apprentice has mastered the skills of the occupation and reached the level of journey worker or skilled worker. This certificate is recognized nationally and globally.

WTCS colleges do not award a post-secondary credential to completers of aid code 50 apprenticeship programs of related instruction. The related instruction alone comprises only a subset of the learning required for mastery of the educational and occupational competencies of the apprenticeship.

## **8-1. J. Credit for Prior Learning for Prior Work and Instruction**

Per Chapter 10 of the [Wisconsin Registered Apprenticeship Manual](#), apprentices may be eligible for credit for both prior work experience and related instruction. Any advanced standing awarded to the apprentice upon initiation of the contract must be noted in Exhibit A of the apprenticeship contract. If the application of any prior credit advances the apprentice to a higher wage, then that wage must be applied.

The Wisconsin Registered Apprenticeship Manual further stipulates the role of related instruction providers in recommending credit for prior learning (CPL) toward paid and unpaid related instruction hours in the apprentice contract. Related work-based learning credit is held separately under the purview of the sponsor and BAS.

### **10.3 Paid Related Instruction Credit**

*The apprentice may request credit for paid related instruction from the sponsor. If the sponsor recommends advanced standing for paid related instruction, the Bureau will contact the provider of related instruction to conduct an assessment of the apprentice's previous school experience. A test, portfolio, or skills demonstration may be used for evaluation of the apprentice's past educational attainment. The provider of related instruction will notify the Bureau once the assessment or evaluation is completed. If advanced standing is recommended by the related instruction provider, the Bureau will apply the awarded hours as credit toward the apprentice's contract completion and notify the provider of related instruction, the apprentice sponsor, and the apprentice of this action. If the application of the credit advances the apprentice to a higher wage, then that wage must be applied by the employer. If the Bureau does not award credit toward the apprentice's contract, it will notify the parties involved of this determination.*

### **10.4 Unpaid Related Instruction Credit**

*The apprentice or sponsor may also request credit for unpaid related instruction. However, in the case of unpaid related instruction, the sponsor may recommend directly to the Bureau an award of prior credit for the apprentice, without the recommendation of the related instruction provider. The sponsor may choose to request assistance from the provider of related instruction to assess the related schooling. The Bureau will notify the provider of related instruction, the apprentice sponsor, and the apprentice whether credit will be given for unpaid related instruction.*

Colleges engaged in conducting prior learning assessments (PLAs) and making recommendations for CPL should follow the guidelines and criteria delineated in ESM Chapter 10 Credit for Prior Learning.

## **8-1. K. Associate Degree Pathway for Completers of Qualifying Registered Apprenticeship**

The WTCS *Technical Studies – Journeyworker Associate of Applied Science* (JW-AAS) program (#10-499-5) is designed to provide academic recognition of both the related instruction and on-the-job learning completed through a Wisconsin RA. The JW-AAS is awarded through a System-wide advanced standing agreement that was initiated in the late 1990's.

All WTCS colleges recognize successful completion of an apprenticeship program with at least 400 hours of paid related instruction (PRI) provided through a WTCS college AND possession of a Certificate of Apprenticeship (completion) issued by DWD-BAS as fulfilling the 39-credit minimum technical studies requirement of the 60 credit JW-AAS degree.

Advanced standing for apprentice related instruction taken at other accredited institutions is currently determined on an individual basis using established credit for prior learning (CPL) procedures.

### **Degree Completion Requirements**

- Possess a Certificate of Apprenticeship (completion) issued by DWD-BAS.
- Complete all required WTCS apprentice paid related technical instruction with a minimum course grade of C. There are no time limits on credit recognition.
- Complete a minimum of 21 additional credits to meet the WTCS associate of applied science 60 credit minimum degree requirement. These must include 15 credits of general education as prescribed for an associate of applied science degree. The remaining 6 credits may be comprised of additional general education credits or technical/occupational course credits.
- Unpaid related instruction courses may qualify toward the 6 additional technical/occupational credits option if the transcribed courses were associate degree level aid code 10.

- Complete at least 25% of the credits through the technical college awarding the AAS degree. A WTCS apprenticeship program with at least 400 hours of PRI meets this threshold.
- Meet stated institutional graduation requirements including any graduation fees.

#### Designated Advisor for JW-AAS Degree Pathway 10-499-5

Due to the unique criteria of the JW-AAS advanced standing agreement, WTCS recommends that each college identify a designated advisor for the program. Often, this may be the college's designated apprenticeship coordinator.

### **8-1. L. Understanding Degree Apprenticeship**

#### What is a degree apprenticeship?

In a degree apprenticeship, the apprentice earns a certificate, technical diploma or associate degree from the college in addition to the Certificate of Apprenticeship from DWD-BAS.

#### How is a degree apprenticeship noted on the DWD-BAS Exhibit A?

The Special Provisions section of the DWD-BAS Exhibit A document will note that the apprentice must complete the certificate, diploma or degree. The program number for the degree will be noted. Some degree programs may include aligned courses.

#### What related instruction is required for a degree apprenticeship?

- Degree apprenticeships use the set of courses the college has submitted to WTCS for the degree program approval.
- For WTCS programs with the same approved program title and program number, BAS recognizes that the curriculum courses do not have to match between colleges. For unaligned programs, that may mean that different colleges have different courses for the same apprenticeship.
- Employers and colleges are encouraged to collaborate on the mechanism for earning credit for the individual courses (paired, classroom, CPL, etc.).

#### Do apprentices take all of the courses in the program?

Apprentices must receive credit for all of the courses in the program in order to obtain the degree. However, apprentices may earn the credit differently from other students. Apprentices can earn credit in any of the following ways:

<b>Classroom</b>	Apprentices attend the entire course (the same as non-apprentices). Course modality is at the discretion of the college (face-to-face, online, hybrid).
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<b>Paired Instruction</b>	Some learning happens in a classroom and some on the job. For example, apprentices attend the lecture portion of the course in the classroom but complete the lab portion on the job (using D Type course hours).
<b>Work-Based Learning (D Type Course Hours)</b>	Apprentices learn course competencies on the job. Credit is granted by having apprentices complete the same set of assessments as other students, which are evaluated by college instructors. but there is no “classroom time” requirement for apprentices.
<b>Credit for Prior Learning (CPL)</b>	Apprentices learn course competencies on the job. Apprentices earn credit by completing a college-defined assessment to obtain credit for prior learning. Assessments can only be completed once. If apprentices do not pass, they must take the course to obtain credit.

### How do paired classes work?

In a paired class apprentices usually attend class for the lecture and then complete some or all of the labs on the job. Apprentices should be required to complete the same assignments on the job as non-apprentice students complete in the lab.

College instructors provide learning materials to the apprentice and determine if apprentice skills check sheets can be checked off on the job by the skilled worker/mentor. Skill check sheets completed on the job should still be submitted to the college instructor for grading. Colleges may set up training with the skilled worker/mentor to ensure that assessments are properly conducted on the job.

### How do job site supervisors & skill mentors of apprentices learn of their responsibilities in partnering in the learning and assessment?

- Instructors are responsible for ensuring learning and assessments are completed.
- Training may be required for sponsor/mentors who supervise the work-based learning and evaluation of apprentices.
- Training would be provided by the college.

### How should college program prerequisites be handled?

Colleges may require the same pre-program prerequisites for apprenticeship students as other students.

### How long is a degree apprenticeship?

Degree apprenticeships may follow the same schedule of courses as other degree students, or they may be longer—more in line with a part-time student. Increasing the number of semesters may result in fewer credits per semester but make it more doable for employers and apprentices.

#### How are related instruction hours calculated?

Related instruction hours are based on the WTCS standard hour configuration for credit types.

- Courses earned through CPL are not included in the total number of related instruction hours in the apprentice contract administered by DWD-BAS.
- Courses earned through D Type Hours-Work Based Learning are not included in the total number of related instruction hours in the apprentice contract.

#### What are best practices for degree apprenticeships?

While these recommendations are not required for degree apprenticeships, they often make the process more manageable for employers and their apprentices:

- Courses with smaller numbers of credits lend themselves to CPL. Remember that CPL can be granted for an entire course, but not just a portion of it.
- Clustering courses on specific days (i.e., Monday and Tuesdays) or only during part of the day (i.e., Monday – Thursday in the morning) may make attending class easier for employers.
- Providing some online instruction makes the content accessible to working apprentices. Discuss with employers how many hours a week online instruction should be allowed for the online course.
- Discuss with the employer about the expectation for homework (number of hours recommended for homework). Homework would not be part of the PRI hours.
- Create a college document identifying the expectations for the degree apprenticeship. Employers should define how they will handle homework (paid or unpaid).

#### What if an apprentice doesn't pass a course designated as CPL?

To receive CPL, apprentices must complete a Prior Learning Assessment (PLA). If they do not pass the assessment, they must take the course. This may delay the enrollment in subsequent courses.

#### How is a plan of related instruction for a degree apprenticeship created?

1. Create a matrix of courses from the approved degree program.



2. For each course, faculty recommend how the course credit would best be earned in an apprenticeship modality of learning where the employed apprentice is gaining significant, structured learning experience on the job under the supervision of a skilled occupational professional.
3. Options include classroom (A or B Type course hours), paired instruction, work-based learning (D Type course hours), or through CPL.
4. For each course, indicate the recommended A-D Type course hour configuration, including number of hours by type and credits.
5. Review the plan with the apprentice sponsor(s).
6. Make adjustments as necessary and once finalized, share the degree apprenticeship curriculum plan with the assigned representative of the BAS.

