



Apprenticeship**USA**

Summary Meeting Minutes

Advisory Committee on Apprenticeship (ACA)

***January 28, 2016
Virtual Meeting***

TABLE OF CONTENTS

Executive Summary

Summary of the Meeting Proceedings.....

APPENDICES

Final Meeting Agenda.....

Power Point Slide Deck

ACA Recommendations Regarding Ratios

Ratios Key Definitions – Fatality Data

Signed US-Switzerland Joint Declaration of Intent.....

Signed US-Germany Joint Declaration of Intent

ETA's 2015 Report National Apprenticeship Week

EXECUTIVE SUMMARY

The Secretary's Advisory Committee on Apprenticeship (ACA) met virtually on Thursday, January 28, 2016. The ACA utilized a combination of webinar and audio conference technology to convene a public meeting in a cost savings matter and still offer a venue for public participation and transparency.

The purpose of the January meeting was to focus on apprenticeship awareness, and partnerships efforts in order to seek advice from the ACA on industry issues and how best to increase Registered Apprenticeships across the country.

The major discussion topics were:

- Ratios in Apprenticeship
- Increasing Opportunities for Women and Youth in Apprenticeship
- National Apprenticeship Week
- International Apprenticeship Activities

Mr. John V. Ladd opened the meeting, and Mr. Andrew Cortés, the ACA Chairperson, officially called the meeting to order at 1:00 p.m. EST. Mr. Ladd provided the group with an agenda overview for the 3.5 hour virtual meeting. The Deputy Assistant Secretary for the Employment and Training Administration (ETA), Mr. Eric Seleznow addressed the group and provided remarks on behalf of ETA and the Department of Labor.

Mr. Ladd then provided a series of high level updates and progress reports of several Office of Apprenticeship Initiatives: (1) American Apprenticeship Initiative (AAI) grants; (2) International Joint Declarations of Intent; (3) LEADERS Initiative ; (4) OA/SAA Partnership; (5) Accelerators : Next Phase for the SEAs; and (6) 2015 National Apprenticeship Week.

In addition, the President of National Association of State and Territorial Apprenticeship Directors, Mr. Michael Donta, a public member of the ACA, addressed the group providing a brief update on efforts currently underway to strengthen the OA and SAA's working relationship.

The ACA has been examining the issue of Ratios in apprenticeship and during the January meeting, the Ratio workgroup, represented by Mr. Andrew Cortés, ACA Chairperson and Mr. James Foti, Team Leader; Office of Apprenticeship presented proposed recommendations for full committee deliberation and vote. The workgroup provided an overview on the proposed recommendations. The workgroup made three short-term and one long recommendation. The ACA recommended the development of a standardize and clear process, using classifications, that consider program quality and occupational hazard, provide the determination rubric and directions for a method to form an appropriate ratio.

In addition, the longer term recommendations was to conduct concurrent research, using the new rubric, that would be distributed to the Office of Apprenticeship staff via circular, and revisited in two years. The ACA voted to accept and formally submitted the recommendations to the Department.

The meeting closed with discussion around the equity agenda around diversity and inclusion.

Franchella Kendall, Division Chief for the Office of Apprenticeship lead a committee discussion on Increasing Opportunities for Women in Apprenticeship, outlining the need to form an ad hoc workgroup to develop draft recommendations for the full ACA consideration.

Laura Ginsburg, Special Assistant, for the National Industry Promotion and Strategic Partnerships in the Office of Apprenticeship and Ms. LeAnn Wilson, a public ACA member, provided an updated on Registered Apprenticeship and its current partnerships with the educational community. They provided updated numbers and the progress of the Registered Apprenticeship College Consortium (RACC) and their initial efforts around Career and Technical Education (CTE) and Apprenticeship High School alignment.

As a result, the ACA also formed two Ad Hoc working groups that will work on a set of recommendations for increasing opportunities in apprenticeship for the two specific populations; women and youth.

The meeting closed with one public comment.

SUMMARY OF THE MEETING PROCEEDINGS

The ACA met virtually on Thursday, January 28, 2016. The meeting was opened by John V. Ladd, Administrator for the Office of Apprenticeship and officially called to order by Mr. Andrew Cortés the Chairperson of the ACA.

WELCOME AND INTRODUCTION

(John Ladd): Welcome everybody. Hi. This is John Ladd the Administrator here at the Office of Apprenticeship. Welcome to today's advisory committee on apprenticeship meeting, I'm going to ask our chair Andrew Cortés to call the meeting to order, Andrew.

(Andrew Cortés): Thank you John and good afternoon or good morning, depending on where you are in the country. Just here to officially call the meeting to order so please consider yourself called to order and I'm going to turn it right back over to John to give us an update and an overview of the agenda. Thank you.

AGENDA OVERVIEW

(John Ladd): We have an ambitious afternoon in front of us. What we'd like to try to do here I'll quickly go over the agenda and then we're going to jump right into providing some progress reports and high level updates since the committee last met back in September 2015. We will then do a quick debrief and get some feedback on National Apprenticeship Week. A very successful National Apprenticeship Week last year.

We'll then provide an update on some exciting developments with the 2016 budget and we also have some questions for the committee on that as well. And then the long awaited ratio workgroup has their recommendations that they would like to share and get feedback from the committee today so that will be an important topic that we cover this afternoon. We'll then make sure our folks get a break. You'll then have time to do your sector breakout call. We'll do about 30 minutes for our sector breakouts.

We'll report back. We'll reconvene at 3:20 with those sector report outs in which we want to hear back from you on some of the budget priorities, feedback on the ratio recommendations as well as any other comments you might have.

We're thinking about having a discussion about how we continue forward on the increasing opportunities agenda that this committee has championed for quite some time and then we are also going to spend some time continuing the conversation around education and registered apprenticeship with some updates on the RAC as well as next steps with regards to closer alignment with CTE and high school apprenticeship.

We'll then wrap up, have any closing comments and any other final report outs and commitments from the workgroups as well as public comment. So a busy, busy agenda. We hope to be able to wrap up here by 4:30, 4:45. We do appreciate everybody being with us today. It's very important and why don't I check in here with my colleague Kenya

Huckaby and see if we need to do a roll call and any other logistical items that we need to cover before we get started with committee business so, Kenya.

(Kenya Huckaby): Yes, if we could just quickly know who's on the line. In addition, please make sure that you are logged on to the webinar platform and the phone line.

(John Ladd): So do we go by sector? We'll start with the employer sector.

EMPLOYER SECTOR

- Lonnie Coleman
- Gregory Chambers
- Robert Jones
- Desla Mancilla
- Jim Wall
- Debra Nobles

LABOR SECTOR

- Bill Irwin
- Cheryl Feldman
- Bernadette Rivera
- Chris Haslinger
- Todd Stafford

PUBLIC SECTOR

- Saroya Friedman-Gonzalez
- Lisa Ransom
- Connie Ashbrook
- Andrew Cortés

EXOFFICIO MEMBERS

- Mary Ann Pacelli

Non-ACA Members on the Call

- John Grisham
- Mark Mitsui, the Department of Education
- Beth Steal, Employer
- Dave Wyatt
- Robert Cowell

(John Ladd): Okay, did we miss anyone? Alright, well thank you everybody. It's great to have a great turnout here this afternoon. Eric Seleznow is not here yet but he should be joining us shortly so when he comes, we'll take a break and hear from Eric our Deputy Assistant Secretary, but why don't we just jump into our agenda. You know, it's a lot to cover here in a short time.

Alright so what we're going to cover real quickly just to bring everybody up to speed on what's been happening since our last meeting - we'll do a very quick update on the American Apprenticeship grants which were announced back in September. We've heard there's a lot of interest in some of the international work that we've been doing so we'll just provide a quick update there. So updates on leaders.

We have some news to share as well on some work that Mike Donta and I have been doing regarding greater OA/SAA partnership efforts. We also want to talk about the next phase for the Sectors of Excellence in Apprenticeship (SEAs), what we're calling Apprenticeship Accelerators sessions that we are looking to hold later this year.

So we'll do those and then we'll get into our meatier topics. Perfect timing, Eric Seleznow has just joined us so we'll take a bit of a pause here, and let him catch his breath. As many of you know, we're digging out from a snow storm here in DC that has basically paralyzed the city for the last couple of days but there's been a lot going on this week - a big convening of the Workforce System and Eric been leading that effort but Eric wanted to drop by and say a quick hello to the ACA as well.

(Eric Seleznow): Absolutely. Good afternoon everyone and I'm out of breath not because of the snow storm, I used to live in Boston. I know how to handle the snow but I just raced across town after the Workforce Investment Opportunity Act (WIOA) convening of almost 1,000 people from across the country on which apprenticeship was quite a significant topic. I'll get back to that monetarily but thanks very much for having me, John, and thanks everybody for joining this conversation and this call and this virtual meeting. I should say that we're thrilled that you could make the time and have the effort and interest to do that.

We're all excited here because we just spent the last three days snowed in a hotel with like I said about 1,000 people and one of the most significant topics all across the country was apprenticeship, and OA staff really helped drive these conversations these last couple of days with workforce system leaders, adult education leaders, local elected officials, workforce board people.

Apprenticeship folks from all over the country were convened here in Washington for the convening about how to implement the WIOA and apprenticeship came up in almost every conversation about involvement within the last three days.

I think this conversation's moving forward more. States and local areas are figuring it out or trying to figure out more local and state electives are interested in it. Intergovernmental partners, National Governor's Association, National Association of State Workforce Agencies and State Workforce Boards all have a lot of excitement around this issue.

So your advice and guidance becomes I think more and more critical and just to make sure these meetings become more and more critical over time. I'm really excited coming from that convening and the fact that you're meeting now because a lot of our staff were able to be there because I think we're really in an interesting kickoff point or I guess it's more of a propelling point for apprenticeship across the country so your guidance and assistance will

be needed, so welcome to the first ACA meeting this first year. I know you have a tight agenda.

We've come a long way in a very short period of time, you know, the numbers speak for themselves. We have about 70,000 more apprentices than we did a year ago. You know, all the data continues to be incredible about apprenticeship in terms of wages earned and completions, you know. We complete higher percentages than many or most community colleges do. Our wages are higher than most other workforce programs.

I was just out speaking to the American Association of Community Colleges Workforce Development Institute and got a chance to talk to 600 community colleges and their representatives last week in New Orleans. I was joined by Deputy Secretary Mark Mitsui from the Department of Education who is a great partner over the last year or two on federal partnerships and apprenticeship. Over the last year in apprenticeship, we have the \$175 million grant program, the American Apprenticeship Initiative, and the new \$90 million that we were just authorized by congress.

I mean, you know, historic and the perception of apprenticeship is changing and we need your help to continue to do that. So lots more need to be done. It's a bright and sunny day here in DC and as the Secretary talked about this morning, the Secretary addressed that group and talked about the storm clouds of the last few years and how we're all walking out to sunshine and the Secretary spent a significant amount of time this morning also talking about apprenticeship so he's - he's excited about this.

He's excited that congress would appropriate \$90 million to apprenticeship - a really historic investment at the time congress is trying to cut back. So there is some very significant bipartisan interest here so lots going on, lots more to do. I just want to thank you for making the time to do this meeting. I know there's a lot of things on the agenda that John has so I'm going to turn it back to John and again thanks for making the time and next time we'll get you to DC especially when it's not snowing and fill you in on some more of our progress that I'm sure we'll be doing.

And by the way in case you don't know this and I'm sure most of you do, your Office of Apprenticeship staff led ably by John Ladd and all of our Regional Directors and State Directors across the country has exceeded our expectations. I was talking to the Secretary about that recently and how they have really come through in the last two years on building up apprenticeship. So I think you should know that your staff is working really hard on these things and doing some great planning and some great execution and we look forward to further planning and execution on this \$90 million. So again thanks for your time, John. We'll turn it back to you. Thanks.

(John Ladd): Great, thanks Eric I appreciate that. I wonder if maybe you have time for a question or two for folks on the line.

(Eric Seleznow): Sure.

(John Ladd): If folks have any questions for Eric either related to this week's convening, some of the recent efforts of the Secretary. The secretary was also out with one of our American Apprenticeship Initiative grants yesterday in San Francisco. He was at Pinterest talking about IT apprenticeships and so, you know, again the entire DOL team here is really engaged on this effort and let's see if folks out there, any of the ACA members have a question or two for Eric.

If the operator could please remind us how to get patched into the call.

(Andrew Cortés): In the interim while questions are being formulated, I just want to personally thank Eric for coming by and sharing some of the excitement that's happening with apprenticeship especially around the Workforce Innovation and Opportunities Act, you know, in just looking at the agenda, I'm incredibly excited to be reconvening here in 2016 and just looking down at our agenda, you know, we have important issues of ratios but also some very, very critical issues around increasing opportunities for women as well as the career and technical alignment and the education and registered apprenticeship piece.

So while folks are formulating their questions for Eric I just wanted to frame up a little bit. Incredibly exciting work happening around the country. We are very, very pleased to be reconvened here and really looking forward to hitting the ground running with the tremendous staff that we know is at the Office of Apprenticeship.

(Eric Seleznow): That's great Andrew. Thanks. And I should also note that the rather significant Rhode Island team was at this convening the last couple of days who are all revved up and excited about apprenticeship so, you know good for your home state!

(John Ladd): Alright, anybody else with a question? Alright then why don't we get into our agenda here to make sure we have time for all the topics that we want to cover.

OFFICE OF APPRENTICESHIP HIGH LEVEL UPDATES

(John Ladd): I'm going to jump right into a quick update on where we are with the American Apprenticeship Initiative (AAI) grants just so everybody has this information. To remind everyone, again we awarded 46 grants, totaling \$175 million which was well above the \$100 million that was originally planned. You can see the industry breakouts here - obviously a big focus on IT given the H1B funding source but we also see advanced manufacturing, healthcare, construction, transportation represented as well.

You know, we're thrilled that we were able to fund projects across 37 states with 12 multistate initiatives, you know, multiple industries and our projections from these grants are that these grants should end up resulting in a total number of apprentices being served of approximately 34,000 new apprentices. So it's a big number and ambitious goal for these projects but we're committed for all of them to be successful.

And, you know, one of the ways that we intend for them to support these grantees and to make sure they're successful is we were able to contract with the National Governor's Association who will serve as our national contractor and will be providing technical assistance to these grantees throughout their five year life period but we are planning some very exciting national convening's of all of the grantees with the first one coming up this spring where we'll have a chance to bring them together, provide a lot of intensive GA, talk about their sector focuses, talk about their challenges, their opportunities and really learn from each other across all of these 46 grantees.

These grants cover a wide range of populations that are being targeted so we have diversity of industries being served but a broad inclusion and diversity agenda that these grants were explicitly focused on.

So you see here the number of projects that are in their abstracts talked about targeting women, people of color, veterans, disabled populations, youth and incumbent workers so you see a broad array of populations being served under these grants.

And we thought we'd take a moment here - as it just so happens a number of you that are on the phone are also grantees so we'd love to hear a little bit from you all in terms of where you are in your - in your grant efforts and in your implementation of some of your strategies. So we've got (Andrew) (Desla), (Bill), (Martin), (Todd) and (Brian). I'm not sure if - I don't think everyone on the screen here is on the call but if folks that are online if they could talk a little bit about what they're seeing from their grants perspective.

(Andrew) do you want to kick us off a little bit there?

(Andrew Cortés): I can kick us off but I don't want to be the only voice here. I know there's a lot of exciting work happening across the country but here in Rhode Island really we are partnering very strongly with the State Apprenticeship Agency - Rhode Island Department of Labor and Training. We're taking a look at all of the systems that are going to need to be in place to handle the expansion of registered apprenticeship here.

We've geared up - basically we're putting in a lot of infrastructure but we can't afford to not hit the ground running while we're doing that infrastructure. So although we have hired some staff, we have some great talent who is involved. We also are very cognizant of working with our sub recipients. We have six employer sponsors - three of which are single employers and three of which are industry associations. So we're extending the registered apprenticeship model to the small mom and pop business by aggregating demand through industry associations as well as working with key single employers in emerging markets.

Really we're focused in five sectors of the Rhode Island economy. Many of these programs, you know, for instance some of our favorites - I won't say any of them are our complete favorites but some of our favorite sub recipients have up to six new apprenticeship programs they plan on sponsoring in occupations that have yet to see the model, so a really, really exciting time.

Work is happening and flowing and really what we're doing now is the existing apprenticeships that are going to expand - we're wrapping up and bringing to applicants so we can get those apprentices into work while the other programs are getting setup. And with that, I think I bought other members enough time to formulate how they want to update us on their exciting work so let me turn it over to one of our other ACA members who is also a grantee.

(Desla Mancilla): Hi, this is Desla from the AHIMA Foundation and we're very pleased with the work to date that we've done on the grant. I think one of the biggest helps to us was getting more connected into our state office and all that they have to offer and helping us to understand the process of enrollment and that in and of itself has been a great, great benefit for us.

I think that we also have been to the point of hiring staff and developing the program, working through the contortions of, you know, some of the very intricate how we deliver education and connect people through an electronic process online for creditor training. I think that is something that we're very much looking forward to because it's an area where we see probably being a bit different than some of the other apprenticeship grantees. So through that process we're learning certainly the technologies that need to be used and how to implement those tests and at the same time creating those next step face to face apprenticeship opportunities for those organizations that have face to face work to be done.

So we will continue to let you know. We know that we have our first group of apprentices to be started in the beginning of April. We have many, many commitments from employers that are either already signed up for the apprenticeship program or are in the process of signing up now and we'll be ready to accept our first batch of apprentices in early April.

(John Ladd): Great. Thank you Desla. In the interest of time I'm probably going to need to move on here though I'd love to hear at some point from (Bill) (Martin) (Todd) or (Brian) about their projects but I know we want to try to stay on schedule here.

So I'm going to move quickly then just to give a quick update on some of our international work. This seems to be a growing part of our business and we joked that we're going to have to start opening up an international branch of the Office of Apprenticeship pretty soon but a lot of this work really did begin with two bilateral agreements - one with Switzerland and one with Germany. Let's move to the next slide, please and I'm going to be really quick on this.

We shared the actual declarations with you all but what's really interesting and unique about this is that it's not just labor. It's education and commerce on our side that have entered into these agreements with both Germany and Switzerland really about information sharing but, you know, best practice sharing, logical operation around either apprenticeship on our side, vocational education on their side broadly and we're really starting to see some outcomes and deliverables coming out of these individual agreements.

We are moving from the declaration phase to this idea of work plans where we're identifying some potential work projects whether it's related to again sharing of best practices, ways that we can identify international companies that are doing apprenticeship around the world and leverage some of those relationships, even some of the visa issues where people want to exchange instructors or our apprentices and figuring out how to navigate that world.

There are a number of things that we're looking at that we could do under these JDI's. You know, we're continuing this dialogue. We're hoping to finalize these work plans very soon and really begin a lot of the work and this kind of work has generated enough interest that it's now yielding an opportunity for us to have a US European Union dialogue on apprenticeship in Brussels in February which Eric will be heading that delegation next month.

So it's really exciting times, lots happening internationally. You know, I think many, many countries are looking to their apprenticeship systems to handle a number or to address a number of workforce issues whether it's youth unemployment in a number of states, ways to jumpstart their economies by having a skilled workforce supporting their manufacturing base. Many, many reasons are driving this growing interest internationally in apprenticeship and we want to make sure that the US is seen as leading on this issue as well.

So just really exciting work. Again I would love your input on that and again we've shared the JDI's with you as well for your information. The leader's movement still continues to grow. We are up to 164 leaders and climbing. You know, we brought all our leaders together at the White House summit earlier in September and we have plans again to expand the leaders here in 2016. We'll add critical new leaders.