### Sample Degree Apprenticeship Course Matrix

Course Number	Course Title	Total Course Credits	A Type Course Hours	B Type Course Hours	D Type Course Hours	How Credit is Earned
10-515-172	Respiratory Therapeutics 2	3	36 hours 2 credits	18 hours .5 credits	36 hours .5 credits	Paired Instruction
10-515-173	Respiratory Pharmacology	3	54 hours 3 credits	N/A	N/A	Classroom
10-515-175	Respiratory Clinical 1	2	N/A	N/A	144 hours 2 credits	On the Job Learning
10-515-176	Respiratory Disease	3	36 hours 2 credits	N/A	72 hours 1 credit	Paired Instruction
10-515-112	Respiratory Airway Management	2	N/A	N/A	N/A	Credit for Prior Learning

## 8-1. M. Certified Pre-Apprenticeship

DWD-BAS certifies pre-apprenticeship programs (CPAs) in Wisconsin. CPAs help job seekers gain the necessary skills for registered apprenticeships and help employers find qualified applicants. Programs are delivered by employers, community organizations, K-12 educational partners, WTCS colleges and more.

### What distinguishes a certified pre-apprenticeship program (CPA)?

A CPA has been determined by DWD-BAS to be a program or set of strategies that does the following:

1. Prepares participants with skills, competencies and support to enter a registered apprenticeship.
2. Has a documented partnership with at least one registered apprenticeship sponsor.
3. Incorporates six required components, explained in the BAS Certified Pre-Apprenticeship [Program Guide](#) on the [DWD-BAS CPA landing page](#).

Find more information about currently approved CPA programs and providers, or how to apply to become a CPA provider, on the DWD-BAS [Certified Pre-Apprenticeship website](#).

### Why should WTCS technical colleges offer CPAs?

WTCS colleges are in a unique position to comprehensively serve underprepared learners, engage underrepresented populations, lessen equity gaps and provide post-secondary credit momentum toward a post-secondary degree or registered apprenticeship pathway via a certified pre-apprenticeship program. Although CPA programs are not formally recognized nor under the administration oversight of WTCS, it is recommended that college CPA program design aligns with the criteria of an [Integrated Education and Training](#) program, an Adult Education and Family Literacy Act (AEFLA) best practice.

Grant funding may be available to help support college provision of certified pre-apprenticeship programs through WTCS-administered [AEFLA or Perkins Grants](#).

## **8-1. N. Youth Apprenticeship**

The nationally recognized Wisconsin Youth Apprenticeship (YA) Program provides high school students with academic and work experiences and skills that lead to both a high school diploma and a Certificate of Occupational Proficiency in a specific career cluster. The Wisconsin YA Program was created by the Wisconsin Legislature in 1991.

Youth Apprenticeship is a one or two year “earn while you learn” program for high school juniors and seniors that focuses on a combination of work and school-based training organized into thirteen YA program occupational clusters. Within each YA program cluster are a number of more specific [YA Occupational Pathways](#).

Wisconsin YA is housed in and provides policy direction through DWD-BAS. The Wisconsin [YA Policy Manual found on the DWD-BAS YA Forms and Publications page](#) contains information about history and background, program oversight and administration, YA grants, YA registrations, school and work based learning requirements, program monitoring and evaluation and related legislation. Restrictions on work tasks allowable for minors in a formal YA program are also defined by the DWD-BAS Youth Apprenticeship office.

A wealth of information for students, parents, employers, and YA program administrators is available on the [DWD-BAS Youth Apprenticeship website](#) and through contacting the appropriate [YA Regional Coordinators](#).

### YA Dual Enrollment

To learn more about the intersection of youth apprenticeship with WTCS Career Prep and Dual Enrollment initiatives and resources, see [Career Prep and Dual Enrollment](#) on the myWTCS website.

## 8-1. O. WTCS State General Purpose Revenue (GPR) Apprentice-Related Instruction Grants

The Wisconsin Technical College System (WTCS) Board awards funds up to \$500,000 in its Apprentice-Related Instruction grant category annually to the technical colleges for two purposes. The first is the development, documentation in WIDS and facilitated cyclical review and revision of System-wide apprenticeship curricula. The second is financial support for apprentice-related instruction that cannot be provided through normal district budgeting cycle when there is an unanticipated gap between projected versus actual industry demand for related instruction. These projects allow WTCS to ensure continuity of apprenticeship classroom training during periods of temporary expansion or contraction of labor demand and support apprentice training for rapidly developing industries.

More information about Apprentice-Related Instruction grant-making, grant cycle, funds availability and limitations, allowable activities, measurable objectives, reporting requirements and application procedures are found in the [WTCS State GPR Grant Guidelines](#) on the myWTCS website.

## 8-1. P. Apprenticeship Completion Report

The annual [WTCS Apprenticeship Completion](#) report summarizes employment and training satisfaction outcomes for registered apprentices completing related instruction through a Wisconsin technical college. It is produced in a collaborative effort between WTCS, WTCS colleges and DWD-BAS. Wisconsin's sixteen technical colleges conduct an annual survey each fall to assess outcomes for those receiving an apprenticeship completion certificate from DWD-BAS in the preceding fiscal year.

Published in January of each year, the report is widely disseminated to public and private apprenticeship stakeholders, Wisconsin technical colleges, District Boards, workforce development agencies, K-12 educators and others.

## 8-1. Q. Scholarships and Grants for Apprentices

### Apprenticeship Completion Award Program (ACAP)

The [Apprenticeship Completion Award Program \(ACAP\)](#) is funded through Wisconsin legislative authority and is administered by DWD-BAS. DWD-BAS may reimburse the apprentice or sponsor a maximum of \$1,000 or 25%, whichever is less, for the tuition costs charged for an apprentice to participate in related instruction. Public sector apprentices and sponsors, such as protective services, utilities, and more are excluded from ACAP by law.

The party or parties that incurred the costs (the apprentice or the sponsor) can request reimbursement from DWD-BAS. Reimbursement is not guaranteed. ACAP funding is finite and annual. DWD-BAS will disburse funds on a first-come, first-serve basis.

To be eligible, the apprentice must meet either eligibility event:

- **Year One:** the apprentice is active and in good standing at the one-year anniversary of their contract registration.
- **Completion:** the apprentice successfully completes, and is currently employed, in the program in which they were trained.

For more information about eligibility, the reimbursement application process, and contacts information, go to the [ACAP page on the DWD-BAS website](#).

### Tools of the Trade Scholarship (ToTT)

Since its inception in 2013, [Ascendium Education](#) has sponsored the Tools of the Trade (ToTT) scholarship program and awarded millions of dollars to Wisconsin registered apprentices in construction and industrial trades who received their related instruction through a Wisconsin technical college. Starting with 20 awards of \$1500 each for solely Milwaukee Area Technical College apprentices, the scholarship program expanded System-wide, growing each year. In 2023, Ascendium Education awarded over \$1.5 million in \$2000 scholarships to 771 apprentices with recipients at every Wisconsin technical college.

WTCS and WTCS colleges are active partners with Ascendium Education in promotion of scholarship awareness, application process and timelines, and eligibility determination. The customary timeline for scholarship administration is as follows:

- **August:** Launch of new academic year collaboration with Ascendium providing technical college Apprenticeship Managers with information on scope, application changes, promotional materials and enrollment confirmation timelines.
- **September-October:** During this scholarship application window, colleges publicly post and disseminate scholarship information to apprentices. Apprentices apply directly to Ascendium via a digital platform.
- **November-January:** Ascendium reviews scholarship applications and verifies applicant qualifying income and qualifying program eligibility.
- **January-February:** Ascendium provides college Apprenticeship Managers with list of prospective awardees from their respective college and requests student enrollment confirmation for fall and spring semesters.
- **March-April:** Ascendium finalizes selection of scholarship awardees. Awardees are notified of receipt of scholarship.
- **April:** Ascendium notifies the WTC system office and colleges of awardees, by college and program of study.

To learn more, visit the applicant-facing [Tools of the Trade Scholarship](#) (ToTT) website for current year information.

In 2023, Ascendium Education renewed their commitment to continue to sponsor the ToTT scholarship program through 2028.



## 8-2 New Apprenticeship Program Development

### Introduction

New apprenticeship program development types and processes are addressed in this chapter. New program development is always a cooperative endeavor between the college and DWD-BAS and often includes consultation with the WTCS Education Director for Apprenticeship.

- Consult ESM Chapter 8-3 New Apprenticeship Program Approval Process and Form 8-1 for insight on key benchmarks of development that are documented during the program approval phase. Procedures are also included in Chapter 8-3.
  - Note that WTCS administrative requirements for program approval differ if the apprenticeship is new to the System versus replication at a new college of an existing, WTCS Board approved apprenticeship program.
- Consult ESM Chapter 8-7 Curriculum Standards for Aid Code 50 Apprenticeship Programs to understand how a documented Apprenticeship System-wide Curriculum Standard (ASCS) for the same approved program title and number may affect college approach to development of new program curriculum content locally.
- Consult ESM Chapter 8-1. L Understanding Degree Apprenticeship if the new program under development will include an embedded post-secondary degree/diploma curriculum and credential award.