We'll be looking back at the commitments the leaders made in 2015. We're asking our leaders to play a critical role in our future C's and accelerator meetings and of course leaders played a huge role in supporting National Apprenticeship Week in 2015 and we'll continue to hope that leaders will again lead the way for National Apprenticeship Week next year.

Again, you know, we love using folks' logos. We think it's a really powerful way to convey the brand power that these leading organizations have that it really helps to lift up apprenticeship when you talk about these companies, these organizations that are supporting apprenticeship and it's been a - been a huge success.

Alright so finally on my list - or sorry - we have two more items to go. I'm actually going to turn it over to Mike Donta. Mike, I was wondering if you could talk a little bit about our effort to build an OA/SAA partnership group that we've been working on recently.

(Mike Donta): Alright, thank you and good afternoon everyone. We're extremely happy to continue to grow our partnership with the Office of Apprenticeship and the US Department of Labor. We've kind of set some ground rules.

We've been working together anyway but kind of put together a little bit more structure so that we can work better moving forward and planning how the states can better cooperate with OA and try to move the entire system a little bit closer than what it has been in the past. So we are all excited in moving forward with this and of course very excited about the budget that John is going to talk about here just a little bit and hope that it'll help many of us - the states out here who don't have the assistance we need to produce as we want to produce. So thank you John. I'll look forward to moving forward.

(John Ladd): Thanks Mike and again just really commend your leadership on that and, you know, I think we've made a lot of great progress over the past, you know, really since this summer where we were able to convene everybody together and really work on some of these national issues. So exciting work continues there.

Then lastly again these are part of our quick hits. You know, as we talked with you at the last meeting and probably the meeting before that as well, you know, the evolution of our sector work will really come together in these Accelerator sessions that we're planning for later this spring where we'll bring together employers and other organizations that are interested in starting new apprenticeship programs in new areas and design a really focused technical assistance session where we'll facilitate them through a process and help them to stand up a set of apprenticeship standards more quickly.

We'll have experts in the room. We'll have RGI providers available. We'll have people who understand what resources can be put together and we'll really kind of provide almost a concierge service to bring people through the process and hopefully accelerate their time to development of apprenticeship standards.

So we'll be sharing more with you as we move forward on this so let's go to the next slide. But again just want to reiterate, you know, this has really been an evolution where we started with industry roundtables in 2014. We had our first seize convening's in 2015 and now in 2016 we're targeting hosting these apprenticeship accelerators to bring together the grantees and others and really help them move through the development process more quickly.

We're hoping to do a number of these towards late spring or early summer. We'd like to try to do six to eight of them over the next few months and many of these again will build off of our industry focus that we already had but we're already starting to see some organic efforts take place already where industries that we hadn't particularly targeted have come together on their own and have asked us to do - provide similar support for their industry.

So leaders Aon and Zurich Insurance are hosting a convening in Chicago in March to bring together financial services and insurance companies to talk about some of the work that they've been doing and leading and encouraging other companies to start apprenticeship programs in this area as well so our work continues. A lot of the work that has been laid out over the past couple of months continues and we just want to bring everybody up to date.

(Andrew Cortés): Just a brief comment before we move to National Apprenticeship Week. Just to earmark this for later discussion, I'd be very curious if other states are experiencing the uptick in interest and apprenticeship regardless of the grants.

So as you were talking about the apprenticeship accelerators, I was thinking boy, we just can't get those in place fast enough. I know that we are fielding a lot of calls not related to grants activities but just interest in the apprenticeship model looking to expand and people looking to replicate this model within their own sector. I love seeing that the two leaders in the financial service sectors have created that convening.

I'm just thinking of other efforts that are happening within our states - say within the financial services sector - where we have not brought the apprenticeship model to them yet. So there's just some really exciting energy around apprenticeship across the country at least in the state. It's very, very exceptional and that has nothing to do with grant activities. So I just wanted to note that. I'd love to know about other states and comment the department for moving forward as quickly as possible on the accelerators.

(John Ladd): Right. I'm wondering if maybe Mike Donta could refer to that. I'd particularly be interested in hearing if the SAA space are seeing the same kind of interest that Andrew mentioned and I would concur, you know, the grants have been a great boom and exciting but a lot of disinterest and including the interest in the financial industry is not - is completely unrelated to grants. So Mike what are you guys seeing on the SAA side?

(Mike Donta): Well I'm hearing the same thing John. It kind of it seems to be more pocketed. It's not necessarily all across the country but there's some extreme interest in different areas, different states that, you know, didn't receive the grant. It has created a lot of excitement.

I think some of the - some of the grant activities are bleeding off into folks who weren't - weren't supplied the grant but are hearing about it through their industries and their partnerships that are coming back and reaching back to the states to help their program. So we seem to have a renewed interest above and beyond the grants.

(John Ladd): Great. Anyone else want to chime in on that?

(Bill Irwin): Our biggest partner right now is Ford Motor Company. They've put out about 130 apprentices. Probably 40 something percent meet our goal for the grant.

We're just finishing the contract with them so we should have that up and running for their first semester of RFCI. We've also negotiated about 12 programs since October 1st - brand new programs - we've got actually 40 new ones that are in the works which is - I mean it's extraordinary because we've already negotiated 60 something programs in the last four years so I mean a lot of small companies are just chomping at the bit.

I think the grant has something to do with it. I think some of the state money that's available is really pushing this whole thing. So I mean as far as we're concerned, I think

we're going to hit our mark of 750 apprentices plus we're also almost have our onramp program pre-apprenticeship done. We're going to use a lot of it at first for state incumbent workers and that's going to be provided - we're rolling that out at Ford Motor Company so I mean things are looking good.

We're expanding into a couple of different areas. One is Aerospace. We've got a plant in Middle River, Maryland which is near Baltimore and a Lockheed Martin client in Denver and possibly some out in California that we're going to expand to some apprenticeships and get into some new apprenticeships out there. So things are looking good. I probably need some more staff but things are looking good.

But if there's anything that you need any people to go to Brussels, please send me an invitation. I'd probably be able probably to swing it. I would have liked to gone to Switzerland and Germany but I just want to say I was at something not long ago in DC and John you were there. They talked about high unemployment for the youth in some of those countries that, you know, start apprenticeships early.

So I don't know if that's good, bad or indifferent. I don't know exactly why that unemployment for youth is at 22%. I think it was but there's also some key things that I'd like to, you know, be kept abreast of because I mean that is high. It's really more high than I think it is in the United States if I'm not...

(John Ladd): Yes, that seems a little surprising because I know that Germany and Switzerland both talk about their very low youth unemployment rates and they credit their apprenticeship system as a primary reason for their low unemployment compared to countries like Italy or Spain that did not have strong apprenticeship systems and have very, very high youth unemployment so...

(Bill Irwin): Okay, maybe I misunderstood that but I'd like to be, you know, I do want to, you know, expand my horizons on some of that so I would be - I'd like to be a part of that but that's pretty much a short version of where we're at right now and I think it's going to look up. I think we should be able to get our needs indefinitely. I mean we said we'd create ten new programs. I would say by the end of the fifth year we'll probably have another 40 or 50.

(John Ladd): So Bill that's fabulous. I'll, you know, put on my ETA hat here, just really encourage you to make sure you include those great success stories in your quarterly reports so we can share those. I mean many of the grantees I don't think are as, you know, forward position as you are so it's great to have some early successes that we can highlight so please make sure you share that with us.

(Bill Irwin): I will do that. The only percent I have and I've shared it with our folks out in California is that I want to make sure the apprentices in getting them part of the grant system, you know. I know WIA requires a whole bunch of stuff but I think that we could - I'm hoping that we shorten that version of requesting documentation from companies because I think we need to streamline it and make it as simple as possible because, you

know, and I think - I think the apprenticeship agreement really - it has a lot of information on it and I think that could be our first tool and I would - I mean that's what we're going to hope to be able to supply to get people registered on this, right.

(John Ladd): Sure, great points. Alright, we probably do need to move on though to try to cover our next topics. So I do want to spend a little time just reviewing the great success we have at National Apprenticeship Week. Obviously, you know, we're just thrilled that the president proclaimed this year for the first National Apprenticeship Week but really the success of this event, you know, beyond the great work that staff did here but really was the stakeholders of the system and folks like you on the phone that went out and organized events, held events, brought the community in.

You know, we were really overwhelmed by the number of events. We had an internal target of hoping for 100 events in the first year and we benchmarked ourselves against what national manufacturing day had for their first year and we had over 300 events. So we blew well past that target and it was just amazing to see the energy and excitement that was happening. You know, there were 43 states that had at least one national apprenticeship week event.

Many states - seven states either in their senate or gubernatorial proclamations - both the house and senate here did resolutions. So there was this widespread support, widespread interest in this event and just a few highlights of some of the things that we saw here. Obviously the secretary was all over - all over national apprenticeship week and multiple events went out to see one of our grantees with the Transportation Learning Center out in Cleveland.

You know, the Deputy Secretary was here visiting a local high school in DC. I got to go out to Delaware and visit some of the great work that was happening there but every event that people went to, you know, people can feel the energy, the excitement and was just thrilled with that first week or first time ever for national apprenticeship week.

So we have shared with you a report that dives us a little bit deeper into what we saw, what we heard, what we were able to gather and we'd love to get your comments and feedback on the report. We want to use this as a marketing tool and again as a way to really start building momentum for next year as we start planning national apprenticeship week for 2016.

And as part of that work, we've asked you a few questions. We've sent out a poll in advance of this meeting and we asked you things about the timing, the themes, you know, timing for next year, types of signature events that you all would be interested in seeing.

So we're going to pull up here on the screen the results of our poll and I'm going to have our whiz bang technical consultant here walk us through this. So Alex Jordan can you walk us through some of the results.

(Alex Jordan): Hey John I'd be happy to. I'm just going to walk you through the chart results of your answers.

So the first question was did you or your organization participate in a national apprenticeship week event and about 64% of you said yes and 35% of you said no.

We have for question two; the last event was celebrated on November 2nd. For your industry what would be your ideal timeframe for next year's national apprenticeship week and you're actually almost completely split down the middle on this to the point where if you look at the bottom under answer choices, October 2016 and November 2016 both had exactly 35.71% which just happens to be because it was 14 answers so it divides evenly like that.

Last year's themes included apprenticeship is good for business, apprenticeship is for innovators, apprenticeship is good for everyone and for the events attended were the themes clear during the event fairly useful? And the outstanding answer is yes that they were useful and the themes were clear.

And now we kind of have a free for all fourth question. What are some themes and or messaging that you would like to see raised for next year's national apprenticeship week and we had six prominent responses come in that we have listed as the benefits of apprenticeship, a make it in America theme, career pathways and expanding apprenticeship, youth apprenticeship and free apprenticeship, apprenticeship pays with a dollar sign at the end and women in apprenticeship and the trade.

Final question is what are your thoughts on the signature event that could be hosted annually in Washington and let's see if I can scroll through these. Is there anything that we want to pull out?

(John Ladd): It looks like we have a conference - a gathering of industry associations, best practice sharing, events in DC, congressional awareness - all of those we thought were really important elements so those are all great ideas but why don't we take a moment here and see if folks on the phone have some other ideas that may have come to them since or other feedback on this year's national apprenticeship week.

Man: (Indecipherable) one of our counties uses manufacturing day. We're going to try to tie that manufacturing day also promoting apprenticeships. Last year they had over 2,000 students from middle school and high schools participate and we're hoping that it expanded at least to do some networking with our middle schools and the intermediate school district to promote apprenticeships.

(John Ladd): Excellent. That's great. Anyone else want to chime in? We've also left some time for you during your sector conference breakouts to think about this question as well so to think if there's any burning questions that people have right now or comments they'd like to make.

(Andrew Cortés): John just a thought to throw out there for peoples' reflection during the sector talk. It would be great to see increasing opportunities become a theme for next year not only develop upon the work of this committee but also beyond just our traditional model of increasing opportunities for underrepresented populations but also increasing opportunities for employers, increasing opportunities for a business or economic advantage or economic security and so on and so forth.

It would be great to see us pick up some of those themes of the important work that we see on the national level and promote those during next week's event. And another very quick comment - I am guessing that you had a lot more apprenticeship - national apprenticeship week events that are counted.

I know in Rhode Island we were so busy actually doing so many events, we didn't report half of them. So, you know, I think that it was a great success. There's a ton of momentum and I think we're seeing the results in the uptick in interest not only through the grants but just industry in general.

(Connie Ashbrook): Yes, I would agree with Andrew that it was a tremendous success across the country and doing some kind of signature event in Washington would be very welcome and appropriate and would get a lot of attention as well.

(John Ladd): Right, right. Thank you. So again, you know, please spend a few minutes in your sector time to think about this as well. Take a look at the report that was developed. Make sure folks think we've done a good job capturing both kind of the breadth of the events and the excitement of the events and any other feedback would be helpful as well as we look to finalize that report. Alright so - yes go ahead.

(Bill Irwin): I just wanted to let you know the side work was for - I worked a lot with Russ Davis the Director of Michigan Apprenticeship and so they've been a real good help trying to get some of this stuff together and working together to help us get all the stuff done.

\$90 MILLION CONGRESSIONAL APPROPRIATION FOR APPRENTICESHIP

(John Ladd): Right. I'm so glad to hear that. Okay, so lastly I just want to cover the exciting news with the - it happened just back in December with the 2016 budget. As Eric mentioned, this is historic. We keep saying this. We have a lot of historic firsts, you know, historic investments and our partnership with the American Apprenticeship grants, you know, the historic inaugural National Apprenticeship Week last year and this - again this is a story that congress approved the administration's request for \$90 million in funding to support apprenticeship.

And what's historic about it is that what this funding represents is programmatic funding for apprenticeship. Typically apprenticeship has only been funded as, you know, kind of a salaries and expenses type activity so funding for the office of apprenticeship. There's never been a programmatic funding stream to accompany the salaries and expense funding that we get from congress.

So this does represent our attempt to build that programmatic funding stream for apprenticeship. So two things - so it's important to remember that this is intended as, you know, federal program dollars for apprenticeship. It's also intended to be annual, you know. We propose this as an annual funding stream the way, you know, almost every other federal workforce development effort has some federal dollars attached to it.

So we had proposed \$100 million in the budget. Congress approved \$90. A lot of the details for the proposal can be found on our website that we shared with you as well and our congressional budget justification but just real briefly what you'll see in that - in that proposal is we really saw this as breaking up the funding into four buckets of activity that were important to fund at the federal level.

The first area of funding is funding to states so this is really about helping states increase their capacity, the infrastructure, their ability to promote and provide outreach around apprenticeship and we really feel like that state - that state leadership is important that that state alignment is important and, you know, we really see the bulk of these funds being directed to states to build up the apprenticeship infrastructure in each state.

As many of you know, you know, many states whether they're OA or SAA states are often one person deep operations and it's just impossible to cover a state and to be all things to every industry or every potential employer or sponsor. When you're one person, you have no backup and you have to do it all. So this is about that attempt to really provide annual funding to states to help expand their capacity and, you know, as (Andrew) was mentioning before, just really start to be able to respond to the demand that we're starting to try to generate at the state level.

So about half of the funding goes to states. About a quarter of the funding is targeted to industries where we really hope to target the industries that we've been focused on but really figure out how we can bring other intermediaries, bring other organizations, industry associations and others to work directly with employers and help scale up apprenticeship programs and work with multi-employers, work in settings where we can really scale apprenticeship more significantly.

So about a quarter of the funding is to industry then you have about 13 1/2 million would be to help support our broad equity and inclusion agenda. So again helping to support innovative efforts to align other funding streams, to provide pre-apprenticeship and other direct services, technical assistance, support services, a range of different activities to really make sure we both expand apprenticeship and diversify apprenticeship and making sure that we're providing funding to support those efforts as well.

And then lastly there's about 10% of the funds are then set aside to support national activities whether that's broad marketing and outreach, whether that's research and evaluation, whether that's IT investments so we can help seed and grow. We think there's a lot that can be done by having more flexibility with some national activity funding that we've asked for from congress as well.

So you see those four buckets of funding - we did get a lot of flexibility - if you go to the next slide - from congress and how we can utilize these funds. So we're now in the process of going through a set of consultations with a whole broad range of stakeholders to really get feedback from all the stakeholders within the apprenticeship community around how best to utilize these funds, to obligate these funds moving forward.

So you see some of the groups that we have up here listed that we've either scheduled or had or are planning to do consultations with over the next couple of weeks. We're about halfway through that consultation process. It's been incredibly helpful to help really advance our thinking on this and really help us to flush out our various proposals.

So not wanting to leave the committee out on this important work, we do have a number of questions that we'd love for you all to consider during your sector breakout time and while this committee is so diverse, we could really have asked you almost any question in any of these various funding streams. We really tried to identify some questions that relate back to specific work of the committee over the past couple of years.

So one question we'd love to get some feedback on from you is, you know, with this funding to states, how can the funding help support and strengthen some of the national system building efforts that were championed by the committee. So how do we build more of a national system to supporting the states and how do we increase - help support their capacity building efforts.

For the industry funding we're particularly interested in how the funding can promote and support the extension of quality apprenticeship in both existing and new industries. Third, we're asking how these funds can incentivize quality pre-apprenticeship, you know, particularly as articulated by the committee on their framework for quality apprenticeship - pre-apprenticeship - and how that can support the recruitment selection and retention of under-represented groups.

And then, you know, very importantly we really want to think about what success looks like, how we should be measuring and tracking success for these funds, how do we get some early wins so again we can demonstrate for congress that this funding is valuable and needed in the system but we need to be able to know how we're going to track that and how we're going to report back to congress on what their 90 million - on what this 90 million was able to secure.

So these are some areas that we'd love to get some feedback from the committee given the interest of time here. We want to make sure we have time for the ratio discussion. I'll ask you to just think about those questions a little bit now but again if you can discuss these in your sector breakout sessions that would be particularly helpful to us. So any questions on the 2016 funding?

(Andrew Cortés): From my perspective more congratulations are in order. Very, very exciting times.

(John Ladd): Thank you very much. Alright well I don't hear any questions. I'm going to turn it over to my colleagues Jim Foti and Andrew Cortés to walk us through the very, very substantive work that the ad-hoc ratio workgroup has done. I just want to add my gratitude to the work of that group. This was an extremely challenging issue and this group took it on, provided incredibly helpful feedback and I think really helped develop a quality product that you all have in front of you for your review and consideration.

RATIOS IN APPRENTICESHIP WORKGROUP PRESENTATION

(Jim Foti): Thanks very much John. I just wanted to speak for a minute and echo John's comments and thank everyone - even the OA staff here - Ken Lemberg and Kenya Huckaby. A lot of folks around the office who have helped out and of course the committee members who really delved into these challenging issues and, you know, tried to do research, tried to guide us as we, you know, were putting this documentation together. It started way back in 2014 so we've been, you know, busy at, you know, trying to come to - trying to come together and put our minds together and, you know, to work on this. I'd like to - as John said - extremely challenging issues and I think that, you know, over the probably 20 some odd conference calls that we've had, you know, with ACA members even, you know, some with the State Apprenticeship Agency so thanks Mike and your group from

You know, this - what we've shared with you today is a compilation of our experience and without further ado I think I'm going to leave it over to (Andrew) to walk us a little bit through the guidance.

(Andrew Cortés): Well thank you Jim and I'd be happy to and I think I can get us back on track despite the complexity of the issue in terms of the agenda and the reason I can do that is because of the exceptional work of this workgroup in its many iterations examining this very complex issue.

So, you know, as Jim mentioned there's been a lot of good work around this for a long period of time and the reason that it has taken a long period of time to come up with the recommendations that are now before you and have been distributed in more detail via email - the reason is it's a complex issue. We have over 1300 occupations which are recognized as the principle and so determining the appropriate ratio for adequate supervision, on the job learning, safety across all of those different occupations obviously is very nuanced and complex issue.

However we have - the fact of the matter is that right now as we are promoting and expanding apprenticeship to new occupations, construction occupations still comprised of a large majority of the apprenticeship programs that are out there and construction industry of course is a very hazardous occupation.

So we're in quite a pickle in terms of looking for a nuanced and robust set of guidance around a complex issue but we're also in a position where we cannot afford to let perfection be the enemy of progress.

So with that being said, basically what we've done is we've devised a system where I believe the recommendations in front of you will make sense and we have a broader plan to refine and create better guidance within, you know, the next two years.

So just briefly we did run through the background. There's been an awful lot of conference calls and the lapse between ACA members. I really want to thank staff - the state apprenticeship agencies who partner with the office of apprenticeship staff to continue this work. We reconvened the ACA and we got right to it.

And in general, you know, there's an awful lot there. First we clarified a few issues around, you know, how you talk about apprenticeships. I think that's pretty self-explanatory within the document so, you know, let me move directly to the short term recommendations that we will be asking folks for some votes on.

And looking at the recommendations, really we're talking about standardizing a clear process so that OA staff - when they're reviewing proposed ratios - has a clear process to follow.

Given the hazards of the existing construction occupations and programs out there, we really wanted to create some interim classifications of how to look at program quality. We recognize that they are because it is very difficult with limited data to fully address program quality but we figure that a good proxy around that is captured within the rubric which we'll look at in just a minute.

But basically we decided that, you know, when we're talking about hazardous occupations, it's all the more important to have a standardized process and a clear rubric and directions for its use.

Alright so basically for a period of a year and a half what we're suggesting is those three previous recommendations get captured by OA and distributed by its circular however the work doesn't stop there as mentioned. There is much more to be done around fully understanding this very nuanced issue. So there's not only those three proposed recommendations for the development of a circular but we're looking to research and explore alternative methods to establish ratios across all these different occupations.

So really the workgroup came and recommended - is recommending that OA continue this research after distributing the circular so that research can be happening concurrently with the use of this new rubric and by doing that we can use this rubric out in the field. We can see how well it's working to address the short term issues that we're seeking to address while then synthesizing that with the research that's taking place during the use of the rubric, combine it all at the end and we can come up with better guidance going forward.

So really the committee action that we're requesting in this case is taking a look at these three short term recommendations to be developed in this circular. We are asking for folks to take a vote on that today. Just a very quick reminder for those who - ACA members who

may have a substitute person sitting in for them because of schedule. Please remember that during the actual vote only the ACA's members will vote but I think this is pretty straight forward.

As you go through the document that was distributed via email, I think you'll see that we came up with a fairly clear way to utilize a standardized process which is outlined in the first recommendation in some detail. We also took a stab at interim classifications of hazardous occupations in program quality and I think that's pretty straight forward.

We looked at the hazardous occupations based on the fatality rate and those broke out fairly cleanly into the three categories you see within the rubric in terms of a low, medium and high hazardous occupation that tracks pretty well with fatality rates that are greater than five FTE's per 100,000 and so forth. I won't bore everybody on the call with the detail that's contained within the memo.

I know we're all good readers and I don't want to take up your time that way but we also recognize that there's still - even within this rubric we've established a way where you can say alright, here's low, medium and high hazard occupations and here are some proxy's for program quality we can look at of low, medium and high.

Even within that we recognize that there will be the need for staff discretion but when you've laid out a clear and standard process for OA staff to follow, we can trust their expertise and apprenticeship to recognize where variances may be needed.

For instance there are situations where the ratio that one might think makes sense in a hazardous occupation, can't. Long distance tractor trailer drivers is a good example where the apprentice actually has to be alone in terms of their on the job learning process. So, you know, things are complicated and with 1300 different occupations to draw from you can imagine how nuanced the discussion was at the committee level.

But I think we have a very, very clear set of 1, 2, 3 recommendations to be combined and distributed via circular. We're recommending that OA develop a circular that captures those three and our fourth recommendation is to do research concurrent with the use of the rubric that would be distributed via circular, come back in two years' time, take a look at how the data worked, how well did the rubric work, how well and what did we learn through the research, you know.

There's a very robust system of industry input in Canada for instance. We want to learn from where there's best practice either in this country or beyond our borders and synthesize that with the learning from the use of the rubric on a temporary basis and develop more nuance and revise and refine these recommendations around ratios across the board in year two.

So that is primarily what we are going to be looking to do and we are very hopeful that folks can discuss the specifics. If there's any questions around the actual document that was distributed to you via email that we can get to that in the sector breakouts but I, you

know, just to wrap up this and open it up to any questions before we move on, I just really wanted to thank both, you know, the labor and the employer sectors for the exceptional work as well as OA and SAA staff people.

I know there's a lot of accolades going around but, you know, as you can imagine, these are not simple issues to address, you know, and there is lots of different factors which weigh into it - economic competitiveness, longevity of employment - all sorts of different nuance things that had to be looked at and folks looked at it really well.

The employers and labor with a wealth of experience around ratio issues really helped inform the document that's before us and hopefully the status makes sense. The recommended actions makes sense and I would like to think that we are in a position where we can clarify this issue quite well for the benefit of OA staff across the country while we figure out a better longer term solution.

So I will just pause there for a moment so we can have a little bit of discussion. Please remember to chime in to the operator and open up your mike. It would be great to have a little bit of discussion how folks have reacted to this material distributed to you.

Coordinator: Excuse me, remote ACA members. Your lines are open. You may address any speaker at this time throughout the call.

(Andrew Cortés): Thank you, operator. ACA members, especially those who were not on the work group, any chance to review and get some reactions? Does it actually make sense given the background? I've never known the group to be shy, so I'm assuming folk's phones are still on mute?

(Connie Ashbrook): I just thought the material was so well laid out. All the questions were covered extremely thoroughly. The rubric is easy to use, and yet lends some flexibility. The committee did really great work, so thank you very much.

(Andrew Cortés): Thank you, Connie. I very much appreciate it. Other members?

(Robert Jones): I have a concern about statements that were made, and this recommendation about the 1:3 ratio being customary for construction. There's no basis for that statement, and it's repeated about four times in this recommendation. The reason I say there's no basis for it is because in our October meeting, OA staff stated they can now collect data information from existing programs. Also, we had a good discussion without our Canadian counterparts, particularly Ontario College of Trades. In their press release, they state in Ontario the most commonly occurring ration in the trades is 1:1. I just want to clarify that and make sure we're okay with that 1:1 ratio.

(Andrew Cortés): I appreciate you bringing up that issue. Thank you, Robert so if you guys look at the memo that was distributed in advance, what Mr. Jones is referring to is not a recommendation that we're looking for any action on, but it's in the general comments section on apprenticeship rations. There was some research done by the OA/SAA

workgroup that basically everyone's 1:1 at least for the first apprentice. What Mr. Jones is actually pointing out is that in the general comments, we note that in some states it is customary for the second apprentice to have a higher ratio. In other words, you need more journey workers on site prior to the hire of a second apprentice. Because that is a confusing issue and it's not standard across the states, that's not within the recommendations that are in front of you for vote. It is a generalized comment that we have found this across some states.

Some folks felt it was more customary, and as you can hear from Mr. Jones, other folks feel that 1:1 is customary across the board. Please recognize that this is around a general comment and not part of the recommended actions. The recommended actions are 1-2-3 standardized and clear process, use the interim classifications, provide the rubric and directions for its use. Then, the fourth recommendation is do more research while you're using that rubric, just to clarify for folks. But thank you for pointing that out. That is an issue that we'll need more continued research on. So hopefully that's clarified. Does that clarify where we're at with that, Mr. Jones? I understand the concern, but there's not a recommended action around making a statement on what customary ratios are within construction.

(Robert Jones): As long as it's understood that 1:1 ratio in construction is acceptable.

(Andrew Cortés): Yes. It states very clearly there is no prohibition on approving ratios that are different than previously approved ones. All states have 1:1 for the first. But again, there's no action by the ACA stating what is customary for any industry occupation, just a standardized process, the rubric and some interim classifications.

(John Ladd): Do other folks have comments?

(Chris Haslinger): I have a question. Obviously being involved with this through all of the discussions, would it be a fair question or assumption that going forward in the future, one of the goals or the things that we had talked about that would be nice to be able to see is that data is collected going forward of what is ratios of all of the approved programs, so that in the future there would be able to be an accurate statement made of what is the range or averages in various apprenticeship fields going forward. Would that be correct?

(Andrew Cortés): That would be correct. It's captured under that fourth recommendation in the continued research. We definitely all of the workgroup members clearly recognize that there is a need to understand what is common practice, what is best practice, and how we can establish and help folks in determining their practices around ratios across all occupations. But yes, you'll find in the bullets suggested research to happen concurrently with the use of the rubric. We are exactly looking to get at those questions. Are there any other comments or questions prior to folks discussing within their sector breakouts?

(John Ladd): One thing we thought we'd do is we'll flash up here on the screen for you the specific -- the nature of the vote that we'll be asking folks to take later on coming out of their caucus meetings. It very much reflects what Andrew just clarified, particularly on that

last point. But here is the wording of the proposed vote for recommendation. You'll see here we're asking the committee to vote their general approval of the three short term recommendations as identified here. Standardize a clear process using classifications, a program quality and occupational hazard, and provide the determination rubric and directions for a method to form an appropriate ration. So that would be one vote on that general direction. Then, I was going to pull up the second vote. The second vote would be again a general approval of the recommendations to connect longer term research and explore alternative methods. Andrew or Jim, anything else you'd want to clarify on that vote?

(Andrew Cortés): John, thank you for putting up the two votes. It makes it crystal clear what we are looking for the full body to take action on. I look forward to any discussion of the more nuance material in the memo during sector breakouts. But our actions are clear, and I do feel that this -- it seems to me this is a great solution given the amount of calls that I have sat in on, and the variety of opinions and material out there. This seems like a great way to address something that needs to be addressed without closing the door on refining our guidance going forward.

(Jim Foti): No. Thanks, Andrew. I wanted to just have a minute to thank you for your leadership in this, working with the committee members, going through some of these challenging issues and trying to help us find good solutions. There's no great solution here. I think everyone knows that. As Andrew said before, we shouldn't let the great get in the way of the good. We're looking for your support on this. Thank you.

(Greg Chambers): I just wanted to commend your job as well as Steve Opitz and the rest of the OA staff. You really did some great work on it.

(Jim Foti): Thanks very much, Greg. I forgot Steve, yeah. Steve did a lot of good work on this too.

(John Ladd): So any other questions for Jim or Andrew. So not hearing any, I will give you plenty of time in your sector call to further deliberate on this. So our plan is that you'll now take a ten minute break, take care of business, other things that you need to take care of. Then, we're asking each of the sectors to host a 30 minute call between now and 3:20. Sorry, 3:10. Then, we will then come back and do report out at 3:20. So again, you have kind of a ten minute break, 30 minute call, ten minute break. Then, we will reconvene at 3:20. Each of the sectors has their own separate conference line. Everyone should have that information in the information that we sent out. Chris, I noticed that we don't have Ken with us today. Could I ask you to host and lead the labor discussion?

(Chris Haslinger): Yeah. That's fine, John.

(John Ladd): Okay. So do folks have any questions about next steps here and the process?

(Andrew Cortés): Pretty clear, John. I will look forward to speaking with the public sector at 2:40 at the dial-in provided.

(John Ladd): Wonderful. We'll look forward to seeing everybody back online and on webinar at 3:20.

(Greg Chambers): Hey, John, Can you put the budget recommendations back up on the screen? We don't have a print out of that. We have the ratios, but just something we can refer to during the breakouts.

(John Ladd): Yes, the questions for consideration? Sure, I will put them back up on the screen here.

(Greg Chambers): Thanks, John.

(John Ladd): All right, Andrew, I'll turn it to you to, I guess, temporarily adjourn us until 3:20.

(Andrew Cortés): All right, ACA members. Thank you for participation thus far in the virtual meeting. We are now adjourned until 3:20 when we will all dial in promptly for some sector report outs. Thank you and speak to you all then.

SECTOR CAUCUS REPORT OUTS

(Andrew Cortés): All right. Welcome back, everybody. I will officially call us back to order. We can move pretty directly into the sector report outs. I know that we had a very robust discussion in the public sector. But if I remember correctly, Chris Haslinger was going to report out on behalf of the labor sector. So if you don't mind being put on the spot, Chris, I'd love to hear what the labor report out yields.

(Chris Haslinger): Thank you, Andrew. As you mentioned, we discussed on the ratio in the labor side was in agreement and had some good discussion, and were in favor of the recommendations. One question that was brought up, and that was just regarding if something was in a CBA or if a state had some sort of a regulation that, that would still take precedence over anything in the recommended ratio language that we have here, which we believe that, that would still be correct.

(Andrew Cortés): I also believe that, that would be correct and I don't believe this guidance would impact the ratios as determined through CBAs. But I will look to OA staff to ensure that I am accurately reflecting that.

(Franchella Kendall): Yes, this is Fran, the state apprenticeship agency, ratios are yes in law. The CBA language is going to be attached to the standards. That's the requirement so that we can, as far as transparency. So that, I don't know that there is any issues with that.

(Chris Haslinger): Okay. The --

(Andrew Cortés): Thank you. Did you guys start to address some of those key questions?

(Chris Haslinger): Yes, sir. On the questions regarding this, one of the things that was brought and discussed about the budgets, the proposed money, and that is would any of the funding to the states or the national system be used to possibly update or modernize the reporting systems for data collection in that? Is any of the 45 million or the other money allocated, would that be possibly used for that? Another question that came up -- again, I know we're asking questions back to the questions, but some other discussion was also with the possible implementation coming of the new regulation on 29CFR30, would any of this money under the proposed budget be utilized for possible training or implementation relevant to the 29CFR30?

Also for the state, the thought that good use for the money is that it would be the Department of Labor give some more direction to the state on their funding mechanism for maybe introducing and bringing on more staff involved with apprenticeship program. The training for staff in the state agencies to help promote and to oversee the apprenticeship programs. That was on the first point I guess, (Andrew).

(Andrew Cortés): Okay.

(Chris Haslinger): On the second one, one of the things that was talked about was maybe more highlighting some more success stories. Again, it goes back to a couple years ago. We believe there was talk about a national marketing campaign that was there. Would any of this funding be utilized for that? Possibly have also some sector focuses where you breakout the different apprenticeship programs. Besides promoting apprenticeship in general, break it out into some different sectors or industries to promote their specific needs. Is there a possibility of bringing in some research to show what the true return on investment is or your ROI. That, that would possibly be a use of the funding for there. Reference to the third question is that the funds incentivize the pre-apprenticeship programs. The discussion was about really looking at the benchmarks or determining they're quality programs.

Are they all tied to, you know, an apprenticeship program, and what is the completion ratios? Or what's the long term success of those individuals, and how can they be better brought into a quality pre-apprenticeship program? Then on the number four, the success of the \$90 million and how should they measure and track. That, you know, really kind of at the end of the day, the fact that you're able to have more in the true number in a registered apprenticeship is up, you know, is an indicator that things are moving and having a success. But also looking at not only did somebody get into an apprenticeship program and completely, but where are they now two years later or three years later. Then, was it a true success story of a program? One of the thoughts or discussion points that we had as possibly for the third and the fourth, maybe looking at in the future a workgroup to address those things and find out some more detailed suggestions on those two items right there that maybe a workgroup would be a good way to handle that. So that was what we discussed on our sector breakout.

(Andrew Cortés): Thank you very much, Chris. It sounds like you guys had a busy discussion in your sector breakout. Those are great suggestions. We're a little tight on time

where I'd recap them back, so maybe I'll save the recap for the end in all sectors and move on to the employer sector. Jim, are you reporting out?

(Jim Wall): I am. To say that there was a robust discussion about the ratios would be an understatement. There is considerable concern among the employer caucus on a number of issues related to the ratios. Part of it I think comes from the need for clarification. We think that this is a serious issue, and that the recommendation from the employer caucus is that we table the vote on this today and schedule a special meeting, so that there can be clarification on exactly what the language means and then move forward. We spent a considerable amount of time. Personally I thought I had a handle on it, but the more people spoke and looked at specific language, the more questions were raised. I think there just really needs to be some more clarification before we can move forward.

(Andrew Cortés): Thank you. You mind if I just pause you for just a moment and ask maybe Francella or Kenya to roll back the specific two votes and put them up on the screen? I know the memo covered a lot more ground in terms of the research topics around ratios than the actual actions we're looking for today. So I just wanted to make sure that the employer group took a good look at the two actions requested prior to moving on. If one of the OA staff could roll back to those as Jim continues his presentation I would appreciate it, just so the employers could take a look once again at the recommendation one. That is the 1-2-3 recommendation to be put into circular. Then, the second recommendation is to do more research to understand the complexities of the issue.

(Kenya Huckaby): Okay, Andrew. We're getting it up on the screen.

(Andrew Cortés): Great, thank you. I'm sorry, I didn't mean to interrupt you, Jim. Please feel free to move onto the other questions you guys took a look at.

(Jim Wall): Okay. We obviously spent a significant amount of time on the ratio issue, but in terms of the budget questions, you know, we had a discussion around the quality pre-apprenticeship programs. We think it's really important that we don't repeat some of the errors in the past. That there really be an effort to make sure that these pre-apprenticeship programs are connected and end up with the participants in the registered apprenticeship system at some point at the conclusion of the pre-apprenticeship program. That there be serious consideration that, that be a requirement. In terms of what the success of the \$90 million would look like, you know, some of the obvious things in terms of the numbers of active programs, increasing the number of completers. You know, a very important metric would be overall, how did these efforts reduce the costs for program sponsors? Again, the vast majority if our discussions centered around the ratio issue and also a lot of questions that I think could be clarified before we would move forward.

(Andrew Cortés): Understood. All right, thank you very much for the report out. I'm sorry that folks got a little weighed in the ratio discussion. We were trying to keep it simple for today. So just before I go into the public sector report out, to reiterate because I know there's a lot there. Again, I'm projecting it wasn't in your conversation, but I would speculate that some of the issues we're not voting on weighted in on the vote just because

it's such a complex issue. But just to clarify, vote number one recommendations for the short term. What the workgroup was suggesting, the following three items become a circular. A standardized and clear process is outlined for OA to follow the interim classifications of program quality, and the occupational hazard to form appropriate ratios and to provide the determination rubric and directions for its use. That's one vote. The second vote is to do more research while that circular is being used. So just to clarify what to vote on because I know the issue is not solved. Believe me, the ratio workgroup also know that. However, again we're not looking to have, you know, basically perfection ends up being the enemy of progress in this particular case.

So I would ask for your consideration on that, but I do understand it is a very nuanced issue. With that being said, I will do very rapid two minute presentation of the public sector breakout just to get us on track in terms of the time. Thankfully, I did take some notes. First, we did discuss the ratio issue. Honestly, everybody felt very, very comfortable with the need for this interim. Two votes recognizing that the longer term solution has not yet been crafted, that there's more to know. But in the short term, we have OA staff. The Office of Apprenticeship has asked us to help them think through how to deal with this in the interim. So we all felt fine about that. In terms of the key questions, around the funding of the states there's a lot of discussion. One of the ideas that came out was how about diverting some of those fund to help state apprenticeship agencies build their capacity both in terms of the people and the systems around registered apprenticeship programs as they currently exist. But specifically around (unintelligible) and compliance, trying to get at the issue of under-represented populations as well with some of the funding building out state capacity.