### DWD-BAS Process for New Apprenticeship Program Development

DWD-BAS has a defined process for developing new apprenticeship programs. The process is the same whether the approach is for a statewide new program model or a local new program. The components are the same, but the scope is different.

Statewide new program development was the common approach until 2020 and engaged diverse industry and college stakeholders to build a common ground model sourced from a Developing a Curriculum (DACUM) process. It often included the creation of new, unique, aid code 50 courses. Local program development has since emerged as a more streamlined and effective strategy with narrower engagement of 1-3 committed employer sponsors in a single geographic area with an identified college partner. In this case, related instruction is most often sourced from existing, approved courses (aid code 10, 30, 31, 32, 50, or 47) offered at the pilot college rather than via a DACUM or via new aid code 50 course creation.

Local program development does not preclude future program replication at additional WTCS colleges. Subsequent colleges would substitute local course equivalents that meet or exceed the learning competencies defined in the DWD-BAS Exhibit A minimum standards for that occupation. Variance in total hours of related instruction in the apprentice contract is allowed and captured through local BAS contract customization.

### New Apprenticeship Program Development Steps

College engagement occurs in steps 3-7 below, with step 4b. being the most work intensive. Step 4.b. may entail multiple meetings with sponsors and BAS staff, and consultation with the WTCS Education Director for Apprenticeship and/or WTCS Education Director for that occupational cluster.

1. Identify the occupation.
2. Identify the potential sponsor.
3. Identify the provider of related instruction.
4. Develop the minimum standards:
  - a. DWD-BAS leads development with prospective sponsors of minimum work process standards and hours.
  - b. College leads development of curriculum content and identifies related credits and hours of instruction. College determines how course credits will be earned and preferred modality of instruction. Sponsors are engaged in the selection of necessary coursework based on college recommendations.
    - i. Ascertain if an Apprenticeship System-wide Curriculum Standard (ASCS) exists for the same aid code 50 program title and number prior to developing new curriculum. (See ESM Chapter 8-7.)
    - ii. Determine what, if any, local college variances from the ASCS are preferable and supported by sponsors.
5. Attain industry approval.
6. Attain administrative approvals. (See ESM Chapter 8-2.)
7. Implement the registered apprenticeship.

### Degree Apprenticeship Development Considerations

Curriculum in a degree or diploma program may include WTCS general education courses, program-specific general education courses and program-specific occupational or technical courses. Sponsors and the college must agree on how apprentices will complete the entire degree or diploma curriculum embedded in the apprenticeship pathway/term.

- Each course in the curriculum must be analyzed by the related instruction provider for its composition of A, B, C, and D Type course hours, as defined in ESM Chapter 7 Course Standards – A-E Course Hour Definitions. WIDS consultation may be engaged for grant-funded new program development projects.

- A, B, and C Type course hours are directed by faculty. Therefore, they become the minimum required hours of related instruction in the DWD-BAS Exhibit A.
- D Type course hours are guided and assessed by faculty but **directed by the employer at the worksite**. Therefore, those hours are included as hours of on-the-job learning and appear on the DWD-BAS Exhibit A as a work process, noted as "Perform work-based learning in support of related instruction."

Generally, the related instruction provider and potential sponsors must agree to pursue one of the following paths:

1. Include the entirety of the curriculum (all courses and all categories of hours) as PRI. This is the most straightforward but requires the most time and cost to the employer and apprentice.
2. Require applicants to complete WTCS general education courses and/or program general education courses prior to beginning the apprenticeship. This lowers cost and time to the employer but requires the same amount of time and cost to the applicant or apprentice.
3. Deliver the courses through a mix of PRI, credit for prior learning (CPL), and "paired instruction" (WTCS "D Type course hours) in which learning is guided and assessed by faculty but directed by the employer at the worksite. This reduces time and cost to the employer and apprentice but requires the greatest collaboration and coordination between the employer and related instruction provider.

Options for streamlining the AAS/TD curriculum delivery and consequent attribution of hours of related instruction in the DWD-BAS Exhibit A

1. General education courses, or their equivalent, may be required by the sponsor to be completed prior to beginning the apprenticeship, in which case they are excluded from PRI hours and included under Special Provisions of Exhibit A.
2. Program-specific general education courses may be completed via CPL, in which case the course hours are excluded from PRI, but the course titles are listed in Special Provisions as required to complete via CPL or taken as unpaid related instruction.
3. Some program courses may be learned partially or entirely through paired instruction, or a combination of classroom lecture and work-based learning hours assessed by the instructor. The total A, B, and C Type course hours become the minimum hours of PRI. The total D Type course hours are included in the on-the-job-learning hours as the minimum required hours for the work process, *"Perform work-based learning to support the degree program."* In Exhibit A, DWD-BAS lists each course and its D hours under this single umbrella work process.

## **Supplemental Information**

ESM 8-3 New Apprenticeship Program Approval Process

ESM 8-1. L. Understanding Degree Apprenticeship

ESM 8-7 Curriculum Standards for Aid Code 50 Apprenticeship Programs

## 8-3 New Apprenticeship Program Approval Process

### Introduction

New apprenticeship program approval process, procedures, and approving authority requirements are addressed in this chapter. It is a cooperative endeavor between the WTCS college and DWD-BAS in consultation with the WTCS Education Director for Apprenticeship. Roles and responsibilities are designated in the Procedures section and through the attendant Form 8-1: New Apprenticeship Program Approval.

### New Apprenticeship Program Approval Criteria

The new program approval process for an aid code 50 apprenticeship program of related instruction is different than that of WTCS associate degrees and technical diplomas. Questions and criteria that are normally addressed in the two-phase WTCS Concept and Program Approval process for associate degree and technical diploma programs are handled as single step for new apprenticeship program approval.

#### Two Types of Aide Code 50 Apprenticeship New Program Approval

##### ***New-to-System***

Significant program capacity building activity led by DWD-BAS must take place prior to formal submission of a college request for approval to deliver the related technical instruction portion of a new apprenticeship program. Preliminary steps conducted by DWD-BAS include the determination of sufficient labor market need to justify certification of a new apprenticeship program, development of work process standards and minimum hours of PRI and attainment of sponsor commitments to hire.

Part of the new program development process includes identification of a WTCS college to commit to pilot the related instruction for the new program and to collaborate on extensive curriculum development. Other interested colleges are invited to consult. The WTCS Board reviews and approves new-to-System aid code 50 apprenticeship programs.

##### ***Replication of an Existing WTCS Board Approved Apprenticeship Program at a New WTCS College***

As DWD-BAS identifies the need for expansion of related instruction availability due to increased industry demand and geographic scope, additional WTCS colleges may seek approval to provide the aid code 50 related instruction locally. This is considered a replication of an existing WTCS Board-approved apprenticeship program. Under DWD-BAS administrative authority it is recognized as the same apprenticeship program since DWD-BAS has already developed and approved the program's statutory and other minimum standards. Allowances are made for variation in related instruction content by college as long as the DWD-BAS minimum program standards are met. On behalf of

the WTCS Board, the WTCS office administratively reviews and approves replicated apprenticeship programs.

## **New Apprenticeship Program Approval Form 8-1 Content**

Sections include:

- Section 1 Contacts
- Section 2 Program Identification
- Section 3 New Program Approval Type
- Section 4 District and WTCS Board Approval Dates
- Section 5 DWD-BAS Affirmation of Labor Market Demand
- Section 6 Applicable Industry Advisory Committees
- Section 7 Curriculum Documentation
- Section 8 Related Instruction Implementation Plan
- Section 9 Equity Prompt
- Section 10 Degree Apprenticeship
- Section 11 Signatures

## **Procedure(s)**

Since new apprenticeship program approval may be sought by a college and granted by the WTCS Board well in advance of implementation of the first cohort of related instruction, the following two procedural steps may be addressed in tandem or sequentially. Procedure #2 is not an actionable condition required for new program approval but must be completed and received by the System Office before first cohort instruction begins.

### **#1 Request new apprenticeship program approval**

1. Following district policy and procedures, prepare new apprenticeship program approval documentation and schedule for District Board review and approval.
2. Complete all fields indicated for college inputs on WTCS Form 8-1: New Apprenticeship Program Approval. Include signature(s) of college administrator(s) who will oversee the new apprenticeship program at this step.
3. Email the partially completed Form 8-1 to the DWD-BAS Director with notification of intent to obtain new apprenticeship program approval.
4. Request that DWD-BAS Director complete Form 8-1 fields indicated for their use and provide their signature. Identify a due date by which DWD-BAS should return the form to the college administrator identified on the form.



5. College program administrator(s) review the completed Form 8-1 and forward it for review and signature to the Instructional Services Administrator or President, per district policy and procedure requirements.
6. Obtain District Board approval for the new program.
7. Submit request for new apprenticeship program approval to WTCS, including Form 8-1 along with all required documentation, to [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu).
8. Once WTCS Board approval is obtained, if the college would like to expedite publication of new apprenticeship program availability on the public-facing <https://wtcsystem.edu/programs/find-your-program/> website, consult with the college's Marketing Director to send notification and program description to [webmaster@wtcsystem.edu](mailto:webmaster@wtcsystem.edu).