Although we recognize the need for both, we were very cognizant that the funds need to build capacity of the registered apprenticeship systems in the state first. Second, to educate all on best practices. Another great idea there is potentially taking some of those best practices and helping inform municipal policies or county policies around how best to integrate and leverage the great opportunity of a registered apprenticeship for their various residents and constituencies for their policies through (unintelligible), to incentivizing at the local workforce and through partnerships. Honestly, the public sector did not have time to get to the second question. I know there's more to come in terms of how we promote and then support the expansion. But we really did delve into the third question around incentivizing quality pre-apprenticeship as articulated in Training Employment Notice 1312, that quality framework. Really looking to support the recruitment, selection, and retention of under-represented groups.

So a great point is that many of the WANTO grantees have created excellent, excellent work and best practices. So replicating the best elements of the good work of WANTO grantees within a regional structure. So thinking systemically, but recognizing we want to incorporate some of the innovations of specific grantees. So potentially a regional technical assistance center approach. Maybe we follow the regions of DOL as they currently are structured which can basically incentivize partnerships that align with registered apprenticeship sponsors who want to, you know, sort of demonstrate. Another good idea aside from this regional structure was also, "Well, why not do some demonstration pilot

grants with really high quality pre-apprenticeship programs?" Find them, solicit them, and at the same time we're create a regional dissemination structure for technical assistance on pre-apprenticeship. Have the demonstration grants feed back into that system some of the best practice being innovated on the ground. So folks thought that, that was a great idea.

Also very key in our conversation was the need to bring others up to speed on registered apprenticeship certainly in terms of both state and municipal practices, potentially county government practices. We're hoping that there can be some national drive to get better practices to a state level, then states can disseminate that out to the various constituency or component parts of the state. As members remember from previous sessions, you know, we've always looked at the issues of linking and incentivizing registered apprenticeship use with procurement effect by having read a check apprenticeship. Potentially there was a way to disseminate some best practices through the influx of funding. There's a lot of good ideas but I know we're running a little bit short on time. But that is primarily what the public sector had time to address. But, you know, there's a lot of good ideas out there. To Chris's earlier point about questioning the questions, I was just hearing those questions as recommendation. So, I mean, it made sense to me and very aligned with the public sector discussion around well, you know, let's get some funding to the states and update the reporting system.

Let's get some trainings going. Twenty-nine thirty roll out, it's a great opportunity for that as well and it all links together. So it feels like there's a lot of aligned discussion despite our virtual distance and all of us being in our own sectors. So I thank you for that piece. I'm getting that I must have caused a technical problem. Maybe folks were preparing for the electronic vote. But if possible, it would be great to see those two votes or maybe even put them up. But let me just pause there for a minute, see if employer sector has any questions for labor sector, public sector, for any of them et cetera. So let me just pause for a moment, open it up. Any comments, or questions, or clarifications on the sector report outs? All right, I am hearing none. So that either means we're doing well, or folks are on mute. So let's see what's about to pop up here? I am hoping that it will be the mechanism for the vote. Although I understand and appreciate the employer concern and wanting to get clarification on the entirety of the ratio, I would really ask folks in the employee sector take a good look at the two issues, the two votes, and see if you can be comfortable with those specific votes at this time.

We really need to get some issues out there to the field. So let me just pause here for a moment. I see that one poll questions has come up, and it is that you agree with the general direction of the ratio group and support the three short term recommendations on ratios. Just to reiterate, I can pull them up as well, we are talking about a standardized process. I'll get them directly for you. Standardized and clear process to be followed by OA staff when reviewing proposed ratios. Second, interim classification of program quality and occupational hazard to for appropriate ratios. Third, utilizing the determination rubric and providing directions for it's use to help and form appropriate rations. Again, that is the general direction of the three recommendations. We would ask for your vote. Please recollect that only ACA members may vote on this particular issue. We have a time limit, so please vote within the next four minutes.

(Greg Chambers): Question, the determination ratio as presented, is that for construction or all industries and occupations?

(Andrew Cortés): Let me just clarify that again. The process? So the process would be used for all. But if you took a look at that rubric, how it works depends on the hazard of the occupation. But this is interim guidance to OA staff when reviewing any proposed ratio request.

(Greg Chambers): So the reason why I ask, Andrew, is because initially it stated that it was going to start out as a 1:1 ratio and then go from there.

(Andrew Cortés): That's currently allowable. One to one ratio is allowed for the first apprenticeship in every state.

(Bill Peterson): Andrew, I mean, we voted in the labor caucus. So did I already vote or I got to vote again?

(Andrew Cortés): If you voted on the poll question that's currently still up, that is the vote on the 1-2-3, the first set. Short term recommendations to --

(Bill Peterson): I voted in favor and I'm getting on a plane, so I'm going to disconnect the call. But I voted in favor.

(Andrew Cortés): I appreciate that. As soon as the time limit's elapsed, the second question will come up and that question will be a vote on do you think more research is needed? It feels pretty clear that folks should feel comfortable with the fact that more research is needed. As you can see, it's a very nuanced issue.

(Kenya Huckaby): Andrew, I think it's worth saying we need to make sure that only ACA members are able to vote. So if there are participants listening in, if there are participants on the phone line that make up one of those 26 people on the line, this vote is only for ACA members. I just wanted to clarify that.

(Woman) (Indecipherable): I'm sorry. I was asking if there is a way to submit a comment along with our vote.

(Kenya Huckaby): Not at this time. But you can email any comments you have to Andrew Cortés and John Ladd.

There's only one minute to go with the first vote.

(Andrew Cortés): We heard you affirmatively vote on both questions. So, you know, if I could carry a tune better, I would sing a little song to bring us to the vote close, but I won't. That would be painful for everyone. I am sure that we will see the poll results. Is this going to be an instant tally, Kenya?

(Kenya Huckaby): Yes.

(Andrew Cortés): Excellent.

(John Ladd): Okay. The grace period for the votes has ended and the total as it stands right now is yes at 16 votes and no at 5 votes. And --

(Andrew Cortés): All right. Thank you very much.

(John Ladd): -- are we moving directly on to the next question?

(Andrew Cortés): Yes, please.

(John Ladd): Hold on a second.

(Andrew Cortés): I appreciate folks' confidence in the work of the workgroup there. I also am very cognizant of the fact that it is a confusing issue which needs more work. So thank you very much. Hopefully I think research is a less contentious issue. I would hazard to say that all of us recognize the need to understand this issue more thoroughly. So and here's the poll. So please go ahead and take your vote, hit submit, and I will do the same myself.

(John Ladd): Hi. Just letting everyone know that there is 3 minutes and 30 seconds left on the voting period. Actually more like 3 minutes and 50 seconds, as they'll be a complementary grace period. Then, I will report out the answers to everybody. Thank you again.

(Andrew Cortés): Great, thank you. I don't want to distract you all from the important task of marking box A or B, so I will remain silent. But I am very much looking forward to closing this section out and moving forward to the important work of increasing opportunities.

(John Ladd): Okay, closing the polls now. They'll be a 20 second grace period. Apparently the grace period didn't engage. Anyone can speak up if they did not get an opportunity to vote, but otherwise the tally as it stands right now is 18 at yes, 0 at no, and what looks like abstention.

(Andrew Cortés): All right. Thank you very much. ACA members, thank you for your patience. I take very seriously the fact that five folks did not feel comfortable on that first vote. I do think for that blithe complexity of the issue, and I am glad to see a consensus around the need for the research so we can clarify those issues going forward. So thank you all very much for your patience. Once again, thank you to OA staff, SAA staff, as well as the workgroup members who put in just an enormous amount of effort to pull together this interim guidance to the Office of Apprenticeship. So thank you for that. At this point unfortunately I did run you all a little bit over, so I'd like to turn it over to Franchella Kendall for a discussion of Increasing Opportunities.

INCREASING OPPORTUNITIES FOR WOMEN

(Franchella Kendall): Thanks, (Andrew). Hello everyone. I think I can probably get us somewhat back on track. What we are requesting at this time is to activate the equity and increasing opportunities workgroup. We feel like there is some important work that we would like for this workgroup to undertake. With that, on the screen is the current members of the equity and increasing opportunities workgroup, and everyone can see the list for themselves. So you can look at that list. Our task for this workgroup will be to engage a group of ad hoc members to the advisory committee on apprenticeship. This workgroup would focus on how to increase or provide recommendations on ways to increase the participation rates of women in registered apprenticeship in construction occupation. As you recall back in September of 2015, the ACA self-selected and organized around five key priority areas. The equity and increasing opportunities group was passed to look at issues related to under-represented populations, and this includes women, youth, people of color, and people with disabilities.

So this ad hoc workgroup would first focus on the population of women in construction. We want this to be a very targeted workgroup. We want to have some recommendations that we can provide to the department. The recommendations should provide us with some strategies and some ideas on how we can increase the participation rate of women in registered apprenticeship. I'd like to say that this has been a project that the ACA has been engaged in for several years. At one point it was called the Increasing Opportunities Workgroup. That workgroup, as Andrew has mentioned, developed a very good product, which was the Training and Employment Notice of 1312, which provided a definition for pre-apprenticeship and a quality framework. So this is sort of the next step on how we can actually implement some of that work that the Increasing Opportunities Workgroup for the ACA actually worked on a couple of years ago. So briefly, we're asking for some interim recommendations by June 2016 which will be the next ACA meeting. It cannot include regulatory recommendations because of course we have a Notice for Proposal group making this out on the street, so we really can't discuss any of that while we are discussing recommendations and strategies on how to increase opportunities for women in registered apprenticeship in the construction programs. We intend to add some experts to this workgroup, and those experts will include members of community based organizations.

They will also include other staff from other DOL agencies. We look for you for suggestions if you have ideas on individuals or organizations that would provide us some good information for these recommendations. So briefly the next step is to convene between February and June 2016. We'll convene monthly. If we feel like we need to convene more often, of course we will do that. We'll add additional experts from Federal agencies and women advocacy groups. We'll develop a set of recommendations for the full ACA's consideration for the June 2016 meeting. Then, we'll submit the recommendations to the department. If you are interested, even though you may not be currently on this workgroup, if you are interested in participated as a member of this ad hoc workgroup, please feel free to send me an email. My contact information is up on the screen. We think this is very important work, and we look forward to your input and your recommendation. With that, I'll ask if there are any questions or comments.

(Andrew Cortés): Franchella, while other folks are getting their questions in line, I wanted to thank you for bringing up this issue again. Also just specifically thank Connie Ashbrook for her work behind the scenes on all issues related to women and registered apprenticeship. Personally, I draw my own inspiration for trying to increase the number of women from Connie's work. I just wanted to highlight that. I also wanted to put a plug in -- I know he has representatives sitting on this call, but by virtue of the fact that he's not here, I would like to suggest that we reach out to David Casey for his potential participation in this group. I know he has a wealth of experience and knowledge around increasing diversity. I would love to tap into his knowledge based from his work at CBS.

(Franchella Kendall): Okay. Very good, thank you.

(Andrew Cortés): Do any other members have any questions around why we picked this issue first? By the way, I think it makes a lot of sense to break the issues of the equity workgroup out into bite size chunks because none of those chunks are simple or complex. So I can't wait to get to work on that myself. But June is not that far away.

(Franchella Kendall): Right. Yes. Thank you.

(Connie Ashbrook): Thank you so much, Andrew, for those kinds. I don't really have anything to say because Franchella, you and your team have done such a great job in framing what we need to -- the work that we need to look at. I'm just excited about getting a chance to do this, so thank you.

(Franchella Kendall): You're welcome. Thank you very much.

(Connie Ashbrook): Although I might say that I would want to invite to come to the Women Building Nations Conference in Chicago in late April, and in particular the Institute for Recruiting and Retaining Women in the Trades which will be held on Friday April 28th.

(Andrew Cortés): Okay. Thank you, Connie. Any other members have any questions around this work? Please consider joining the work. As you saw, we are light in certain sectors. It would be great to get some more robust representation across all three of our sectors.

(Andrew Cortés): Franchella, is there anything else at this point?

(Franchella Kendall): No, I think that's it. I look forward to working with everyone and getting some good ideas. So with that, I think we might have gained a few minutes.

(Andrew Cortés): We did and I appreciate it. My apologies for running us over.

(Franchella Kendall): No problem.

(Andrew Cortés): But we're only four minutes behind at this point, so I'd like to turn it over to Laura Ginsburg to present on education registered apprenticeship, and I'll tell you

I've already gotten great feedback from the meeting I was not attend down in New Orleans. So please take it away, (Laura).

EDUCATION AND REGISTERED APPRENTICESHIP

(Laura Ginsburg): Okay. Thank you, Andrew. Yes, I sat next to Peter Woodberry. We had a lovely conversation.

(Andrew Cortés): Great.

(Laura Ginsburg): Okay. You want to move the slide? I'm joined today by LeAnn Wilson who is a member of the ACA, Executive Director for the Association for Career and Technical Education. We're going to be talking about two things. First, post-secondary which is primarily the rack. Then, LeAnn and I want to talk about the work that we're doing in youth apprenticeship on the high school level with career and technical education. So next slide. So first I wanted to give you an update on the Registered Apprenticeship College Consortium. We have 230 colleges that have joined the rack. Remember, we officially launched this and took in members not even two years ago. So we have grown from zero to 230 in less than two years. We also have 956 apprenticeship training centers. We have 14 national, regional, and state organizations. So I would say that we have a pretty robust registered apprenticeship consortium here. I wanted to talk a little bit about what we're planning to do this year. We want to increase the number of colleges in the rack by 200 -- we want to have 275, so we still need 245.

We are primarily working with a lot of the grantees, those 46 grantees that got American apprenticeship grants. They all have college partners, so we are doing outreach with them. I was just in a meeting at the American Association of Community Colleges last week where we talked to many of the grantees who attended about joining the rack. We also had a meeting with a number of the community colleges that it tended the AACC meeting. It was the very first face to face meeting we had ever had with some of the community colleges about the Registered Apprenticeship College Consortium. So some of the things that we really want to push this year are - in addition to the expansion - we want to kind of work on the quality and really building the network. The community colleges want to really get in the business of doing outreach to registered apprenticeship programs. They want materials. They want to reach out to existing sponsors.

They want to try to help bring in new sponsors. We also want to really push the Federal Pell Grants being used apprentice that qualify for those Pell Grants. Then also the Federal Work Study. We've had a little bit more traction with the Pell Grants, but we really need some work on the Federal Work Study. Working with the Department of Education, they are really going to help us kind of work with the colleges that want to put these kinds of programs in place. If you recall, the federal Work Study money is funds that the colleges get that could be used to subsidize the wages of the apprentices. Currently, they primarily use the Work Study money to fund college students that, you know, have jobs in labs or the library et cetera at the community college. So we want to focus in those areas. Next slide. Okay, I think this is our transition to the youth model.

(Laura Ginsburg): So another area that we want to really go into are youth apprenticeships. We've been getting a lot of demand from employers that want to start doing apprenticeship on the high school level. I think in our last meeting, Johan Uvin from the Department of Ed talked about a study that we did jointly. I'm sad to say that it still is not out so we can't share it with you. But the study kind of looked at three different models of what a youth apprenticeship program could like. I think there are also a couple of other models. But, you know, we've got the registered apprenticeship where it starts in a high school. It continues through to community college. We have a pre-apprenticeship which is basically the Kentucky model track where they do pre-apprenticeship. The curriculum is kind of geared towards what they're going to be doing. There's a little bit of OJT with the registered apprenticeship sponsor, but they really start the apprenticeship once they get their high school diploma.

Then, the third that we've seen is the registered apprenticeship CTE curriculum where it's just the curriculum. It's been aligned and approved with the registered apprenticeship. There's no OJT. Then, they go in and they start their apprenticeship after high school. There are a couple of other models as well that we really want to start researching. So because of this interest, we really want to form an ad hoc committee similar to what (Fran) described, also similar to what we did with the RACC. We want to create this workgroup to really look at youth and registered apprenticeship. Let me turn it over to LeAnn. She can kind of go through what we want to try and get out of this workgroup.

(LeAnn Wilson): Yes. In speaking with Laura and Amy, we are really excited about the potential that this ad hoc workgroup holds. Obviously we'd like to propose the formation of a working group to study the alignment between CTE programs and registered apprenticeship to help strengthen the link between CTE and high school, and other apprenticeship programs for youth. Obviously, our goal would be would be for the working group to recruit and maintain more high school age apprentices, and also create linkages between the RACC members and high school CTE programs. We would like to provide a national network for employers of high schools engaged in CTE programming, and identify potential regional and demographical gaps. Improve early outreach regarding CTE programs and education to our audience which is obviously the educators, guidance counselors, family of students.

To educate those targeted groups - as we've been discussing previously, the disadvantaged and under-represented youth and families - regarding opportunities and future Federal funding opportunities. Also sharing best practices and information exchanges in the network. As always, addressing the liability concerns from schools and employers. ACTE, having this workgroup focused on opportunities for students to participate in apprenticeships and sharing best practices are clearly aligned with our goals here at ACTE. Obviously, we believe that students need more work-based learning opportunities, and more students need to have access to apprenticeship program at the secondary level.

The range obviously of apprenticeship options for students also needs to increase to include the various workplace fields and sectors not currently being represented. So we have had the great pleasure of speaking, as I said previously, with (Laura) and (Amy) about

what this might look like and the goals proposed before you. But we are really excited and we believe that this important work could further the goals of increasing youth and registered apprenticeship programs. We are looking to consider including our state CTE directors in this workgroup. As (Laura) mentioned, we already have some great models from states out there that we could look to for this important work. So with that, I will turn it back over to (Laura).

(Laura Ginsburg): Okay. Thanks, (LeAnn). What we'd like to do as we did with the rack is have maybe three ACA members, one from each sector - employer, labor, and public - join us. Then, we want to bring in subject matter experts which are going to come from the CTE community, some employers, there may be others that are very interested in this space and kind of help us explore, you know, what we might do. What would it look like? Remember when we started out with the rack, we had no idea we were going to do this network. We had a problem, and the issue was how could we articulate that registered apprenticeship experience towards college credit on a national level and scale it up?

It took us three years of working and deliberation and looking at best practices to come up with the Registered Apprenticeship College Consortium. Hopefully it won't take quite that long for his ad hoc group, but we certainly want to create something that will be scalable and will be national. I can only imagine that with the rack, with 230 colleges, 956 apprenticeship centers, we can do something very similar on the high school level and really have a very strong imprint of registered apprenticeship on the high school level. So let me open it up to any questions or comments you may have. (Andrew)?

(Andrew Cortés): Thank you, Laura. Thank you, LeAnn. I mean, clearly LeAnn is our best public member to put forward, but I would love to be involved to the extent I can be. This is very important work. I just wanted to briefly point out Mark Mitsui was able to drop in on the public sector call for a minute, and also made the important point on how linkages to community colleges through the rack and incentivizing them to become minority serving institutions can also help us on the under-represented piece. So really important work. I'm really looking forward to jumping in, and hopefully other folks are also going to be jumping in with you all to get this work done. But let me just pause for a moment and turn it over to others. Any comments, questions?

(Connie Ashbrook): We've done quite a bit of work with middle and high school girls and linking them to apprenticeship, to CTE programs in their schools, and to employers. So it sounds like you're already getting really dynamic public members involved in this workgroup. But I'd be very interested in just seeing the progress as the group deliberates. Thank you.

(LeAnn Wilson): Thank you, Connie.

(Andrew Cortés): Great. Other members' comments, questions? But I know in our state there's an awful amount of work happening right now around secondary level career and technical education. We have a very excited new community college president which perhaps Laura heard about as well who also came from a youth serving organization. It just

seems like -- I'm guessing across the country there's probably a lot of momentum around figuring out these explicit linkages and making the tie to registered apprenticeship so that we don't get jealous of the (sweats) when we look at their youth unemployment numbers. All right, well I'm not hearing some folks jump in there. Laura, LeAnn, anything else you guys want to cover?

(Laura Ginsburg): No, that's it.