#### #2 Notify DWD-BAS and WTCS of imminent implementation of first cohort of related instruction

1. Complete all fields indicated for college inputs on WTCS Form 8-2: BAS Acknowledgement of College-Initiated Program Action.
2. Email completed Form 8-2 to the DWD-BAS RA Section Chief (Chief of Field Operations) with request for acknowledgement and signature, and notification of form return due date to college.
3. Submit completed Form 8-2 to WTCS via the [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu) general mailbox.

### **Supplemental Information**

ESM Chapter 8-1. Apprenticeship System, References, and Resources Overview

ESM Chapter 8-2: New Apprenticeship Program Development

ESM Chapter 8-5. Industry Advisory Committees for Apprenticeship Programs

ESM Chapter 8-7. Apprenticeship Curriculum Standards

[DWD-BAS Wisconsin Registered Apprenticeship Manual](#), Chapters 2, 4 and 11

#### Forms

Form 8-1 New Apprenticeship Program Approvals

Form 8-2 BAS Acknowledgement of College-Initiated Program Action

## 8-4 Shared Apprenticeship Programs

### Introduction

Shared Aid Code 50 apprenticeship programs are subject to the same processes, procedures and approvals as other WTCS degree/diploma programs, with certain procedural exclusions or additions. Unless otherwise cited in this section 8-4, follow the instructions of ESM Chapter 16: Shared Program Agreements. DWD-BAS manages apprentice contracts and field operations. As such, DWD-BAS must be notified of colleges engaged in related instruction provision and locations of expected course attendance.

### Financial Aid Considerations Exclusion

Aid Code 50 apprenticeship programs are not eligible for financial aid because colleges do not award a post-secondary credential for program completion. Thus, provisions related to financial aid review of ESM Chapter 16 do not apply.

### Additional Apprenticeship Program Procedure

DWD-BAS must be notified of creation or dissolution of an aid code 50 shared apprenticeship program agreement.

1. Prepare relevant fields of Form 8-2: BAS Acknowledgement of College-Initiated Program Action.
2. Submit Form 8-2 via email to the DWD-BAS RA Section Chief for review and acknowledgement via signature.
3. Include relevant ESM Chapter 16 forms/attachments for BAS reference.
4. Inform BAS of the due date of return of Form 8-2 to the college.
5. Include BAS-signed Form 8-2 in package of materials submitted to WTCS as directed in ESM Chapter 16.

## **Supplemental Information**

[DWD-BAS Staff Contacts Lookup](#)

[ESM Chapter 16 Shared Program Agreements](#)

[Forms](#)

Form 8-2 BAS Acknowledgement of College-Initiated Program Action

Form 16-1 Agreement Creation

Form 16-3 Shared Agreement Courses

Form 16-4 Agreement Discontinuance

## 8-5 Industry Advisory Committees for College Apprenticeship Programs

### Introduction

DWD-BAS-administered advisory committees are officially recognized as the primary advisory to both DWD-BAS and WTCS colleges. As described below in certain circumstances, a college may elect to solicit supplementary local advisory input. If present, college-hosted program advisory committees are subject to the guidelines, criteria and procedures defined in ESM Chapter 19 Program Advisory Committees.

### State Apprenticeship Advisory Committees

State Apprenticeship Advisory Committees (SAACs) appointed by DWD-BAS are officially recognized as advisory to both DWD-BAS and to WTCS colleges on policy and standards for registered apprenticeship (RA) occupations under their oversight. They set the minimum standards and hours for both work processes and related instruction of the apprenticeship. SAAC members are engaged as informants in the five-year cyclical review process of WTCS apprenticeship curriculum standards. DWD-BAS determines, in consultation with WTCS, if related instruction curriculum standard review will be conducted solely through SAAC members or also enjoin the program sponsors/employers under the SAAC's purview. Meetings are held twice annually and subject to open meeting laws. The current list of [State Apprenticeship Advisory Committees](#) and public meeting calendar and materials are maintained by DWD-BAS.

For WTCS college purposes, SAACs and DWD-BAS are the recognized industry advisory entities. For occupations covered by one of the SAACs and for which there is no additional local construction trade committee nor sole sponsor jurisdiction, it is recommended that the college engage supplemental local industry advisory input from sponsors who refer apprentices to that college for related instruction. Colleges may elect to use existing, occupationally related college technical diploma or applied associate degree program advisory committees for this purpose.

### Local Apprenticeship Committees

Local committees are established by DWD-BAS and act in an advisory capacity in the operation of an apprenticeship program in the construction sector. There are two types, joint and non-joint, where Joint Local committees represent the interests of both organized labor (unions) and management. Local committees must comply with the minimum standards set by DWD-BAS and the SAAC for the specified construction trade. They meet twice annually, or more as needed, and meetings are subject to open meeting laws.

For WTCS college purposes, construction trades local apprenticeship committees appointed by DWD-BAS will serve as WTCS college advisory committees.

### Sole Sponsor Programs

An apprenticeship program sponsored by an individual employer is a sole sponsor program. Under this model, apprenticeship training is conducted at one location or, in the case of a multi-site sole sponsor, at multiple locations controlled by a single employer. A sole sponsor program may be operated unilaterally by management or in conjunction with a union.

For WTCS college purposes, the sole sponsor and DWD-BAS are the recognized industry advisory entities.

### Industry Advisory Committees

An Industry Advisory Committee is a third-party sponsor which operates a registered apprenticeship program on behalf of multiple employers that are not in the construction sector. Sector examples include utilities, manufacturing, healthcare, and information technology. Industry Advisory Committees must abide by the sole sponsor criteria and additional specified criteria of Industry Advisory Committees as detailed in Chapter 4 of the DWD-BAS Wisconsin Registered Apprenticeship Manual. DWD-BAS and the Industry Committee sponsor determine if development and review of related instruction curriculum will also enjoin employers represented by the Industry Committee sponsor. Industry committee meetings are scheduled on an as-needed basis and are not subject to open meeting laws.

For WTCS college purposes, the Industry Committee sponsor and DWD-BAS are the recognized industry advisory entities. The college may elect to solicit supplemental local advisory input from sponsors under Industry Advisory Committee jurisdiction who refer apprentices to that college for related instruction. Colleges may elect to use existing, occupationally related college technical diploma or applied associate degree program advisory committees for this purpose.

## **Supplemental Information**

[DWD-BAS Wisconsin Registered Apprenticeship Manual](#) – See Chapter 2: Occupations and Chapter 4: Sponsors

[WTCS Board Policies – WTCS Board Manual](#):

- WTCS Board Policy 309 – Advisory Committee for WTCS Degree Programs
- WTCS Board Policy 300 – Apprentice-Related Technical Instruction

[Wisconsin Statutes Chapter 38 Technical Colleges \(Advisory Committees\)](#)

ESM Chapter 8-1D. Statewide Industry Advisory Leadership Framework

ESM Chapter 19: Program Advisory Committees

## 8-6 Apprenticeship Course Standards & Use Criteria

### Introduction

Aid code 50 apprenticeship courses are subject to the same standards, processes and approvals as other WTCS courses. Only the unique exceptions and additions for aid code 50 courses are noted in this Section 8-5. Otherwise follow the instructions of ESM Chapter 7: Course Standards.

### Aid Code 50 Course Designation

WTCS assigns aid code 50 to differentiate “apprenticeship” courses. Aid code 50 courses are different than other WTCS aid code courses for several reasons:

- Aid code 50 course content is designed to teach only part of the learning needed to attain an occupational competency, focusing on the theoretical, technical or academic content. Classroom learning is augmented by structured, hands-on skills demonstration and practice at the workplace while under the supervision of a skilled worker. Only through combined classroom and workplace learning will the apprentice attain competency.
- Aid code 50 course enrollment is restricted to active apprentices in contractual, registered apprenticeship programs under the administration of DWD-BAS or the United States Department of Labor Employment and Training Administration - Office of Apprenticeship (USDOL-ETA-OA).
- Per Chapter 11 of the [DWD Wisconsin Registered Apprenticeship Manual](#), non-apprentices are prohibited from enrolling in aid code 50 courses.

### Course Standards Unique to Aid Code 50 Courses

#### Course Credit Computation and Course Hours Type

Aid code 50 course standards are primarily addressed in ESM Chapter 7 and Chapter 4 of the [WTCS Course Approval Manual](#). Apprenticeship contracts are set in hours of related instruction, thus the WTCS course policy and data system allow for three important accommodations:

- Aid code 50 course credits are allowed in quarter (.25) credit increments.
- Aid code 50 course credit computation rules allow for rounding hours up to the next quarter credit (.25) based on 9-hour increments where 36 hours equals 1 credit.
- Aid code 50 courses allow for inclusion of only A, B, C, and D Type course hours.