(Andrew Cortés): Great. Well, members, please feel free to reach out to Laura or to Franchella depending on your workgroup interest. I really encourage folks to get involved to the extent possible. I know it's a commitment of time but I tell you, these workgroups really help us drive complex issues to the point where our full body can make good recommendations to the department. Your efforts are always greatly appreciated. All right, with that being said, I believe we are to the wrap-up period. I'm not sure if Mr. Ladd has graced us with his presences, or if he's decided the White House took priority over us.

(Franchella Kendall): I'm sorry, Andrew. Yes, he is still held up. But I know he would want me to thank everybody for all of their hard work. For, you know, their dedication to, you know, increasing the participation rate of everyone in registered apprenticeship. All of your ideas and your hard work on the ratio workgroup is very much appreciated. We look for your input on these other ad hoc workgroups. He thought he would be in here by now but, you know, other things come up and, you know, he has to go where he's directed to go, just like all of us. So with that I'll turn it back over to you, Andrew.

(Andrew Cortés): Thank you, Franchella. Once again, I just want to thank the ACA members for your service. Welcome us to 2016 because I believe without a doubt this is the most exciting year of registered apprenticeship in our nation that has ever existed. There's no question in my mind. With the expansion of registered apprenticeship into new models, new emerging occupations, with businesses figuring out how it's the right talent development strategy. The educational institutions figuring out how they can partner and expand the reach. It really is an exciting time, not to mention how exciting the apprenticeships that were already on the ground already are. So very exciting times. I encourage you all to jump into the ad hoc workgroups. I will pause for a moment because I would like to open it up. Unless there's other ACA comments at this point, I would like to open it up for some public comments.

(Connie Ashbrook): Well, this is Connie. I'm just wondering if there's any confirmed dates for the June meeting.

(Franchella Kendall): I don't think so. But Kenya will be getting back to everyone on proposed dates. So at this time I don't believe there is any confirmed dates for the June meeting.

(Andrew Cortés): All right.

(Greg Chambers): SkillsUSA is the last week in June, so you might want to avoid that. Because a lot of apprentice involved occupations are represented there.

(Franchella Kendall): Okay.

(Greg Chambers): Can I ask you a question? The proposed regulations for 29CFR30, the closing public comment period was on the 20th. Can the Office of Apprenticeship give any indication as to potential next steps, or where things are at, or any comments on that?

(Andrew Cortés): I am going to guess the answer on that is no, but I will turn it over to others more informed.

(Franchella Kendall): That is correct. It is still out and we cannot really say anything while there's still a Notice of Proposed Rulemaking. So I'm sorry, we can't provide any other information than that.

(Andrew Cortés): Okay. Just in time to close us out before public comment. Good timing.

(John Ladd): My apologies, everyone. Clearly you ran a more efficient meeting without me.

(Andrew Cortés): We have just wrapped off and kicked off an exciting 2016 year. But please feel free to summarize your own excitement as you see fit.

(John Ladd): Well, again I just thank the committee. I'm so glad that we were able to also address these additional issues from ratios to increasing opportunities, efforts, and our focus on education coming up this year. It's going to be another whirlwind year in the world of apprenticeship. So with that do you want to take public comment, or have we done that already?

(Andrew Cortés): No. It's time for that now as long as there's no other ACA members with burning questions or comments. Seeing none, I'd like to open it up for the public to comment. Operator?

Coordinator: Thank you. At this time, we'll begin the public comment period. To ask a question please press Star 1 and record your name. Please make sure your phone is unmuted and record your first and last name clearly when prompted. To withdraw your question, please press Star Q. Once again, if you'd like to ask a question at this time please press Star 1 and record your name. One moment, speakers, to see if we have any questions. Our first comment comes from Jill Houser. You may begin.

PUBLIC COMMENT

(Jill Houser): I just wanted to thank the ACA members. This is a comment not a question. Also for those of you who don't know, I know, you know, I'm from National Apprenticeship League and the White House and others what a tremendous year John Ladd has had. But you may not know that internally, he's given tremendous effort to help train all of our new

staff. He's had an all staff meeting in Washington, DC. I was thinking - as Eric kicked off the meeting talking about 1,000 folks from across the country working on WIOA - how awesome it would be for the National Apprenticeship system if the SAA and the Partnership which Mike Donta talked about today - could continue and we could have some national trainings whether focused on promotion or technical assistance and program reviews. Or any of the wonderful topics that everyone is working so hard on, that it would just be tremendous in, I think, building the national systems and keeping them up and going. But mostly I just want to thank you all for the tremendous efforts that you have put in, and I'm sure I'll be seeing much more of them in the upcoming year. So thank you all.

(Andrew Cortés): Thank you, Ms. Houser. I'll tell you, those comments are well received by my ears. It sounds like a great idea. Operator, anybody else?

Coordinator: At this time I'm showing no other questions in the queue.

(Andrew Cortés): All right. John, staff, anyone need any other time before I officially adjourn us?

(John Ladd): No, I don't believe so. Other than we'll start working with the co-chairs as well to start planning our next in-person meeting likely to be sometime in May or June. As soon as we have a date confirmed, we'll get that out to folks. I'm sure we have a number of follow-up items coming out of today's meeting, so we'll be sending out additional information as well to follow-up with everybody. I also want to thank folks who I'm assuming have made commitments to participate in some of the workgroups that we're standing up for the balance of the year. So thanks again on that, and we'll be following up with everyone.

(Andrew Cortés): All right. Thank you, John. Thank you everybody at the National Office for all of the support around this meeting, and to each and every member for your service and helping this nation expand apprenticeship to its true potential. With that, I would like to formally adjourn the meeting of the Advisory Committee on Apprenticeship. Thank you.

Coordinator: Thank you for your participation. You may disconnect.

MEETING ADJOURNED

CERTIFICATION

As the Chairperson of the Advisory Committee on Apprenticeship, I hereby certify the accuracy of the January 2016 Summary Meeting Minutes.



Mr. Andrew Cortés
ACA Chairperson



ApprenticeshipUSA

Advisory Committee on Apprenticeship (ACA) Meeting Agenda

January 28, 2016

Virtual Meeting

Audio Log-In Information:
Telephone Number: 888-396-9924
Participant Password: ACA MEETING

Web Link and Password:
<https://dol.webex.com/dol>
Meeting #: 647581011
Password: M33ting#

January 28, 2016		
12:30 p.m. – 1:00 p.m.	Participant Log-In – (30 minutes before)	
1:00 p.m. – 1:10 p.m.	Call to Order: <ul style="list-style-type: none">• Welcome and Opening Comments• Roll Call• Agenda Overview	John V. Ladd, Administrator, and ACA Designated Federal Official Andrew Cortés, ACA Chairperson Eric Seleznow, Deputy Assistant Secretary, ETA (invited)
1:10 p.m. – 1:30 p.m.	Progress Report and High Level Updates: <ul style="list-style-type: none">• American Apprenticeship Grants• International Joint Declarations of Intent• LEADERS Initiative• OA/SAA Partnership• Accelerators : Next Phase for the SEAs	John V. Ladd, Administrator, and ACA Designated Federal Official Michael Donta, President, NASTAD, ACA Public Sector
1:30 p.m. – 1:40 p.m.	National Apprenticeship Week (NAW): <ul style="list-style-type: none">• ACA Poll Results• Planning for 2016	John V. Ladd, Administrator, and ACA Designated Federal Official
1:40 p.m. – 2:00 p.m.	FY 2016 Budget: <ul style="list-style-type: none">• Tentative Budget Priorities• Consultation Plan• Technical Assistance and Next Steps	
2:00 p.m. – 2:30 p.m.	Ratio Workgroup: <ul style="list-style-type: none">• Background and Overview of Draft Guidance• Proposed Recommendations• Open Discussion, and Deliberation• Instructions for the Breakout and Final Vote	Andrew Cortés, ACA Chairperson James Foti, Team Leader, Office of Apprenticeship



ApprenticeshipUSA

2:30 p.m. – 3:20 p.m.	10 Minute Meeting and Media Break	
	30 Minute Sector Breakout Conference Calls: <ul style="list-style-type: none"> Discuss Ratio Draft Guidance w/Sector Feedback for Budget Priorities 	Employer: 1-877-973-5235; passcode 3420231 Labor: 1-888-549-8397; passcode 3216083 Public: 1-877-754-5178; passcode 9655739
	10 Minute Break to Transition Back to the Meeting	
3:20 p.m. – 3:40 p.m.	Sector Report Outs: <ul style="list-style-type: none"> Budget Priorities Ratio Vote Closing Comments 	Employer Labor Public
3:40 p.m. – 4:00 p.m.	Increasing Opportunities: <ul style="list-style-type: none"> Increasing Participation of Women in Apprenticeship Ad Hoc Workgroup Campaign to Support Women's Participation Timeline and Next Steps 	Franchella Kendall , Division Chief, Office of Apprenticeship
4:00 p.m. – 4:30 p.m.	Education and Registered Apprenticeship: RACC Updates: <ul style="list-style-type: none"> The RACC: Outreach to Increase Participation Next Steps: The RACC 2.0 CTE and Apprenticeship High School Alignment: <ul style="list-style-type: none"> Defining Youth Apprenticeship Ad Hoc Workgroup 	Laura Ginsburg , Special Assistant, National Industry Promotion and Strategic Partnerships, Office of Apprenticeship LeAnn Wilson , Executive Director, ACTE, ACA Public Member
4:30 p.m. – 4:45 p.m.	Wrap Up: <ul style="list-style-type: none"> Closing Remarks Commitments for Ad Hoc Workgroups Public Comment Adjourn 	John V. Ladd , Administrator, and ACA Designated Federal Official Andrew Cortés , ACA Chairperson



ApprenticeshipUSA

Advisory Committee on Apprenticeship (ACA) Meeting

**January 28, 2016
Virtual Meeting**

Call to Order



Andrew Cortes,
ACA
Chairperson

Agenda Overview



John V. Ladd,
Administrator
Office of
Apprenticeship

Agenda Overview

Our Focus Today

- High-Level Updates
- National Apprenticeship Week Review
- FY 2016 Budget
- Draft Guidance on Ratios
- Sector Break Out Calls
- Two Priority Focus Areas: Alignment with CTE and Increase Opportunities for Women

Departmental Remarks



Eric Seleznow,
Deputy Assistant
Secretary,
Employment and
Training
Administration



ApprenticeshipUSA

Progress Report and High Level Updates

Progress Report and High Level Updates

- **American Apprenticeship Grants**
- **International Joint Declarations of Intent**
- **LEADERS Initiative**
- **OA/SAA Partnership**
- **Accelerators : Next Phase for the SEAs**

American Apprenticeship Grants

- **46 grants totaling \$175 million**
 - **27% focused on IT; 28% focused on Advanced Manufacturing; 16% focused on Healthcare**
 - **Remainder focused on Business, Skilled Trades, Construction and Transportation**
- **37 states will be served; Multi-state initiatives = 12**
- **Multiple Industries (Manufacturing, Construction, etc.)**
- **Total number of apprentices served = 34,000**
- **National Technical Assistance convening planned for Spring 2016 supported by NGA**

American Apprenticeship Grants

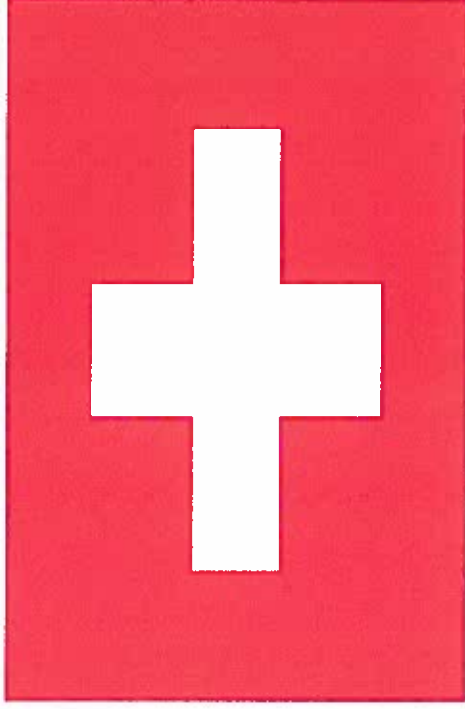


American Apprenticeship Grants

We invite ACA members that are grantees to provide informal updates on the progress of their grants:

- Andrew Cortes, The Providence Plan**
- Desla Mancilla, AHIMA**
- Bill Peterson, UAW**
- Martin Simon, NGA**
- Todd Stafford, NJATC**
- Brian Turner, Transportation Learning Center**

Apprenticeship Around the World



Recap and Review

What agreements are in place with Switzerland and Germany?



Moving Forward

How will these agreements help with ApprenticeshipUSA expansion efforts?

Apprenticeship Around the World



Signing ceremonies for the Joint Declarations of Intent with Germany (above) and Switzerland (below)



The United States Department of Commerce, Education, and Labor signed two Joint Declarations of Intent in 2015:

1. **US- Germany JDI** was signed on June 5th and both countries agreed to cooperation in the area of career and technical training, increase learning from one another and provide joint support for future initiatives and measures as a result of this cooperation.
2. **US- Switzerland JDI** agreed on July 9th to cooperate with U.S. in such areas as work-based training, curriculum development, credential recognition, pathways to career development and the expansion of programs into new industry sectors.

Apprenticeship Around the World

- **Building on the Joint Declarations of Intent**
 - Work plans are being developed to make both Joint Declarations of Intent actionable
 - A number of Swiss companies announced plans to expand or create new apprenticeship programs in the U.S.
- **US-EU Joint Dialogue on Apprenticeship**
 - The U.S. Department of Labor, together with the European Commission, is organizing a workshop on Advancing the Quality, Supply, and Image of Innovative Apprenticeships in Brussels on February 25-26

LEADERS Initiative

164 LEADERS and Climbing!

Key Areas for FY 2016 LEADER engagement include:

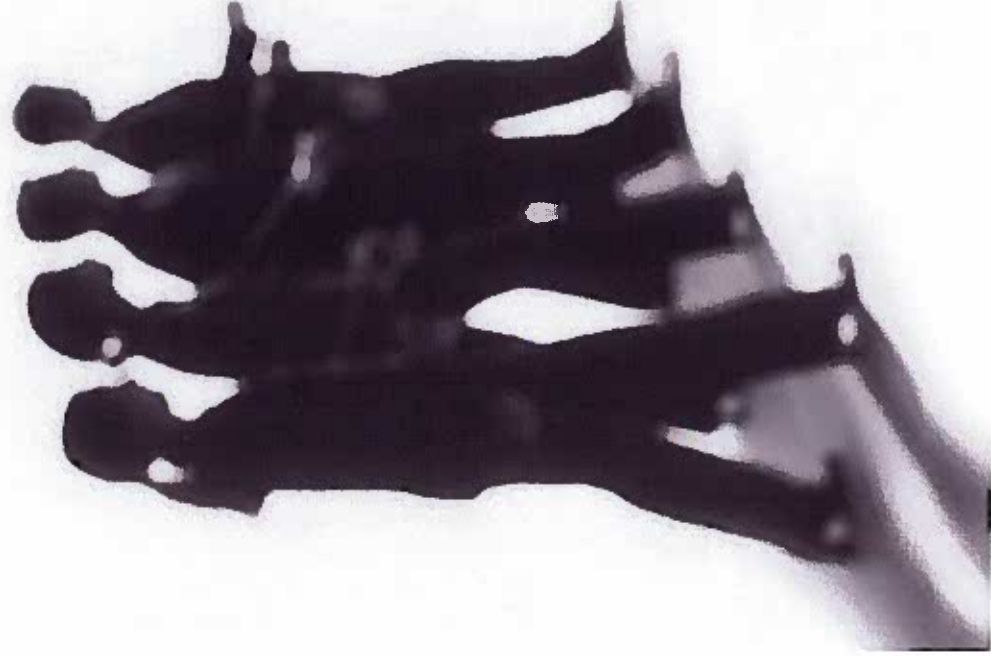
- Seeking to add critical new LEADERS in 2016
- Reviewing LEADER commitments made in 2015
- Asking LEADERS to play critical role in upcoming SEAs and Accelerator convenings
- National Apprenticeship Week 2016!



164 LEADERS and Still Growing!

OA/SAA Partnership Efforts

Strengthen Federal and State Partnerships across the country



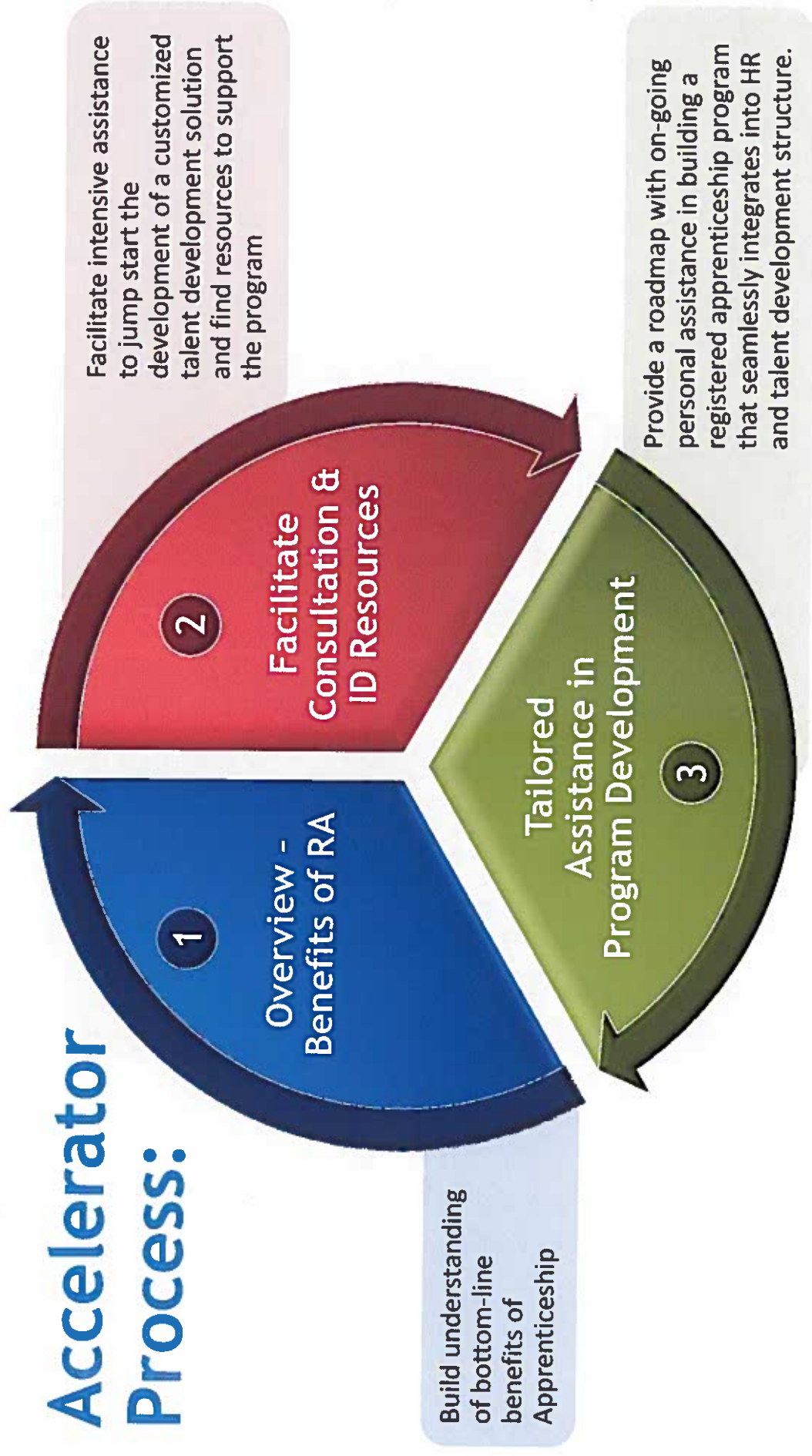
Building Momentum around:

- National System Building
- Shared Outreach and Promotion
- Joint Training and Capacity Building Needs
- Better Data Collection
- Others

Update: Working on a new Charter with NASTAD and scheduling first meeting.