#### Course Numbering Convention 50-xxx-7xx



Aid code 50 course numbers ending in -7xx signify a convention adopted by WIDS and WTCS to indicate aid code 50 courses developed as part of an apprenticeship curriculum standard (ACS) for a new-to-system apprenticeship program. The convention is also applied when a previously undocumented apprenticeship curriculum becomes documented in the WIDS WTCS Repository during the five-year cyclical review of all apprenticeship curricula. Approximately 95% of all WTCS apprenticeship programs have a documented curriculum standard in the WIDS WTCS Repository with attendant 50-xxx-7xx Course Outcome Summaries.

### Allowable Curriculum Exception Codes (CEC) for Aid Code 50 Course Record

It is rare that an aid code 50 course would require a curriculum exception code because these courses are already restricted access solely for apprentices with an active apprenticeship contract. If use is necessary due to curriculum configuration, the 93 (courses without curriculum) curriculum exception code (CEC) should be utilized.

NOTE: Once the new WTCS Course, Curriculum and Programs (CCP) Portal is launched (estimated spring of 2025), allowable CEC codes for aid code 50 courses will change to include only the following new CECs:

- 96 = Paid related instruction (PRI) course not in curriculum
- 97 = Unpaid related instruction (URI) course not in curriculum

There will be a transition period to accommodate this change.

### Course Description Additional Requirement if CEC is Applied

If an aid code 50 course record is submitted to WTCS with a curriculum exception code (CEC), then the course description must additionally indicate why a CEC was applied to the course record and specify the intended course attendee audience.

### Use of CEC Codes in Aid Code 50 Course Records Subject to WTCS Desk Audit

Use of CEC codes for aid code 50 courses is subject to periodic desk audit by the WTCS Education Director for Apprenticeship and WTCS Education Director for Instructional Data Systems.

### Electives

Aid code 50 courses are not allowed as electives. WTCS has removed the historic 50-999-999 elective functionality from the WTCS Course, Curriculum and Client Manuals and Data Systems.

### Modality of Course Delivery Potentially Subject to DWD-BAS Review

The traditional modality of instruction for apprenticeship courses is in-person in a classroom because apprentices are in paid employment status while at school. Hours of

attendance and absence are recorded and shared between parties to the apprentice contract.

While selection of modality of instruction is under the purview of the college, the DWD-BAS Wisconsin Registered Apprenticeship Manual, Chapter 11.5 – Delivery Modality, cites the following caveat:

*“The delivery modality is subject to Bureau approval and may entail in-person or distance education, such as through virtual formats, or other methods approved by the Bureau. The delivery modality of related instruction is determined by the related instruction provider, in consultation with their local program sponsors. If the related instruction provider is a WTCS college, the Bureau must be consulted and make the final determination if the college and majority of local sponsors substantially disagree on acceptable method of instruction.”*

## Supplemental Information

ESM Chapter 7 Course Standards

[WTCS Course and Curriculum Manuals](#) – Scroll down to Course Approval Manual, Chapter 4: Course Credit Computation Rules

ESM Chapter 8, Section 8-1A. Wisconsin Registered Apprenticeship: A Collaborative Work and School-Based Training Model

ESM Chapter 8, Sections 8-2, 8-7, and 8-8 for reference on apprenticeship curriculum standards

[DWD-BAS Wisconsin Registered Apprenticeship Manual](#) – Found in the Policy & Guidance sub-section

## 8-7 Curriculum Standards for Aid Code 50 Apprenticeship Programs

### Introduction

Aid code 50 curricula are subject to many of the same administrative processes and approvals as other WTCS degree/diploma curricula. Standards, additional considerations and procedures for aid code 50 curriculum are described in this chapter.

### Aid Code 50 Curriculum Designation

WTCS assigns aid code 50 to differentiate “apprenticeship” curricula. Aid code 50 curricula are different than other WTCS aid code curricula for several reasons:

- Aid code 50 curriculum content, often termed “related instruction”, is designed to teach only part of the learning needed to attain occupational competency, focusing on the theoretical, technical or academic content. Classroom learning is augmented by structured, hands-on skills demonstration and practice at the workplace while under the supervision of a skilled worker.
- WTCS colleges never award a post-secondary credential to completers of an aid code 50 program, nor are there ever official graduates.
- Aid code 50 programs are not eligible for financial aid.
- Aid code 50 program enrollment is restricted to active apprentices in contractual, registered apprenticeship programs under the administration of DWD-BAS or the United States Department of Labor Employment and Training Administration Office of Apprenticeship (USDOL-ETA-OA).

#### Curriculum configuration considerations due to paid vs. unpaid related instruction designation

The DWD-BAS-administered apprenticeship contract and Exhibit A define which curriculum courses are paid related instruction (PRI) or unpaid related instruction (URI). Only a sub-set of DWD-BAS recognized apprenticeship programs include URI, primarily in the construction sector. Per statute, apprentices are paid their hourly wage while in PRI courses.

- PRI courses are sequenced in the curriculum. URI courses are not necessarily sequenced in the curriculum and may be taken when the apprentice prefers. Many URI courses are customarily offered as night classes.
- When an apprenticeship program includes both PRI and URI courses, under certain circumstances a college may opt to *exclude* URI courses in the approved aid code 50 curriculum. This allows the college to execute a program completion

record for the student after completion of solely PRI courses. In this case, URI courses are submitted with a curriculum exception code (CEC).

- If required URI courses are designated as restricted access aid code 50 courses, a college may subsequently enroll the apprentice “completer” in the 50-499-9 “Apprentice/Journey Worker Upgrade” Client Reporting program to allow for continuing access to aid code 50 URI courses.
  - See Sub-Chapter 8-10 *Purpose and Limitations 50-499-9 Apprentice/Journey Worker Upgrade Program*.

#### Consequence of contractually-defined hours of related instruction on aid code 50 curriculum

The DWD-BAS-administered apprenticeship contract cites the required total hours of both PRI and URI, if applicable. Aid code 50 curricula are subject to compliance with the DWD-BAS apprentice contract requirements and to the following WTCS policies:

- All allowable aid code courses included in an aid code 50 apprenticeship curriculum are subject to compliance with Course Credit Computation Rules found in the [WTCS Course Approval Manual](#) Chapter 4.
  - See also Chapter 8-6 *Apprenticeship Course Standards*
- WTCS requires that college course delivery matches the course credit hours in the approved course record in the WTCS Course and Curriculum Portal (CCP).

### **Standards for Aid Code 50 Curriculum**

The following standards apply to both traditional apprenticeship curricula and to degree apprenticeships that embed a primary degree (aid codes 10, 30, 31, 32) curriculum with degree/diploma credential award in the aid code 50 curriculum shell. For degree apprenticeships, some exclusions to the below will apply when not allowed in the primary degree curriculum. See ESM Chapter 2 Program Requirements and Chapter 7 Course Standards.

Allowable Course Aid Codes: Aid code 50 curriculum may contain aid code 10, 30, 31, 32, 47, and 50 courses.

#### **Special Limitations:**

- General College (Prepared Learner) courses are not allowed in an aid code 50 curriculum but may be included as a required course under the Special Provisions section of the DWD-BAS-administered Exhibit A.
- Aid code 47 courses are allowed only if the Special Provisions of the DWD-BAS Exhibit A links the learning content to an industry credential or

certification, to the mandatory Transition to Trainer course or to another specified provision.

Course Alternates: Aid code 50 curriculum may contain aid code 10, 20, 30, 31, 32, 47, and 50 courses as alternates.

Special Limitations:

- Aid code 20 courses are allowed as an alternate course only if the aid code 50 curriculum is aligned as a degree apprenticeship and the approved curriculum of the primary degree requires it.
- Aid code 20 courses may only be an alternate to an aid code 10 primary course.
- Aid code 47 courses may only be an alternate to an aid code 47 or aid code 50 primary course.
- There is no limit on total course alternates for aid code 50 curriculum as long as alternate course usage does not result in a different program outcome and the resulting variance in learning content is recognized in the DWD-BAS-administered Exhibit A.
- The CCP system allows input of only two alternate course records per course in the curriculum file.

Electives: Electives are not allowed in aid code 50 curriculum unless aligned as a degree apprenticeship and the approved curriculum of the primary degree requires it. Use of electives must comply with the rules of the primary aid code curriculum.

Curriculum Credit Minimum: Consequent from statute, an aid code 50 curriculum must contain no less than 144 hours of related instruction. If comprised of aid code 50, 30, 31, 32, or 47 courses, the credit minimum is 4 credits within the curriculum. If comprised of aid code 10 courses, the credit minimum is 8 credits.

Curriculum Credit Maximum and Range Distribution: There is no maximum limit on credits allowed in the aid code 50 curriculum nor does range distribution apply.

30% Program Differentiation Rule: Program differentiation does not apply to aid code 50 apprenticeship programs. See ESM Chapter 2 Program Requirements for reference.

## **Apprenticeship System-wide Curriculum Standard (ASCS) – Documentation in WIDS of Apprenticeship Curricula**

An Apprenticeship System-wide Curriculum Standard (ASCS) documents related instruction and DWD-BAS external requirements for an apprenticeship program when related instruction is offered at more than one WTCS college. Documentation is created and housed in the WIDS WTCS Repository through grant support from WTCS and engagement of WIDS, DWD-BAS, industry sponsors and WTCS colleges. Development of an ASCS is often integrated into the new program development process or included

as part of the five-year cyclical review of WTCS apprenticeship curricula for previously undocumented programs.

Since 2012, ASCS have been mapped for approximately 95% of all apprenticeship program curricula.

See ESM Chapter 8-2 New Apprenticeship Program Development for information on curriculum variants for systemwide versus local and traditional versus degree-embedded or degree-aligned apprenticeship program options.

### Purpose of ASCS

Apprenticeship Systemwide Curriculum Standards ensure consistency of related instruction across WTCS colleges offering the same aid code 50 program title and number. While apprenticeship curricula are not strictly System-wide aligned and local variance is allowed, DWD-BAS certifies a single occupational designation for each registered apprenticeship program that includes minimum standards for the related instruction.

ASCS are the documentary foundation that serve multiple additional purposes:

- Setting minimum standards of related instruction for an occupation with review and approval through the DWD-BAS-administered industry advisory committees and sponsors. This includes specifying minimum hours of related instruction for the program.
- Conveying what is learned in the classroom to current and potential future apprentice sponsors.
- On a five-year cycle, reviewing ASCS to ensure curriculum maintains relevancy with technological or occupational changes and advancements.
- Serving as the basis to evaluate credit-for-prior-learning (CPL) against mapped competencies.
- Serving as the basis for development of competency-level crosswalks between aide code 50 courses and WTCS technical diploma and associate degree course equivalents.

### Where to find ASCS records

Apprenticeship Systemwide Curriculum Standards are housed in the WIDS WTCS Repository and may be downloaded to the local college WIDS site. Contact the local college WIDS Site Administrator for assistance.

From the specific program record, select the “Documents” tab, then select the “Current Published Curriculum” folder. From the file options, select the “long” report for the most in-depth documentation of above-the-line curriculum, comprised of program outcomes

and course outcome summaries that include course competencies, learning objectives and assessment strategies.

Other apprenticeship stakeholders such as DWD-BAS field staff and sponsors are provided access to abridged ASCS reports on the myWTCS website [Apprenticeship Curriculum Standards](#) landing page.

## Procedure(s)

### Assignment of Function in Program (FIP) Codes in Aid Code 50 Curriculum Submission to CCP

Selection and assignment of function in program (FIP) codes for aid code 50 curriculum is informed by two circumstances:

- Relationship between the local college curriculum configuration and the ASCS for that aid code 50 program title/number, if one exists.
- When sponsors request that DWD-BAS customize local apprentice contracts to include additional coursework that exceeds the statewide minimum related instruction standards for that occupational designation.

### ***Function in Program (FIP) Codes for Aid Code 50 Curriculum***

When submitting an aid code 50 curriculum to the CCP, allowable function in program (FIP) codes for curriculum courses are restricted to the following. This applies to all course aid codes in the aid code 50 curriculum.

- 01 = Occupational specific
- 02 = Occupational supportive
- 04 = Required special provisions

NOTE: Once the new WTCS Course, Curriculum and Programs (CCP) Portal is launched (estimated spring of 2025), there will be changes to the allowable FIP codes for courses in an aid code 50 curriculum. FIP codes will be restricted to the following:

- 04 = Elective
- 10 = Apprenticeship Systemwide Curriculum Standard (ASCS)
- 11 = ASCS – District Variant
- 12 = Apprenticeship Concurrent Degree Aligned
- 13 = Apprenticeship No ASCS – District Curriculum Only
- 14 = Apprenticeship District Level BAS Contract Provision

There will be a transition period to accommodate this change.



#### *04 = Elective*

Use of FIP 04 Elective is only allowable if the aid code 50 curriculum is aligned to and embeds a WTCS-approved primary aid code 10 degree curriculum and post-secondary credential award that requires the elective.

- No additional WTCS administrative requirements apply for FIP = 04 courses.
- The CCP record for the primary aid code 10 degree approved curriculum must cite the elective credits.

#### *10 = Apprenticeship Systemwide Curriculum Standard (ASCS)*

Assignment of FIP 10 signifies district adoption of exact course title, number, course credit load and competencies as documented in the ASCS.

- No additional WTCS administrative requirements apply for aid code 50 curriculum comprised wholly of FIP = 10 courses.

#### *11 = Apprenticeship ASCS – District Variant*

Use FIP 11 when an ASCS exists for the program, but the district opts to assign different local course titles and numbers and/or course credit/hours in lieu of those contained in the WIDS documentation.

- In this case, college maintains a crosswalk between local courses and ASCS course equivalents, including credits/hours by course.
- All competencies in the approved ASCS must be accounted for in the college variant curriculum.
- Local documentation may be subject to review upon request from the WTCS Education Director for Apprenticeship.

#### *12 = Apprenticeship Concurrent Degree Aligned*

FIP 12 is utilized when an aid code 50 curriculum is aligned as a degree apprenticeship to a primary technical diploma or applied associate degree credential award program.

- Documentation of primary degree/diploma curriculum must be in the WIDS WTCS Repository.
- District verifies if ASCS for the aid code 50 degree aligned curriculum exists in WIDS WTCS Repository. If not, district develops and maintains crosswalk per instructions in ESM Chapter 8-1. L. Understanding Degree Apprenticeship.
- Local documentation may be subject to review upon request from the WTCS Education Director for Apprenticeship.

### *13 = No ASCS – District Curriculum Only*

Use FIP 13 when no ASCS exists for the program. This circumstance arises when a program is developed locally and is offered solely at the college, but without WIDS engagement nor documentation. It also occurs when industry sponsors decline curriculum documentation in WIDS due to proprietary content.

- District develops and maintains local documentation of curriculum, including program outcomes, course outcome summaries inclusive of identified competencies and course credit/hours.
- Local documentation may be subject to review upon request from the WTCS Education Director for Apprenticeship.

### *14 = Apprenticeship District Level BAS Contract Provision*

FIP 14 is utilized when an apprenticeship program with an ASCS record is offered at more than one college, but DWD-BAS develops customized local special provisions at request of local apprenticeship sponsors that exceed the statewide minimum standards of related instruction hours and competencies for that occupation.

- District develops and maintains local documentation of special provision courses, including a course outcome summary with competencies and course credit/hours identified.
- District documentation includes the DWD-BAS Exhibit A that cites the additional local BAS special contract provisions.
- Local documentation may be subject to review upon request from the WTCS Education Director for Apprenticeship.

### Valid and Invalid Combinations of FIP Codes in an Aid Code 50 Curriculum within the New CCP System

Valid combinations with examples of configuration include:

- **10 and 14:** District adopts ASCS curriculum AND adds additional coursework beyond the DWD-BAS minimum related instruction standard by request of sponsor which is documented in locally customized BAS apprentice contracts.
- **10 and 11:** District adopts a sub-set of courses from the ASCS and assigns local course titles/numbers etc. to the remaining courses in the curriculum.
- **11 and 14:** District opts for local course title/numbers, etc. for an ASCS covered program AND adds additional coursework beyond the BAS minimum related instruction standard by request of sponsor which is documented in locally customized BAS apprentice contracts.
- **12 and 04:** Aid code 50 curriculum is degree-aligned and the primary degree program includes required electives.

- **12 and 14:** Aid code 50 curriculum is degree-aligned AND sponsors locally request additional coursework beyond the primary degree curriculum or related ASCS record. BAS customizes local apprentice contracts.

Invalid uses or combinations with rationale include:

- **10 and 12:** While almost all degree-aligned apprenticeships will have a documented ASCS record in WIDS and thus might qualify for FIP 10 or 12 assignment, FIP 12 assignment takes precedence in the curriculum submission to WTCS Portal.
- **13** – No valid combinations since curriculum is strictly local and no ASCS exists.
- **14 standalone** – Aid code 50 curriculum may not be comprised solely of courses assigned as local special contract provisions. Use FIP 11 or 13 instead for all but local additional contract provisions.
- **04 standalone** – Aid code 50 curriculum may include electives only when degree-aligned. Course credit distribution range is governed by the primary degree.

## Supplemental Information

ESM 8-1. A. – See sub-section on *Consequence of Paid Related Instruction Statute on Course and Curriculum Delivery at WTCS Colleges*

See 8-1. L. Understanding Degree Apprenticeship

ESM Chapter 8-2 New Apprenticeship Program Development

ESM Chapter 8-6 Course Standards

ESM Chapter 2 Program Requirements

ESM Chapter 7 Course Standards

WTCS Curriculum Approval Manual - [WTCS Course and Curriculum Approval Data Systems](#)

## 8-8 Making Apprenticeship Curriculum Changes

### Introduction

Changes to approved aid code 50 apprenticeship curricula are subject to the same guidelines and procedures delineated in ESM Chapter 6 Making Program Changes – Curriculum Modification. Certain aid code 50 apprenticeship curriculum changes are also subject to DWD-BAS administrative review and approval as defined in Chapter 11.6 – Curricula in the [DWD-BAS Wisconsin Registered Apprenticeship Manual](#).

### Rationale

Apprenticeship program curricula document the learning to be accomplished through related technical instruction. Curricula include specified program and course outcomes and competencies that, in combination with the additional work-based learning components included in the DWD-BAS Exhibit A, define the occupational training outcomes of an apprenticeship program. Total hours of paid related (PRI) and unpaid related instruction (URI) are defined in Exhibit A and apprentice contract.