Apprenticeship Accelerator Sessions

Accelerator Process:



Apprenticeship Accelerators

- **Continuation of industry engagement efforts begun in 2014:**
 - 2014: Industry Roundtables – Benefits of RA
 - 2015: SEAs Convenings – Industry Validates Priorities
 - 2016: Apprenticeship Accelerators : Expand RA
- **Update:** OA is currently planning to convene 6-8 regional Accelerator’s sessions.
 - Tentative timeline: May/June 2016
- **Update:** LEADERS Aon and Zurich are co-hosting the inaugural convening of the new Financial Services SEA in Chicago March 7th.



National Apprenticeship Week

By the Numbers

- Number of Events – 300+
- States with NAW Event – 43+
- Proclamations – 54
 - Presidential
 - Senate Resolution
 - House Resolution

National Apprenticeship Week – Select Highlights



Secretary Perez - Greater Cleveland Regional Transit Authority

Deputy Secretary Lu - College and Apprenticeship Fair of Phelps Architecture, Construction and Engineering School in Washington, DC

John Ladd - Touring the New Castle County Vocational Technical School with Delaware Senator Chris Coons



National Apprenticeship Week Poll

In an effort to begin gathering some initial feedback to inform the planning for next year, we sent you a poll to your feedback in the following five areas:

1. Last Year's Event Attendance
2. Last Year's Timing
3. Last Year's Themes
4. What Themes Would you Like to See in the Upcoming Year!
5. Annual or Signature Events we would host in Washington, DC

Here are your results!

FY 2016 Budget

Historic! Congress has approved Administration's request for \$90 million in the FY16 Budget for Apprenticeship.

Four targeted approaches for funds that include:

- **State Funding** (approx. \$45 million)
- **Industry Funding** (approx. \$22.5)
- **Increasing Opportunities and Diversity** (approx. \$13.5)
- **National Program Activities** (approx. \$9 million)

FY 2016 Budget

DOL conducting consultations now thru early February with key stakeholders to gain additional input.

- **States:** NASTAD, NGA, NASWA, ACTE
- **Industry:** Employers (LEADERS), Labor (AFL-CIO, BCTD, more), Associations, National Skills Coalition, Foundations
- **Increasing Opportunities:** CBOs, Advocacy Organizations (women, communities of color, Veterans, persons w/ disabilities)
- **National Program Activities:** Congress, Federal Partners

Questions related to prior ACA Work

Key Questions for ACA during Sector Breakouts!

1. How can funding to States help support and strengthen National System Building efforts championed by ACA?
2. How can industry funding promote and support expansion of quality apprenticeship in existing and new industries?
3. How can funds incentivize quality pre-apprenticeship (as articulated by ACA) to support the recruitment, selection, and retention of under-represented groups?
4. What would success of \$90m look like? And how should DOL measure and track success for these funds?



Apprenticeship**USA**

Ratio Workgroup Report



ApprenticeshipUSA

Andrew Cortes

ACA Chairperson
Building Futures



Apprenticeship**USA**

James Foti

Team Leader

Office of Apprenticeship

Ratio Ad Hoc Workgroup

Current Members

- E - Nick Blackwell
- E - Greg Chambers
- E – Lonnie Coleman
- E – Robert Jones
- L - Chris Haslinger
- L-Thomas Haun
- L- William Irwin
- L - Bernadette Oliviera-Rivera
- L – Bill Peterson
- L – Ken Rigmaiden
- L - Todd Stafford
- P – Andrew Cortes
- P - Michael Donta
- P - Lisa Ransom
- Patrick Reardon, NASTAD
- Steve Opitz, OA Regional Director, Dallas

Background

- **Spring 2014** – USDOL requested that the Secretary’s ACA form a workgroup to review policies of apprentice-to-journeyworker ratios.
- **Summer/Fall 2014** – OA and NASTAD convened a ratios working group and made recommendations to the ACA in November 2014.
- **Summer/Fall 2015** - ACA formed a Ratios Workgroup (including ACA, OA, and NASTAD, with OA staff support). In September 2015, workgroup provided the full ACA with a progress report, followed by an open discussion.
- **Winter (Jan) 2016** – ACA Ratios Workgroup issues recommendations (interim due to current data limitations), for ACA consideration and approval. Workgroup recommends short term process improvements leading to more robust protocols for the long term.

Proposed Recommendations: Short-Term

The Ratio Workgroup recommends that the OA issue guidance to its field staff and sponsors via a Circular and other means as OA deems appropriate that includes:

- 1. Standardize a clear process to be followed by OA staff when reviewing proposed ratios.**
- 2. Use interim classifications of program quality and occupational hazard to inform appropriate ratios.**
- 3. Provide a determination rubric and directions for its use as a method to inform appropriate ratios.**

Proposed Recommendations: Research and Explore Alternative Methods

- The workgroup further recommends that OA should continue to research and evaluate how ratios are best determined, incorporating lessons learned and experience gained while utilizing the rubric.
- Continued research and exploration during the initial one to two-year time frame to help refine these initial recommendations into a more permanent process.

Status and Action Needed

- **Committee Action Requested:** The ACA Ratio Workgroup is submitting recommendations for the development of short-term guidance and a longer-term recommendation for continued research.
- We ask for an ACA committee vote to adopt the Ratio Workgroup recommendations, and to provide these recommendations to OA for implementation.



Apprenticeship**USA**

Sector Caucus Breakouts Calls

Tasks for the Sector Breakout Sessions

- ☐ Discuss and Prepare to Vote on Ratio Guidance
- ☐ Feedback on Budget Proposals
- ☐ Additional Feedback on National Apprenticeship Week (if needed)



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Breakout Sessions

**The ACA Meeting will Recess
from 2:30 p.m. - 3:20 p.m. EST**



ApprenticeshipUSA

Sector Caucus Report Outs



ApprenticeshipUSA

Key Priority Area: Equity and Increasing Opportunities



Apprenticeship**USA**

Franchella Kendall

Division Chief

Office of Apprenticeship

Equity and Increasing Opportunities

Current Members

- E – Greg Chambers
- E - Lonnie Coleman
- L - Brian Turner
- P - Connie Ashbrook
- P - Andrew Cortez
- P - Saroya Friedman-Gonzalez
- P - Pamela Moore
- P - Lisa Ransom

Ad Hoc Workgroup

Task: Convene a group of ACA members and experts to focus on women in construction and develop a set of recommendations to increase the participation of women in Registered Apprenticeship.

Background: In September 2015, the ACA self selected and organized around 5 key priority areas. The Equity and Increasing Opportunities group was tasked to look at issues related to underrepresented populations:

- Women
- Youth
- People of Color
- Persons with Disabilities

Next Steps: The Ad Hoc group will focus on women in construction over the next few months and subsequently move to the other target populations.

Background

- The Department is seeking recommendations on increasing the participation of women in Registered Apprenticeships in the construction industry:
 - DOL is seeking interim recommendations by June 2016 (time of next ACA meeting)
 - Can not include regulatory recommendations
- We intend to form an Ad Hoc group of ACA members, and other experts to review and consider this issue:
 - Include other DOL agencies and other key stakeholders

Next Steps

- Convene monthly (more if needed) between February - June 2016.
- Add additional experts as needed (i.e., from other federal agencies or women's advocacy groups).
- Develop a draft set of recommendations for the full ACA's consideration and deliberation – June 2016
- Submit final recommendations to the Department in early fall 2016.

If you are interested in being added to this workgroup contact Franchella Kendall at Kendall.franchella@dol.gov.



Apprenticeship**USA**

**Key Priority Area:
Education and Workforce**



ApprenticeshipUSA

Laura Ginsburg

**Special Assistant, National Industry
Promotion and Strategic Partnership**



LeAnn Wilson

Executive Director

**Association for Career and Technical Education
(ACTE)**

RACC

230 colleges joined the RACC

956 Apprenticeship Training Centers

Electrical Training ALLIANCE
Finishing Trades Institute
Heat & Frost Insulators & Allied Workers
Sheet Metal and Air Conditioning Industry
National Elevator Industry Educational Program
United Association of Plumbing & Pipefitting

14 National, Regional, State Organizations

American Association of Community Colleges
AFL-CIO Building and Construction Trades
Council on Adult and Experiential Learning (CAEL)
Colorado Community College System
North Carolina Community College System
Ohio Association of Community Colleges
Ohio Board of Regents
Oregon Department of Community Colleges
and Workforce Development

Collegiate Consortium for Workforce and
Economic Development
South Carolina Technical College System
Southeast Maritime & Transportation Center
(SMART)
Technical College System of Georgia (TCSG)
University of Alaska System
VA Tidewater Consortium for Higher Education⁴⁶
Wisconsin Technical College System

Innovations: Federal Student Aid to Support RA Programs

Federal Pell Grants

Apprentices who qualify for Federal Pell Grants can receive funding to cover all or most of the cost of tuition and fees, and books and supplies for the students' enrollment in the technical instruction portion of an apprenticeship if part of an eligible academic program.

Federal Work Study (FWS)

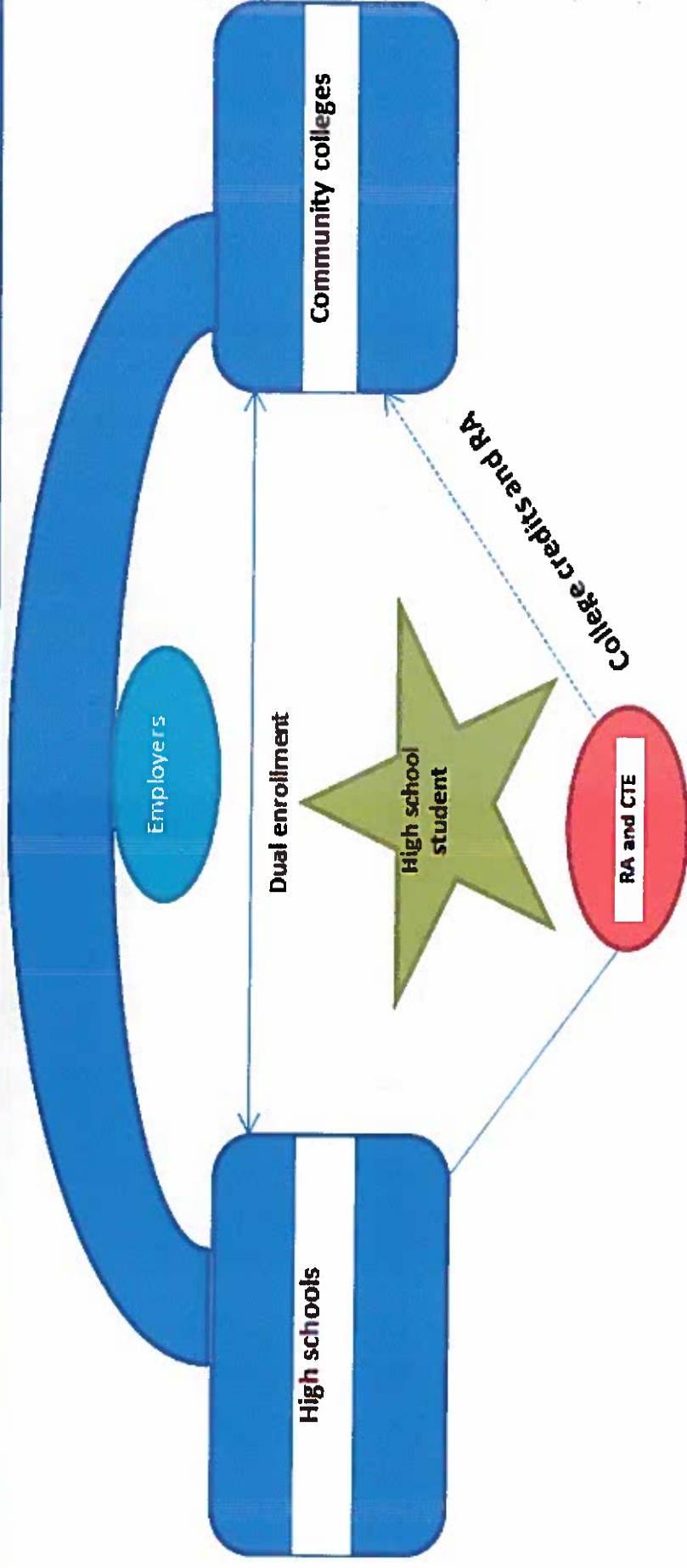
- Institutions can use FWS funds to pay a portion of the training wages of eligible students who are apprentices while they are enrolled in eligible certificate or degree programs.
- Institutions can leverage their FWS funds, individually or as part of a group of institutions, to create a Job Location and Development (JLD) program to help identify and support employers in creating apprenticeships for enrolled students



Youth Apprenticeship Models

Type	State	Description	Fields
Registered Apprenticeship	North Carolina (High School Apprenticeship)	<ul style="list-style-type: none"> Student dually enrolled in CTE and RA program Registered with USDOL 	Advanced manufacturing
Pre-apprenticeship	Kentucky (Tech Ready Apprentices for Careers in Kentucky)	Instruction given in regular high schools Student complete OJT with RA sponsors	Manufacturing and construction
Registered CTE Curriculum	Rhode Island	Secondary CTE curriculum is aligned and approved for credit toward RA program	Construction, medical fields, and IT

Innovations: High Schools and Youth Focus



Opportunity:

- ✓ Employers interested in working with high school students
- ✓ Increase linkages between high school career and technical education courses with apprenticeships
- ✓ High schoolers are in dual enrollment programs and receive college credit

Creation of an Ad-Hoc Working Group: Youth and RA

Plan for FY16 Q1 and Q2:

Create an ad-hoc working group to study alignment between CTE programs and RA with the goal of strengthening the link between CTE high school and other apprenticeship programs for youth.

Preliminary discussion points:

- Goal of creating linkages between high school CTE programs, employers with RA programs; RACC members;
- Provide a national network for employers of high schools engaged in CTE programming and identify potential regional and demographical gaps;
- Improve early outreach regarding CTE programs and education to educators, guidance counselors, families, and students and educate target regarding opportunities and future federal funding opportunities;
- Share best practices and information exchanges in the network; and
- Address liability concerns from schools and employers.



ApprenticeshipUSA

Meeting Wrap-Up:

**Closing Remarks
& Public Comment**

TO: Advisory Committee on Apprenticeship (ACA)
FROM: ACA Ratios Workgroup
SUBJECT: Recommendations Regarding USDOL Guidance on Apprenticeship Ratios
DATE: January 2016

Summary

This report is submitted for consideration by the Advisory Committee on Apprenticeship (ACA). It has been prepared by a workgroup consisting of members of the ACA with staff support, and it is designed to provide guidance for the Office of Apprenticeship (OA) as it seeks to improve its consideration of requests by sponsors to establish the ratio of apprentices to journeyworkers for particular programs and occupations.

Background

In the spring of 2014, the U.S. Department of Labor (DOL) requested that the Secretary's ACA form a workgroup to review policies of apprentice-to-journeyworker ratios within registered apprenticeship programs. Specifically, recommendations were sought from the ACA on determining appropriate guidance related to apprenticeship ratios within programs for construction occupations.

The ACA membership terms subsequently expired on June 21, 2014. Therefore, the OA continued this effort through an ad-hoc workgroup comprised of OA staff and state partners from the National Association of State and Territorial Apprenticeship Directors, to represent the State Apprenticeship Agencies (SAA). The OA-SAA workgroup continued the ACA work and met frequently over seven months to: (1) discuss construction ratio issues and concerns, (2) conduct a review of state ratio practices, (3) analyze results, and (4) develop a proposed plan of action for ACA consideration upon its reconvening.

Since the ACA reconvened, OA and other DOL staff have participated in the ACA Ratio Workgroup's ten teleconferences between July 2015 and January 2016 and in developing this report, building on the foundation described above. Determining the appropriate ratio of apprentices to journeyworkers has many considerations, given that over 1,300 occupations currently have registered apprenticeship programs and the number of occupations and programs are rapidly expanding across the nation. Due to industry and occupational variance in existing and emerging registered apprenticeship programs, the Ratio Workgroup recognizes that guidance on appropriate ratios will need a phased approach incorporating a short and longer-term strategy.

In this manner, the ACA can support OA in addressing the most pressing needs for ratio guidance in construction programs, while allowing additional time to incorporate the best practices and continued research on the emerging non-traditional apprenticeship programs and gather additional related information highlighted below. Therefore, this document includes: (1) general comments on apprenticeship ratios, (2) short-term recommendations for the development of guidance and continued research, and (3) longer term next steps to revise the ratio determination guidance reflected here within two years.

General Comments on Apprenticeship Ratios

Below is a summary of the general comments made by the workgroup as it reviewed the issue of apprenticeship ratios.

It is intended that OA will be able to use the following recommendations to improve and add more transparency and a consistent methodology to the process by which it considers ratio requests. The workgroup has concluded that providing recommendations will help OA to ensure a consistent approach across regions in considering and resolving ratio requests of sponsors, and stakeholders will benefit from a better understanding of the process. To further these goals, this section provides basic information related to ratios considered by the workgroup and general comments and guidance to OA related to the information.

- Under 29 C.F.R. 29.(5)(b)(7), to be eligible for approval and registration, a sponsor must include as a standard of apprenticeship:
 - A numeric ratio of apprentices to journeyworkers consistent with proper supervision, training, safety, and continuity of employment, and applicable provisions in collective bargaining agreements, except where such ratios are expressly prohibited by the collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, workforce, department or plant.

For clarification and to be consistent with Title 29 Part 29(b)(7), ratios are to be expressed as apprentices to journeyworkers format, i.e., 1:2 would indicate “one (1) apprentice to two (2) journeyworkers.”

- Based on the research provided by the OA-SAA workgroup¹, 97 percent of all responding states report a 1:1 (1 apprentice to 1 journeyworker) ratio being permissible for the first apprentice accepted in Register Apprenticeship (RA) programs in most occupations. This benefits small businesses particularly, such as sole proprietor contractors. The OA-SAA workgroup also found that 41 percent of those states responding required multiple additional journeyworkers prior to adding a second apprentice to the learning/job site (i.e., the ratio changes to 1:3, meaning 1 apprentice to 3 journeyworkers, for the second apprentice). In this particular example (not all are the same) the program is required to have 3 additional journeyworkers before it can bring on a second apprentice.

Importantly, apprenticeship programs predominantly require a higher number of journeyworkers than apprentices on a learning/job site within the construction sector, where occupations are considered hazardous and wage exploitation of workers is of great concern.

- There is no prohibition on approving ratios that are different than those previously approved for the same occupations. However, it is rare in the construction trades apprenticeships that a ratio of more than one apprentice to one journeyworker (such as 2 apprentices to 1

¹ OA-SAA Ratio Workgroup: Proposal to ACA, November 2014 – Data is from 40 states responses to Ratio Surveys

journeyworker) is used. In the construction trades, it would be more customary for the overall ratio to be 1 apprentice to 3 journeyworkers.

In the workgroup's view, a ratio of more than one apprentice to one journeyworker in any occupation should be approved only upon a demonstration that such a ratio poses little or no risk to the safety of workers (apprentices and journeyworkers) in the workplace. The process outlined in the next section details criteria that rate the hazards of the occupation, the quality of training, and the track-record of the sponsor as objectively as possible to inform OA's ratio approval process and determinations. The burden remains with the new or existing sponsor to justify its proposed ratio based on the four criteria from the apprenticeship program regulations, at 29 C.F.R. 29.5(b)(7): supervision, safety, training, and continuity of employment.

Finally, the workgroup also recognizes the recommendations below must be interim in nature; due to current data limitations, we do not feel there is adequate information to inform comprehensive policy recommendations on ratios which are inclusive of all occupations that currently utilize apprenticeship. Our workgroup intends these recommendations to improve the process and results of reviewing sponsor ratio requests in the short term and guide the development of more robust protocols for the long term.

The Ratio Workgroup is proposing 3 short term recommendations; and 1 recommendation around future research and the exploration of alternative methods to obtaining industry input into the process.

The recommendations are as follows:

Recommendations: Short-Term (1.5 years)

We suggest that OA issue guidance to the field and sponsors in OA-administered states, via a Circular and other means as OA deems appropriate. This workgroup's recommendations for this guidance include the following:

- 1. Standardize a clear process to be followed by OA staff when reviewing proposed ratios.**
- 2. Use interim classifications of program quality and occupational hazard to inform appropriate ratios.**
- 3. Provide a determination rubric and directions for its use as a method to inform appropriate ratios.**

Additionally, we recommend that a definition of key terms is included with the guidance to avoid any confusion. We have attached the definitions of key apprenticeship ratio terms, such as: supervision, training, safety, continuity of employment, and hazardous occupations. Finally, a fourth recommendation is to continue research and gather additional information to inform alternative methods of determining ratios.

1. Standardize the process for reviewing proposed ratios

These short-term recommendations are to assist with ratio requests of either: (1) New program sponsors applying for registration and establishment of program ratios, or (2) Sponsors requesting modifications to previously approved apprenticeship ratios, that either ask to (a) reduce the numbers of

journeyworkers from the current ratio, such as from 1:3 (1 apprentices to 3 journeyworkers) to 1:1 (1 apprentice to 1 journeyworker); and/or, (b) ask for expanded ratios, defined as a greater number of apprentices than journeyworkers, such as 2:1 (2 apprentices to 1 journeyworker). We envision that:

- For OA States, OA Regional Directors will review and approve or disapprove of state and local program requests as specified above. OA's Director of the Division of Standards and National Industry Promotion (DSNIP) will review and approve or disapprove national program requests and National Guideline Standards (NGS) requests for ratios that seek to reduce the numbers of journeyworkers and/or seek expanded ratios.
- Review of sponsor requests by OA will include analysis, to the extent data is available, of best area practices in existing programs of the same occupation and industry to inform the decision to grant or deny the sponsor request.
- Subsidiary programs working under NGS may continue to use their approved ratios in programs that are **currently active**. However, if they are in **high-hazard occupations** and currently using **expanded ratios** (more apprentices than journeyworkers), they must demonstrate quality performance and provide program safety data, as requested by their Registration Agency.
- New programs and/or existing programs affiliated with NGS that were not previously approved for expanded ratios must justify ratio requests via quality performance and program safety data.
- New programs in medium-to-high rated hazardous occupations cannot apply for expanded ratios. New programs in low-hazard occupations requesting expanded ratios will follow the guidance in section three below.
- Ratios for joint programs are set by collective bargaining agreement (CBA). All new and existing joint programs must include a copy of the section(s) of the CBA relevant to ratios as an attachment to the standards or include within the standards the applicable ratio provision(s).

2. Interim classifications of hazardous occupations and program quality

Defining Hazardous Occupations

The most objective data currently available for this measurement is the Bureau of Labor Statistics (BLS) 2014 occupational fatality rate per 100,000 full-time equivalent (FTE) employees. National data on Hazardous Occupations has been sorted by high-medium-low ratings, highlighted in red-yellow-green respectively.² The breaks between the three classifications of high, medium and low are aligned with occupational clusters and provide a reasonable measurement for our short-term assessment of hazard. For example, almost all construction occupations were in the high-hazard range, with most service occupations in the low-hazard range. Going forward, we recommend developing a plan to augment this

² See Attachment X: OA Hazardous Occupations Chart

classification, using non-fatality data, such as job-related injury and illness data. Our interim classification recommendation is as follows:

High Hazard – fatality rate of greater than 5 FTEs per 100,000

Medium Hazard – fatality rate between 2 and 5 FTEs per 100,000

Low-Hazard – fatality rate less than 2 FTEs per 100,000

Situational variance

Moving forward, OA may be able to rely on additional data sources about hazardous occupations that depict state or local variation based on additional research and data as recommended later in this document. The workgroup recognizes that some occupations may not be listed on the attached chart, or the ratio may be less meaningful, such as commercial drivers, where the hazard is high but the apprentice in practice conducts the driving alone. For these instances in the short-term, approvers should utilize the guidance provided in this report and use their best judgment as data or situations warrant.

Program Quality

Key criteria and the proxy measures used to rank program quality include **completion rates**, the **length of time** the sponsor's program has been training apprentices, **compliance and quality review findings**, and other appropriate objective indicators of quality. For the short-term guidance, we sought objective measures. We acknowledge, however, that these basic measures can be improved to reflect variances in program design for apprenticeable occupations. Additionally, there are other ways in which "program quality" can be evaluated; therefore, the workgroup recognizes the need for better measures to be developed as a next phase of this work.

In making this recommendation, the workgroup focused primarily on two measures: completion rates and the sponsor's experience in training apprentices, as measured by the length of a program's operation. These were among the most discrete measures available currently, as compliance reviews typically occur only once every five years.

Completion rates

Given the limits on currently available data, the workgroup believes that a program's completion rate is the best indicator of program quality that can be used on an interim basis for evaluating ratio requests. Completion rates are an objective factor, which a sponsor can provide and which OA can validate. We recommend that OA delineate high-medium-low ratings for specific occupations, providing sufficient data on that occupation is available. OA should use the national average completion rate for the appropriate occupations and set a reasonable measure of what constitutes high quality, medium quality, and low-quality completion. For example, if the average completion rate for a specific occupation is 60%, high quality could be defined as above 80%, low quality defined as below 40%. OA should provide a table of occupational completion rates and quality ranking, as data on that occupation allow.

"Completion rate" is currently defined the percentage of an apprenticeship cohort that receives a certificate of apprenticeship completion within one-year of the expected completion date. An apprenticeship cohort is the group of individual apprentices registered to a specific program during a

one-year time frame, except that a cohort does not include the apprentices whose agreement has been cancelled during the probationary period (per OA Bulletin 2015-06).

Sponsor experience in training apprentices

Program sponsors that have completed less than one training cycle or cohort of apprentices would be in the low-quality category unless the requesting sponsor can justify otherwise. Programs that have completed one to two cohorts of apprentices would generally be classified as medium quality, unless the data prove otherwise or the sponsor can justify otherwise.

Situational variance

Completion rates are not available for all active occupations and some occupations differ from the national average, e.g., Roofers. OA staff should follow this guidance and use their best discretion as data or situations warrant. For guidance, please use the rubric (determination matrix) below.

3. Provide determination rubric for evaluating ratio requests and directions for its use.

Rubric for Determinations Regarding Ratio Requests

		Degree of Hazardous Occupation; (criteria provided by BLS occupational fatality chart attached and sorted low-medium-high)		
		Low	Medium	High
Measure of Program Quality: History of Training Apprentices, and/or Performance, Completion Rates, Compliance Review Findings, (current criteria: apprentice completion rates and experience of sponsor in training apprentices, as delineated)	Low (or New)	Must demonstrate quality instruction and training (e.g., new program for Computer Network Technicians)	Not Allowable (e.g., new program for Food Manufacturing)	Not Allowable (e.g. new Telecommunications Tower Erectors Program)
	Medium	Allowable	Must demonstrate need and provide quality improvement plan	Not Allowable
	High	Allowable	Allowable	Must demonstrate comprehensive safety training and record of safe workplaces and clear evidence of high quality programs as evidenced by strong completion rates and no outstanding compliance or quality review findings (e.g., <i>Bus and Truck Mechanics in a well-established facility</i>)

Applicability

In the short term, the workgroup recommends that OA should utilize the rubric as OA staff has proposed (shown above). This methodology allows occupations and programs to be classified based on their degree of hazard as well as their degree of quality. The rubric will be used on a case-by-case basis to review ratio requests.

For example, most construction industry occupations are considered highly hazardous and program ratios largely require one apprentice to multiple journeyworkers. In these cases, expanded ratios (more apprentices than journeyworkers) would not be in accordance with industry practice. However, under very specific circumstances, programs with a clear track record of quality and performance have been approved for ratios other than those typically approved for particular occupations. Recognizing this, we strongly advise that determinations of any requests for expanded ratios follow a consistent process and method as indicated by these recommendations.

Sponsors seeking expanded ratios for qualified programs must request and submit a justification of their case to OA for approval. During the review of the sponsor's request for an expanded ratio, OA should examine the existing ratios for approved programs within the same occupations in the same geographic areas for best practices. The analysis of the prevailing industry ratio practices, based on available data, is part of the review process and should provide indications of what appropriate ratios exist within a geographic area. It follows that those current/approved ratios which have been in place over a substantial period of time take into consideration the program safety and quality of apprentice learning, in addition to the continuity of apprentice employment necessary to enable program completion. Local apprenticeship programs must develop a track record of at least one full cycle of apprenticeship training before they can apply for expanded ratios.

Additional guidelines on use of the rubric:

- For low-hazard and non-construction occupations, wider leeway is allowable in accordance with decision maker's application of the rubric (determination matrix) and OA's regulatory criteria;
- For medium-hazard and non-construction occupations, some leeway is allowable in accordance with decision maker's application of the rubric and OA's regulatory criteria;
- For hazardous occupations, more strict application of the rubric on expanded ratios will be the rule. The Committee recommends that only upon clear evidence of a demonstrable high-quality program or showing of an exceptional situational variance will an expanded ratio be available;
- New programs, or those programs operating on provisional registration, in the construction industry or similar high-hazard occupations cannot apply for expanded ratios; and,
- If a program in a high-hazard occupation has had a compliance or quality review and currently has a corrective action plan and/or has been cited for significant deficiencies, that program cannot apply to reduce numbers of journeyworkers relative to apprentices and/or for expanded ratios.

4. Research and Explore Alternative Methods.

After the initial guidance as recommended in 1 – 3 above has been distributed via circular and through other means, the workgroup recommends that OA should continue to evaluate how ratios are best determined. Data and evidence provided by research should be incorporated, along with experience

gained while utilizing the rubric, to broadly build upon lessons learned. Continued research and exploration will help refine these initial recommendations into a more permanent process **within a one to two-year timeframe**.

In addition to research as indicated below, we believe OA will benefit by exploring alternative methods to obtain industry input into the process, such as by using information gained through experiences in the Sectors of Excellence in Apprenticeship (SEAs). The workgroup further recommends that OA should undertake the following actions, concurrently with the interim use of the determination rubric:

- Conduct additional research on ratios in general, including the implementation of these recommendations, for synthesis into new/revised guidance within two years.
- Dedicate adequate funding for ratio research to accomplish this goal, such as proposed by the OA-SAA Ratio Workgroup in 2014.
- Continue to work with the Bureau of Labor Statistics (BLS), Occupational Safety and Health Administration (OSHA), National Council on Compensation Insurance (NCCI) and other sources to obtain relevant data that can assist the ratio review process.
- Explore the Canadian model of ratio review panels with business/labor/public participation that establishes an independent body to conduct ratio reviews, based on prescribed criteria, and written decisions.

The workgroup identified other potential topics which OA may want to consider while continuing to gathering information to inform the next iteration of the ratio guidance being recommended, such as:

- Explore how to engage business, labor, and public partners in developing more effective apprentice-to-journeyworker ratio practices
- Examine whether the need for apprentice supervision is reduced as an apprentice gains time and experience under the apprenticeship program, i.e., whether a sponsor could use more apprentices on a job relative to journeymen as the apprentice complete 50%, 75% or some other percentage of their apprenticeship training
- Research the relationship between ratios, continuity of employment, and program quality
- Assess SEAs as a body for industry ratio assessment
- For new occupations, and to the extent possible, gather information towards establishing ratios (or range of ratios) when determining whether an occupation is apprenticeable.
- Analyze ratio language established in CBAs as those data become more available with the new ratio guidance

Next Steps

The ACA Ratios Workgroup recognizes the complexity of ratio issues and the wide range of relevant points and concerns expressed during our consideration of these issues. The recommendations and measures proposed above reflect an interim strategy.

We encourage OA to work with DOL agencies and affiliated groups to collect and analyze additional data specific to safety, health, and training quality, pertinent to ratio guidance. Additional information on varying ratios used for the same or similar occupations in different apprenticeship programs, workplace settings, and geographical area also needs to be collected. Furthermore, research on various topics would enable OA to develop and refine additional criteria for approving ratio requests. The workgroup has identified several potential areas of research, such as: the extent to which ratios impact the completion rates by program type, trade, joint and independent programs, how ratios affect the transfer of knowledge from mentor to apprentice, and, how journeyworkers can be trained as apprentice mentors to help effective learning. Finally, we believe that DOL could learn more from state and international perspectives, as well as intentional/structured sharing of information on best practices among OA and SAA staff.

Definitions of Key Apprenticeship Ratio Terms

Federal regulations require registered apprenticeship programs to establish “A numeric ratio of apprentices to journeyworkers consistent with proper supervision, training, safety and continuity of employment, and applicable provisions in collective bargaining agreements, except where such ratios are expressly prohibited by the collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, workforce, department or plant.” (29 CFR § 29.5(b)(7)). The following clarifies what is meant by the key terms, such as supervision, training, safety, continuity of employment, and hazardous occupations.

Ratio Description

First, it is important to be clear about what “ratio of apprentices to journeyworkers” means in operational terms. Consistent with Title 29 Part 29.5(b)(7), ratios are to be expressed as apprentices to journeyworkers, i.e., 1:2 would indicate “one (1) apprentice to two (2) journeyworkers.

Expanded Ratio

An expanded ratio is described as a ratio consisting of more apprentices than journeyworkers. For example: Two (2) apprentices to one (1) journeyworker, 2:1, and any other configuration of more apprentices to journeyworkers, per application.

Supervision

For the purpose of this guidance, proper or adequate supervision of the apprentice means the apprentice is under the supervision of a fully-qualified journeyworker or supervisor at all times who is responsible for making work assignments, providing on-the-job learning, and ensuring safety at the worksite. Please note that a journeyworker could also be the apprentice’s supervisor, at least at a specific work site.

Properly or adequately supervising an apprentice does not mean the apprentice must be within eyesight or reach of the supervisor/journeyworker, but that the supervisor knows of the apprentice’s work assignment, is readily available and is making sure that the apprentice has the necessary instruction and guidance to perform the assigned work correctly, safely, and efficiently. All the while, proper or adequate supervision increases the apprentice’s skills and knowledge necessary to become a highly-skilled worker in the selected occupation.

Conversely, not being within eyesight or reach of the apprentice does not mean the supervisor or journeyworker should be out of frequent contact with the apprentice or not be readily available to ensure the apprentice is progressing correctly, safely and has the necessary understanding of the task assigned.

Training

Apprenticeship training consists of a combination of on-the-job learning (OJL) and related instruction (RI). The OJL takes place primarily on the job site, making up the majority of time needed to complete an apprenticeship program. Apprenticeship training encompasses both the learning of concepts and the development of skills that are vital to becoming a fully-qualified journeyworker in a specific occupation. Effective apprenticeship training at the job site includes proper supervision and instruction to achieve the transfer of knowledge from a journeyworker to the apprentice. Training techniques can differ and vary within apprenticeable occupations and tasks. The employer/sponsor must maintain adequate apprentice-to-journeyworker ratios to ensure the apprentice receives proper supervision, instruction, and guidance to perform his/her work correctly, safely, and efficiently. This supervision, instruction and guidance should be provided by qualified journeyworkers and instructors.

Safety

Safety refers to minimizing hazards in the workplace and on the job site by creating an environment where the risk of injury or accident is greatly reduced. The employer/sponsor will instruct the apprentice in safe and healthful work practices, including the knowledge and ability to identify hazards before they materialize into incidents or accidents and to take the necessary actions to reduce the safety risks. The employer/sponsor will ensure that the apprentice is trained in facilities and other environments that are in compliance with State and Federal occupational safety and health standards. The employer/sponsor will maintain safe and adequate ratios of apprentices to journeyworkers at the job site, commensurate with occupational hazards and risks, and maintain awareness that specific tasks may pose increased safety risks and require a higher-level of supervision of apprentices.

Continuity of Employment

Continuity of Employment refers to the intention of the employer/sponsor to give the apprentice continuous full-time employment (i.e., successive employment with minimal interruption), during the term of his/her apprenticeship, as conditions permit.

Hazardous Occupation

A hazardous occupation is one that encompasses increased incidence/prevalence of occupational injury, illness, and/or death. The types of occupational hazards are characterized by rate or extent of job site injury, illness, and/or fatality. Examples of specific occupational hazards include, but are not limited to:

- "Live Work"/Contact with electric current in electrical occupations (working on energized equipment and machinery)
- Fall hazards from working above the ground
- Highway Incidents
- Working with or around moving machinery
- Working with power saws and cutting equipment

Fatal occupational injuries, total hours worked, and rates of fatal occupational injuries by selected worker characteristics, occupations, and industries, civilian workers, 2014⁹

Characteristic	Total fatal injuries ¹	Total hours worked ² (millions)	Fatal injury rate ³
Civilian Occupations			
Logging workers	77	137	109.5
Logging	89	180	96.7
Fishers and related fishing workers	22	52	80.8
Fishing, hunting, and trapping	25	70	68.6
Aircraft pilots and flight engineers	81	250	63.2
Other extraction workers	22	81	51.9
Roofers	81	346	46.2
Refuse and recyclable material collectors	27	151	35.8
Support activities for agriculture and forestry	43	308	27.9
Farmers, ranchers, and other agricultural managers	263	2,003	26.0
Structural iron and steel workers	15	119	25.2
Agriculture, forestry, fishing and hunting	568	4,460	24.9
Farming, fishing, and forestry occupations	253	2,027	24.1
Driver/sales workers and truck drivers	835	7,123	23.4
Truck transportation	477	4,208	22.7
Nonmetallic mineral mining and quarrying	19	170	22.4
Crop production	248	2,201	22.2
Wood product manufacturing	41	377	21.8
Natural resources and mining⁹	749	7,021	20.9
Recyclable material merchant wholesalers	23	221	20.8
Electrical power-line installers and repairers	25	260	19.2
Cement, concrete, lime, and gypsum product manufacturing	30	312	19.2
Miscellaneous agricultural workers	141	1,480	18.2
Animal production and aquaculture	156	1,657	18.1
First-line supervisors of construction trades and extraction workers	130	1,450	17.9
Taxi and limousine service	53	599	17.7
Taxi drivers and chauffeurs	63	722	17.2
Construction laborers	206	2,410	16.8
First-line supervisors of landscaping, lawn service, and groundskeeping workers	32	403	15.9
Mining (except oil and gas)	38	467	15.8
Oil and gas extraction	18	231	15.6
Transportation and material moving occupations	1,289	17,379	14.7
Maintenance and repairs workers, general	67	929	14.2
Mining, quarrying, and oil and gas extraction⁹	181	2,561	14.1
Support activities for mining	125	1,842	13.6
Transportation and warehousing	735	10,897	13.5
Police and sheriff's patrol officers	96	1,437	13.4
Landscaping services	159	2,406	13.0
Grounds maintenance workers	153	2,374	12.6
First-line supervisors of mechanics, installers, and repairers	37	618	12.0
Construction and extraction occupations	885	14,800	11.8
Natural resources, construction, and maintenance occupations	1,529	26,762	11.3
Support activities for transportation	79	1,426	11.1
Transit and ground passenger transportation	66	1,202	11.0
Waste management and remediation services	54	989	10.7
Painters, construction and maintenance	44	851	10.3
Electricians	78	1,502	10.3
Construction	874	18,168	9.5
Telecommunications line installers and repairers	18	380	9.5
Drinking places (alcoholic beverages)	21	427	9.4
Nonmetallic mineral product manufacturing	39	857	9.1
Production, transportation, and material moving occupations	1,495	34,242	8.7
Rental and leasing services	29	673	8.6
Bus and truck mechanics and diesel engine specialists	30	688	8.4
Installation, maintenance, and repair occupations	391	9,913	7.8