Documented curricula ensure consistency of related technical instruction for each unique apprenticeship occupation recognized by DWD-BAS regardless of assigned provider of related instruction, location, instructor, program type, mode of delivery, scheduling configuration or sponsor.

### Major Curriculum Modification

DWD-BAS approval is required for modification to previously-approved curriculum that rises to the level of divergence from the approved program and course outcomes, established competencies or the total contractual hours of related instruction. A major curriculum modification, if approved, may require DWD-BAS to modify the apprentice-sponsor contracts.

### Minor Curriculum Modification

DWD-BAS approval is not required for modifications to course title or number, course configuration, lesson plans, lesson sequencing, student assessment techniques, teaching resources, reference materials or other learning activities. These are selected and determined at the discretion of the related instruction provider and the instructor, except when defined as part of a proprietary curriculum or a third-party accredited program.

### Proprietary Curriculum Modification

Sponsor notification and approval is required when modifying proprietary curriculum. Any changes, additions or deletions must be approved by the program sponsor prior to implementation. Instructors and apprenticeship coordinators may exercise discretion

over routine or minor changes to related instruction delivery including instructor changes, class size, stacked classes, classroom location, classroom equipment and instructional methodology.

## **Supplemental Apprenticeship Curriculum Modification Procedure(s)**

### Procedure applicable to major or proprietary curriculum modification

1. Prepare relevant fields and supporting documentation for Form 8-2: BAS Acknowledgement of College-Initiated Program Action.
2. For propriety curriculum, documentation of sponsor notification and approval must be obtained and included as an attachment to Form 8-2.
3. Notify DWD-BAS Director and RA Section Chief via email of curriculum modification request and include Form 8-2 for DWD-BAS approval.
4. DWD-BAS returns Form 8-2 to college with signature.
5. Submit Form 8-2 to Education Director for Apprenticeship via email.
6. Upload modified curriculum to the CCP portal. Education Director for Apprenticeship will provide approval or disapproval directly in the CCP portal upon receipt of Form 8-2 and college portal submission.

### Procedure applicable if modifying a curriculum aligned with the Apprenticeship Curriculum Standard documented in the WIDS WTCS Repository

1. Reference the published apprenticeship curriculum standard in the WIDS WTCS Repository for same aid code 50 program number and title.
2. If curriculum modification includes any changes to course titles, numbers or competencies, the function in program codes applied to the already approved curriculum will be invalid. (Changes to course credit value or hours will not impact continuing curriculum standard alignment for a modified curriculum as long as the total credits and hours in the program remain the same.)
3. If the above major or proprietary curriculum criteria apply, follow procedures above for Form 8-2.
4. Upload modified curriculum to the CCP with selection of new, valid function in program codes assigned.

## **Supplemental Information**

ESM Chapter 6. Making Program Changes – Curriculum Modification Section

ESM Chapter 8-7. Apprenticeship Curriculum Standards

[DWD-BAS Wisconsin Registered Apprenticeship Manual](#) – Chapter 11.6 Curricula

## Forms

Form 8-2 BAS Acknowledgement of College-Initiated Program Action

Form 6-5 Curriculum Modification

## 8-9 Apprenticeship Program Suspension, Reinstatement or Discontinuance

### Introduction

For the purpose of program suspension, reinstatement or discontinuance, aid code 50 apprenticeship programs are subject to the same processes, procedures and approvals as other WTCS degree/diploma programs, with certain procedural exceptions or additions. Unless otherwise cited in subchapter 8-9, follow the instructions in the relevant subsections of ESM Chapter 6 Making Program Changes.

### Rationale

DWD-BAS administers the contractual criteria and the arrangement and tracking of school and work-based learning between sponsors, employers, apprentices and providers of related instruction. Accordingly, DWD-BAS must be notified of college intent to suspend, reinstate or discontinue an aid code 50 apprenticeship program of related instruction.

In addition, provision of apprenticeship program instruction through WTCS colleges is not restricted to in-district geographical boundaries per WTCS policy. A single college may offer coursework for a specific region or for the entire state. This flexibility allows colleges to be responsive to industry demand while responsibly managing enrollment contingencies. As local college program changes occur, apprentices and apprentice sponsors will be redirected by DWD-BAS to obtain related classroom instruction at other WTCS college(s) approved to offer the same program/title number.

### Additional Apprenticeship Program Procedures

#### Exclusions in preparing Forms 6-3 and 6-4

Aid code 50 apprenticeship programs do not entail a post-secondary credential award by the college and thus, by definition, will never contain an embedded technical diploma or pathway certificate. Additionally, aid code 50 programs are exempt from the TSA process. (See ESM Chapter 8-13: Apprenticeship TSA Exemption)

1. Omit completion of sections related to ETDs and TSA on Forms 6-3 and 6-4.

#### Program Suspension or Reinstatement

1. Prepare relevant fields of Form 8-2: BAS Acknowledgement of College-Initiated Program Action.
2. Notify DWD-BAS RA Section Chief of intent and timeline of program status change and include Form 8-2 for BAS acknowledgement.
3. DWD-BAS returns Form 8-2 to college with signature.



4. Submit Form 8-2 along with Form 6-3 to [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu) per instructions in ESM Chapter 6.
5. Once suspension or reinstatement is approved by WTCS, send a courtesy notification of program status change to the DWD-BAS RA Section Chief and the Apprenticeship Manager(s) at other college(s) offering the same program.

Discontinuance when same aid code 50 program is offered at other WTCS college(s)

1. Prepare relevant fields of Form 8-2: BAS Acknowledgement of College-Initiated Apprenticeship Program Action.
2. Notify DWD-BAS RA Section Chief of intent and timeline of program discontinuance. Include Form 8-2 for BAS acknowledgement.
3. DWD-BAS returns Form 8-2 to college with signature(s).
4. Submit Form 8-2 along with Form 6-4 to [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu) per instructions in ESM Chapter 6.
5. Once discontinuance is approved by WTCS, send notification of program status change to the DWD-BAS RA Section Chief and the Apprenticeship Manager(s) at other college(s) offering the same program.

If Discontinuance is sought by sole WTCS college offering related instruction

Due to the potential extent of impact, college advance consultation with the WTCS Education Director for Apprenticeship, DWD-BAS Director and DWD-BAS RA Section Chief is required to address potential remedy and/or develop transition plan and timeline.

1. Initiate advance consultation with WTCS Education Director for Apprenticeship, DWD-BAS Director and DWD-BAS RA Section Chief.
2. Proceed with Steps 1-4 above under “Discontinuance...” section above.
3. Once discontinuance is approved by WTCS, send notification of program discontinuance to the DWD-BAS Director and DWD-BAS RA Section Chief.

## Supplemental Information

[DWD-BAS Wisconsin Registered Apprenticeship Manual - Chapter 11, Related Instruction](#)

ESM Chapter 8-13: Apprenticeship TSA Exemption

myWTCS Resource: [Designated Apprenticeship Administrator by WTCS College Forms](#)

Form 8-2 BAS Acknowledgement of College-Initiated Program Actions

Form 6-3 Program Suspension & Reinstatement

Form 6-4 Program Discontinuance

## **8-10 Purpose and Limitations - 50-499-9 Apprentice/Journey Worker Upgrade Program**

### **Introduction**

The 50-499-9 Apprentice/Journey Worker Upgrade program is a WTCS Client Reporting program shell created to house students who have completed an apprenticeship program in a previous year and thus no longer qualify for enrollment in additional restricted access aid code 50 courses.

50-499-9 enrollment is restricted to:

1. Completers of paid related instruction (PRI) courses where additional aid code 50 unpaid related instruction courses are required in the apprentice contract that were not included in the college's aid code 50 apprenticeship curriculum approved by WTCS.
2. Skilled (journey) workers with a documented apprenticeship completion credential requiring additional coursework where course content qualifies and is compliant with aid code 50 course standards.

The 50-499-9 program never has an associated curriculum. College curriculum submissions under this program number will be rejected by CCP.

### **Procedures**

#### **Student Enrollment Management and Reporting**

1. Prior to enrolling an individual in the 50-499-9 program, college must verify existence of student's completion record from an aid code 50 apprenticeship program at a WTCS college or via documentation of an apprenticeship completion credential award from DWD-BAS or USDOL.
2. Identify aid code 50 courses for which the individual requires restricted enrollment access that were not completed as part of their aid code 50 apprenticeship program curriculum.
3. Enroll individual in 50-499-9 program and aid code 50 course(s) in process compliant with district customary enrollment practices.
4. The WTCS Client Reporting System will accept individual course records for associated aid code 50 course enrollment and completion.
5. Track and report individual course attendance and completions to designated DWD-BAS personnel per the requirements listed in the apprentice contract and compliant with Wis. Stat. 106.01(6)(d) as cited in the DWD-BAS Wisconsin Registered Apprenticeship Manual, Section 11.7.

6. The 50-499-9 program never has any graduates. The WTCS Client Reporting System will reject all associated program graduation records.

### WTCS Annual Audit

The WTCS Client Services Coordinator will conduct an annual desk audit of client records associated with 50-499-9 program enrollment to ascertain compliance with qualifying enrollment criteria. The desk audit will occur after the Client Reporting system closes each fall. Non-compliant findings will be shared with the technical college apprenticeship office and client reporting contacts at the district for consultation on future correction.

## **Supplemental Information**

[Client Reporting System | \(wtcsystem.edu\)](http://wtcsystem.edu)

### **Client Combined Manual**

- S9 Record, Position 18-24
- Error Message 340 = Inc Program/Grad Status

[DWD-BAS Wisconsin Registered Apprenticeship Manual - Chapter 11](#)

## 8-11 Exemption of Apprenticeship Programs from TSA Process

### Introduction

In 2016 WTCS conducted a thorough analysis to determine if it was reasonable, meaningful and accurate to require WTCS aid code 50 apprenticeship programs to develop summative assessment criteria and maintain student level records for the Technical Skills Attainment (TSA) performance measure required for all district programs. Findings from the evaluation supported the exemption of aid code 50 apprenticeship programs from the TSA process. Colleges with approved aid code 50 programs with enrollments are included in Outcomes-Based Funding Measure 3 calculation. The TSA process exemption became effective in 2020.

### Rationale

1. Apprentice-related instruction provided by WTCS colleges customarily comprises only about 10% of the educational hours and student competency-building in an apprenticeship program. Summative assessment via a TSA rubric of student competency based on that 10% is neither reasonable nor accurate.
2. Apprenticeship completion and credentialing is determined and awarded by a third party, DWD-BAS or USDOLETA-OA, not a WTCS college.
3. Apprenticeship programs have industry-validated curriculum, inherently and expressly.
4. Apprenticeship students often complete their paid related instruction (PRI) 1 to 2.5 years before fulfilling the training requirements of their apprenticeship contract. That is, in some cases, apprentices are no longer enrolled in a WTCS college when they obtain their completion credential from DWD-BAS. Once again, summative assessment is neither reasonable nor meaningful in this case.

### TSA Outcomes-Based Funding Measurement

Calculation of Performance Criteria #3 “Number of programs or courses with industry-validated curriculum” is detailed in the WTCS Outcomes-Based Funding Measurement Areas - Data Selection Methodology document on the [WTCS Client Reporting landing page](#).

### Procedure(s)

1. Completion and submission of TSA Phase 1 and Phase 2 processes and documentation are not allowed for aid code 50 apprenticeship programs.
2. Student-level TSA skills assessment and recording are not allowed for aid code 50 apprenticeship programs.

3. Colleges with approved TSA Phase 2 records in CCP for aid code 50 programs should email the WTCS [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu) general mailbox to request removal of TSA records associated with those programs.

## **Supplemental Information**

[WTCS Financial and Administrative Manual](#) – See Outcome Based Funding in the Revenues > State Aids 4215 section.

## 8-12 Qualifying Criteria for WTCS Apprenticeship Instructors

### Introduction

[Wisconsin State Statute and Administrative Code TCS 3](#) establish the minimum hiring and professional development requirements for academic and occupational technical college education personnel, including instructors of aid code 50 apprenticeship courses. See [ESM Chapter 20 Faculty Quality Assurance System](#) for guidance.

Qualifying criteria for apprenticeship faculty are further co-referenced in [Wisconsin Administrative Code Chapter DWD 295.02\(2\)\(b\)6](#) and the [DWD-BAS Wisconsin Registered Apprenticeship Manual - Chapter 11.3](#) where it is cited that an “apprenticeship instructor must be a subject matter expert, which is an individual, such as a journey worker, who is recognized within an industry as having expertise in a specific occupation.”

### Supplemental Information

Apprentices are considered to be in trainee status until attainment of a registered apprenticeship completion credential awarded by DWD-BAS, USDOL or other USDOL-recognized State Apprenticeship Agency. For the purpose of calculating qualifying duration of occupational experience, do not include work hours/years of the individual’s term of apprenticeship.



## 8-13 Instructor Requirements for Teaching Transition to Trainer (T2T)

### Introduction

Beginning in 2020, DWD-BAS formally implemented instructor certification requirements for teachers of the *Transition to Trainer (T2T)* (#47-455-455) course, including WTCS faculty. As part of this implementation, DWD-BAS and WTCS convened a diverse group of public and private apprenticeship stakeholders to develop a new course to train instructors and to document course outcomes, learning plans and teaching materials in the WIDS WTCS Repository. WTCS course title and number are *Preparing to Teach Transition to Trainer* (#47-196-701).

### Instructor Certification Requirements

Instructors are required to complete two courses in advance of teaching *Transition to Trainer*. These include the WTCS 30-hour *Teaching Methods* course (or a DWD-BAS-approved equivalent) and the 6-hour *Preparing to Teach Transition to Trainer* course. Instructors should have experience with the registered apprenticeship system and understanding of the apprenticeship model of teaching and learning. Once certified, instructors maintain eligibility by teaching a T2T course at least once every three years.

#### Preparing to Teach Transition to Trainer Course Competencies

This course prepares individuals to teach the apprenticeship *Transition to Trainer* course building upon skills acquired in the WTCS *Teaching Methods* course. Competencies include:

- Examine cultivating a positive learning environment.
- Practice facilitating course activities.
- Use *Transition to Trainer* course materials.

#### WTCS Administrative Role and Responsibilities

The WTCS Education Directors for FQAS and Apprenticeship collaborate to manage scheduling, registration and instruction for these instructor training courses. WTCS also issues course completion certificates to participants for each required course and provides DWD-BAS the course completion rosters. Administrative guidance and current course offerings are maintained on the myWTCS [Preparing to Teach Transition to Trainer](#) resource webpage.

#### DWD-BAS Administrative Role and Responsibilities

DWD-BAS evaluates individual requests for recognition of course equivalency to the WTCS *Teaching Methods* course. DWD-BAS issues the final “Transition to Trainer

Instructor” certificate to persons completing both required courses and maintains the master list of certified T2T instructors.

## Instructor Responsibilities When Teaching T2T

1. Follow the approved curriculum. Participants in the *Preparing to Teach Transition to Trainer* course will be provided with a public URL link to access the T2T curriculum and learning materials in the WIDS WTCS Repository.
2. Populate course materials to a college learning management system or digital repository.
3. Customize learning using digital resource library.
4. Select instructional modality: in-person online synchronous or asynchronous; or hybrid.
5. Provide learning materials to participants. Non-WTCS instructors must provide digital access to the materials.
6. Email the complete roster to [BAS@dwd.wisconsin.gov](mailto:BAS@dwd.wisconsin.gov) and [mandy.johnson@wtcsystem.edu](mailto:mandy.johnson@wtcsystem.edu).
7. Third parties may provide administrative support.

## Supplemental Information

See ESM Chapter 8-16 Transition to Trainer (T2T) Course #47-455-455

## 8-14 Transition to Trainer (T2T) Course #47-455-455

### Overview

DWD-BAS requires all Wisconsin registered apprentices to complete the *Transition to Trainer* (T2T) course as a special provision of the apprenticeship contract. Its purpose is to prepare apprentices for their future role as jobsite mentors in the training of subsequent generations of apprentices. It is an 8-hour course offered through WTCS colleges under the System-wide course number 47-455-455 and through DWD-BAS-authorized private training centers, sponsors, unions and other related instruction providers.

Apprentices are encouraged to complete the T2T course in the final year of their apprenticeship term. Apprentices receiving related instruction through a Wisconsin technical college are not required to take the T2T course in their “home” district. Course schedules and instructional modalities vary widely from 100% in-classroom instruction to entirely self-paced online learning.

WTCS apprentices may search for availability System-wide via [Course Self-Search for Apprentices, All WTCS College](#).

### History of T2T

At the direction of DWD-BAS, the *Transition to Trainer* (T2T) course was developed in 1996 by a group of Wisconsin apprenticeship training professionals, including apprentices, employers, on-the-job trainers, instructors and sponsoring organizations. Collaborative course revisions occurred in 2007 and 2020.

### T2T Course Competencies

Course #47-455-455 *Transition to Trainer* is documented in the WIDS WTCS Repository. Documentation includes course outcomes, course competencies, learning objectives and below-the-line teaching plans and materials and learner packets for use by DWD-BAS-certified T2T instructors. Limitations on use and Creative Commons attributions are included in the WIDS course records.

Course competencies include:

1. Value your role as a Registered Apprenticeship trainer.
2. Serve as a skilled worker trainer.
3. Cultivate a positive work environment.
4. Provide hands-on skills training.
5. Provide feedback on apprentice performance.

## Procedure(s)

### T2T Course completion roster reporting to DWD-BAS

T2T course completion rosters must be submitted by the instructor or the college's Apprenticeship Office to the DWD-BAS general mailbox at [BAS@dwd.wisconsin.gov](mailto:BAS@dwd.wisconsin.gov) in a timely manner. DWD-BAS issues T2T course completion certificates directly to course completers. DWD-BAS will not award the summative apprenticeship completion certificate to students without documentation of T2T course completion.

### Changes to web-based course self-search

WTCS colleges should notify the WTCS Education Director for Apprenticeship if the URL changes for the course self-search feature on the college website.

## Supplemental Information

ESM Chapter 8-13 Instructor Requirements for Teaching Transition to Trainer

[DWD-BAS Wisconsin Registered Apprenticeship Manual](#) – See Chapter 6: Contracts