Industrial machinery installation, repair, and maintenance workers	43	1,142	7.5
Operating engineers and other construction equipment operators	28	745	7.5
Athletes, coaches, umpires, and related workers	19	426	7.5
Air transportation	35	949	7.4
Merchant wholesalers, durable goods	99	2,798	7.1
Goods producing	1,964	56,019	6.9
Industrial truck and tractor operators	37	1,137	6.3
Heating, air conditioning, and refrigeration mechanics and installers	25	764	6.3
Gasoline stations	29	943	6.2
Protective service occupations	211	6,272	6.0
Machinery, equipment, and supplies, merchant wholesalers	24	817	5.9
Pipelayers, plumbers, pipefitters, and steamfitters	30	1,035	5.8
Management, administrative, and waste services	340	11,722	5.7
Welding, soldering, and brazing workers	36	1,295	5.6
Automotive repair and maintenance (except car washes)	65	2,453	5.3
Couriers and messengers	36	1,360	5.3
Repair and maintenance	105	4,008	5.2
Carpenters	58	2,173	5.2
Primary metal manufacturing	28	1,093	5.1
Laborers and freight, stock, and material movers, hand	86	3,322	5.1
Building and grounds cleaning and maintenance occupations	245	9,709	5.0
Trade, transportation, and utilities	1,198	49,281	4.8
Wholesale trade	179	7,430	4.8
Security guards and gaming surveillance officers	40	1,660	4.7
Employment services	39	1,692	4.6
Performing arts, spectator sports, and related industries	31	1,313	4.4
Merchant wholesalers, nondurable goods	78	3,676	4.2
Investigation and security services	27	1,400	3.9
Animal slaughtering and processing	19	996	3.8
Auto parts, accessories, and tire stores	19	1,023	3.7
Private industry	4,251	235,888	3.6
First-line supervisors of food preparation and serving workers	18	1,021	3.5
Warehousing and storage	16	909	3.5
Automotive service technicians and mechanics	30	1,770	3.4
Arts, entertainment, and recreation	78	4,418	3.3
Real estate and rental and leasing	85	5,236	3.2
Food manufacturing	54	3,398	3.2
Services to buildings and dwellings (except landscaping services)	38	2,401	3.2
Property, real estate, and community association managers	19	1,231	3.1
Plastics and rubber products manufacturing	15	979	3.1
Nonstore retailers	16	1,118	2.9
Fabricated metal product manufacturing	32	2,315	2.8
Professional and business services	418	31,497	2.6
First-line supervisors of retail sales workers	88	6,800	2.6
Service occupations	584	43,061	2.6
Amusement, gambling, and recreation industries (except bowling centers)	39	2,797	2.6
Other services (except public administration)	174	12,440	2.6
Local government	265	18,882	2.6
First-line supervisors of production and operating workers	22	1,717	2.6
Service providing	2,287	179,797	2.5
First-line supervisors of non-retail sales workers	32	2,580	2.5
Food and beverage stores	68	5,499	2.5
Management occupations	427	34,336	2.5
Real estate	56	4,563	2.5
Production occupations	206	16,893	2.4
Janitors and building cleaners	47	3,942	2.4
Miscellaneous store retailers	23	1,883	2.3
Motor vehicle and parts dealers	45	3,963	2.3
Manufacturing	341	30,830	2.2
Grocery stores	51	4,731	2.2
Architectural, engineering and related services	30	2,826	2.1

Construction managers	15	1,512	2.0
Accommodation	27	2,749	2.0
Chemical manufacturing	27	2,752	2.0
Building material and garden equipment and supplies dealers	27	2,677	1.9
Government¹⁰	428	36,860	1.9
Leisure and hospitality	207	21,334	1.9
Management, business, and financial operations occupations	452	48,006	1.9
Retail trade	267	28,997	1.8
Food service managers	21	2,400	1.8
Utilities	17	1,957	1.7
Automobile dealers	23	2,690	1.7
Machinery manufacturing	23	2,724	1.7
Arts, design, entertainment, sports, and media occupations	47	5,051	1.6
Sales and related occupations	234	29,731	1.6
Cashiers	35	4,561	1.5
Accommodation and food services	129	16,929	1.5
Religious, grantmaking, civic, professional, and similar organizations	39	3,341	1.5
Food services and drinking places	102	14,172	1.4
Personal and laundry services	28	3,954	1.4
Traveler accommodation	18	2,591	1.4
Transportation equipment manufacturing	32	4,765	1.3
Personal care and service occupations	61	8,651	1.3
Retail salespersons	37	5,483	1.3
Life, physical, and social science occupations	18	2,625	1.3
Social assistance	33	4,468	1.3
Management, professional, and related occupations	684	108,678	1.2
Financial activities	114	18,852	1.2
Restaurants and other food services	81	13,754	1.2
State government	70	11,397	1.2
Architecture and engineering occupations	33	5,735	1.2
Information	32	5,759	1.1
Sales and office occupations	332	59,874	1.1
Federal government	92	6,598	1.1
Community and social service occupations	31	4,622	1.0
Educational services	37	7,843	0.9
Food preparation and serving related occupations	53	12,515	0.8
Professional, scientific, and technical services	78	19,780	0.8
Professional and related occupations	232	60,781	0.7
Educational and health services	144	40,633	0.7
Healthcare practitioners and technical occupations	53	15,975	0.7
Ambulatory health care services	41	12,691	0.6
Health care and social assistance	107	32,763	0.6
Office and administrative support occupations	98	31,516	0.6
Finance and insurance	29	13,635	0.4
Computer and mathematical occupations	16	8,556	0.4
Education, training, and library occupations	27	14,491	0.4
Business and financial operations occupations	25	13,672	0.4
Hospitals	18	11,106	0.3

¹ Workers under the age of 16 years, volunteer workers, and members of the resident military are not included in rate calculations to maintain consistency with the Current Population Survey (CPS) employment. The total fatal injuries column represents total published fatal injuries before the exclusions.

² The total hours worked figures are annual average estimates of total at work multiplied by average hours for civilians, 16 years of age and older, from the CPS, 2014.

³ The rate represents the number of fatal occupational injuries per 100,000 full-time equivalent workers and was calculated as: (N/EH) x 200,000,000 where

N = the number of fatal work injuries

EH = total hours worked by all employees during the calendar year

200,000,000 = base for 100,000 equivalent full-time workers (working 40 hours per week, 50 weeks per year)

⁴ May include volunteers and workers receiving other types of compensation.

⁵ Includes self-employed workers, owners of unincorporated businesses and farms, paid and unpaid family workers, and may include some owners of incorporated businesses or members of partnerships.

⁶ Persons identified as Hispanic or Latino may be of any race. The race categories shown exclude data for Hispanics and Latinos.

⁷ Occupation data are based on the Standard Occupational Classification (SOC) system, 2010.

⁸ Industry data are based on the North American Industry Classification System (NAICS), 2012.

⁹ Includes fatal injuries at all establishments categorized as Mining, Quarrying, and Oil and Gas Extraction (Sector 21) in the North American Industry Classification System, including establishments not governed by the Mine Safety and Health Administration (MSHA) rules and reporting, such as those in Oil and Gas Extraction.

¹⁰ Includes fatal injuries to workers employed by governmental organizations regardless of industry.

¹¹ Data for 2014 are preliminary. Revised and final 2014 data are scheduled to be released in spring 2016.

Note: Selected rate categories had 15 or more reported fatal work injuries in 2014 and 40 million or more work hours (20,000 full-time equivalent employees). Rates produced in prior years may not appear if they do not meet this threshold in 2014. Totals for major categories may include subcategories not shown separately. Figures may not add to totals because of rounding. CFOI fatality counts exclude illness-related deaths unless precipitated by an injury event.

Source: U.S. Bureau of Labor Statistics, U.S. Department of Labor, Current Population Survey, Census of Fatal Occupational Injuries, 2016.

JOINT DECLARATION OF INTENT
on the Cooperation of Vocational and Professional Education and Training,
Career and Technical Education and Apprenticeships
between the
U.S. Department of Commerce, the U.S. Department of Education, and the U.S.
Department of Labor, of the one part, and
the Federal Department of Economic Affairs, Education and Research
of the Swiss Confederation,
of the other part

The Departments of Commerce, Education and Labor of the United States of America, of the one part, and the Federal Department of Economic Affairs, Education and Research of the Swiss Confederation, of the other part (collectively referred to herein as “the Participants”) share a common belief in the importance of promoting education and training as a factor in individual development and achievement, economic development, and social growth, as well as a means for strengthening the ties between the two countries. The Participants also acknowledge the significance of supporting education and training programs built in partnership with employers—particularly career and technical education, vocational and professional education and training, and apprenticeships (collectively referred to herein as Education and Training Systems: See Appendix for definitions) with the aim of providing businesses with access to more highly-skilled workers and helping individuals fulfill their potential in achieving superior theoretical and technical skills, thereby promoting productivity and economic growth, improving compensation for workers, and creating greater pathways to quality careers.

This Joint Declaration of Intent provides a framework in which the Participants may identify and explore cooperation in the area of Education and Training Systems, increase learning from one another, and fosters joint future initiatives and measures as a result of this cooperation.

The Participants intend that, in order to pursue these mutual objectives, the following activities may be conducted, on mutually approved topics at mutually approved times and subject to available resources, during the term of this Joint Declaration of Intent:

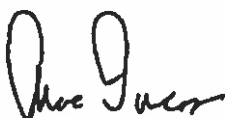
1. Cooperation in Education and Training Systems’ approaches, jointly determined by the Participants, which may include one or more of the following focus areas (in no particular order):
 - Industry- and/or Market-driven work-based training;
 - Collaboration with the business sector operating in each country to promote the value and benefits that Education and Training Systems can bring to companies and the workforce; and
 - Exchange of information, experience and good practices including, but not limited to, the following:
 - Transition from school and training to careers and the labor market;
 - Organization of Education and Training Systems;
 - Opportunities for Education and Training Systems to provide pathways to higher education, careers and lifelong learning;
 - Cross-employer recognition of competencies and professional credentials and other pertinent industry and education credentials;

- Education and training of teachers and trainers;
 - Models of curricula for education and training programs;
 - Research about Education and Training Systems;
 - Involvement and role of public and private stakeholders (e.g., business, education providers, social partners) in Education and Training Systems; and
 - Expansion and/or adoption of Education and Training Systems into new industries and/or occupations.
2. Methods of cooperation the Participants intend to utilize (as appropriate and feasible) in the areas identified in Part 1 may include, but are not limited to:
 - Exchange of information, experience and good practices;
 - Consultations at the governmental level;
 - Fact-finding visits and expert meetings; and
 - Fostering and encouraging direct contacts, partnerships and cooperation activities between businesses, organizations, institutions and other stakeholders in the field of Education and Training Systems – taking due consideration of the autonomy of these stakeholders.
 3. Other methods, activities, and topics of cooperation may be decided by the Participants during the term of this Joint Declaration of Intent.
 4. In accordance with this Joint Declaration of Intent, the methods, activities, and topics of cooperation may be further devised by the Participants in a periodically revised work plan. Switzerland's State Secretariat for Education, Research and Innovation of the Federal Department of Economic Affairs, Education and Research and the United States Departments of Commerce, Education, and Labor intend to jointly develop such a work plan.

This Joint Declaration of Intent is intended to continue for a period of three years from the date the Participants sign it, and may be modified jointly by the Participants or discontinued by any of the Participants at any time during that period. To discontinue this Joint Declaration of intent, the intending Participant should endeavor to provide notice of its intent to discontinue, in writing, 30 days in advance to the other Participants. Any activity carried out under this Joint Declaration of Intent is to be in accordance with the respective, applicable national laws and regulations and within the framework of the respective national policies and procedures of each Participant. This Joint Declaration of Intent does not itself obligate or authorize the expenditure of any funds by any Participant. Nothing in this Joint Declaration of Intent obligates the Participants to enter into any contract or other obligations.

Signed in Washington, D.C. on the 7th of July 2015 in the English and German languages.

For the Department of Education
of the United States of America



Arne Duncan,
Secretary

Signed in Washington, D.C. on the 9th of July 2015 in the English and German languages.

For the Department of Commerce
of the United States of America

For the Federal Department of
Economic Affairs, Education and
Research of the Swiss Confederation



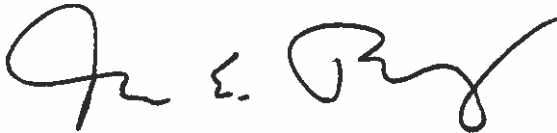
Penny S. Pritzker,
Secretary



Johann N. Schneider-Ammann,
Federal Councillor

Signed in Berne, Switzerland on the 1st of September 2015 in the English and German languages.

For the Department of Labor
of the United States of America

A handwritten signature in black ink, appearing to read 'T. E. Perez', with a stylized, sweeping flourish at the end.

Thomas E. Perez,
Secretary

APPENDIX

Career and technical education (CTE) refers to organized educational activities in the United States that--

- (A) offer a sequence of courses that--
 - (i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
 - (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
 - (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and
- (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CTE programs frequently integrate academic and career-oriented courses, and may provide students with the opportunities to gain work experience through internships, job shadowing, on-the-job training, and industry-certification opportunities.

CTE programs may offer education to students at the secondary level, such as in middle schools and high schools, or at the postsecondary level, such as in community colleges and other postsecondary educational institutions. Further, CTE programs may offer education in an unduplicated sequence of courses that starts at the secondary level and continues through the postsecondary level.

Vocational and Professional Education and Training refers to (1) Vocational Education and Training, and (2) Professional Education and Training, in Switzerland.

Vocational Education and Training (VET) takes place after compulsory school and leads to federally recognized qualifications at the upper secondary level. Usually, VET follows the dual-track approach known as apprenticeships in Switzerland. VET combines work-based learning in companies and acquisition of theoretical vocational knowledge and general education in schools.

VET certificates or diplomas qualify young professionals for the labor market.

Professional Education and Training (PET) usually takes place after the individual has qualified under VET and several years of relevant work experience. It leads to federally recognized qualifications at the tertiary level.

PET diplomas evidence specific professional skills and qualify individuals for highly specialized managerial and experts' tasks.

Apprenticeships refers to a unique, flexible training system in the United States called Registered Apprenticeship, that combines job related technical instruction with structured on-the-job learning experiences. Apprentices start working from day one with incremental wage increases as they become more proficient on the job. The training model of Registered Apprenticeship provides a combination of structured learning with on-the-job training from an assigned mentor. Related instruction,

technical training or other certified training is provided by apprenticeship training centers, technical schools, community colleges, and/or institutions employing distance and computer-based learning approaches. The goal is to provide workers with advanced skillsets that meet the specific needs of employers.

After completion of a Registered Apprenticeship in the United States, the apprentice earns a nationally recognized credential from the U.S. Department of Labor (or state where the apprentice resides) and attains journey worker status, leading to increased pay and greater career opportunities.

GEMEINSAME ABSICHTSERKLÄRUNG
über die Zusammenarbeit in den Bereichen Berufsbildung,
berufliche und technische Ausbildung sowie Berufslehre
zwischen dem
Handelsministerium der USA, dem Bildungsministerium der USA und dem
Arbeitsministerium der USA einerseits, und
dem Eidgenössischen Departement für Wirtschaft, Bildung und Forschung
der Schweiz,
andererseits

Die Ministerien für Handel, Bildung und Arbeit der Vereinigten Staaten von Amerika einerseits und das Eidgenössische Departement für Wirtschaft, Bildung und Forschung der Schweiz andererseits (nachfolgend gemeinsam als die «Teilnehmer» bezeichnet) teilen die Überzeugung, dass der Förderung von Aus- und Weiterbildung als Faktor für die persönliche Entwicklung und Entfaltung, die Wirtschaftsentwicklung und das gesellschaftliche Wachstum sowie als Mittel zur Stärkung des Zusammenhalts zwischen den beiden Ländern grosse Bedeutung zukommt. Die Teilnehmer anerkennen ferner die Wichtigkeit der Unterstützung von in Zusammenarbeit mit Arbeitgebern entwickelten Aus- und Weiterbildungsprogrammen, dies insbesondere in den Bereichen berufliche und technische Ausbildung, Berufsbildung und Berufslehre (nachfolgend gemeinsam als «Berufsbildungssysteme» bezeichnet; siehe Definitionen im Anhang) und mit dem Ziel, den Unternehmen mehr hochqualifizierte Arbeitskräfte zur Verfügung zu stellen und den einzelnen Personen dabei zu helfen, ihr Potenzial auszuschöpfen und vertiefte theoretische und technische Kompetenzen zu erwerben. Damit werden die Produktivität und das Wirtschaftswachstum gefördert, die Entlohnung der Arbeitskräfte verbessert und mehr Möglichkeiten für erfolgreiche Berufslaufbahnen geschaffen.

Diese gemeinsame Absichtserklärung bietet einen Rahmen, in dem die Teilnehmer Möglichkeiten der Zusammenarbeit im Bereich der Berufsbildungssysteme identifizieren und prüfen sowie vermehrt voneinander lernen können, und fördert aus dieser Zusammenarbeit hervorgehende künftige gemeinsame Initiativen und Massnahmen.

Die Teilnehmer beabsichtigen, zur Verfolgung dieser gemeinsamen Ziele während der Laufzeit dieser gemeinsamen Absichtserklärung folgende Tätigkeiten auszuführen, die gemeinsam genehmigte Themen betreffen, zu gemeinsam vereinbarten Zeiten und unter Berücksichtigung der verfügbaren Ressourcen stattfinden:

1. Zusammenarbeit im Hinblick auf die Ansätze der Berufsbildungssysteme, gemeinsam festgelegt durch die Teilnehmer, wobei diese einen oder mehrere der folgenden Schwerpunktbereiche (in willkürlicher Reihenfolge) betreffen kann:
 - Industrie- und/oder marktbasierte berufsbezogene Ausbildung;
 - Zusammenarbeit mit dem im jeweiligen Land tätigen Wirtschaftssektor, um den Wert und den Nutzen der Berufsbildungssysteme für Unternehmen und Arbeitnehmende aufzuzeigen; und
 - Austausch von Informationen, Erfahrungen und bewährten Praktiken einschliesslich aber nicht ausschliesslich in Bezug auf:
 - den Übergang von Schule und Ausbildung zu Beruf und Arbeitsmarkt;

- die Organisation der Berufsbildungssysteme;
 - Möglichkeiten für Berufsbildungssysteme, welche Wege zu höherer Bildung, Berufslaufbahnen und lebenslangem Lernen bieten;
 - die arbeitgeberübergreifende Anerkennung von Kompetenzen und Berufsabschlüssen sowie anderen gängigen Branchen- und Bildungsabschlüssen;
 - die Aus- und Weiterbildung von Lehrpersonen sowie Ausbilderinnen und Ausbildern;
 - Curriculummodelle für Aus- und Weiterbildungsprogramme;
 - die Forschung zu Berufsbildungssystemen;
 - den Einbezug und die Rolle öffentlicher und privater Stakeholder (z.B. Unternehmen, Bildungsanbieter, Sozialpartner) in den Berufsbildungssystemen; und
 - die Ausweitung und/oder Übernahme von Berufsbildungssystemen auf bzw. in neue Branchen und/oder Tätigkeitsbereiche.
2. Zu den Methoden der Zusammenarbeit, die die Teilnehmer in den in Punkt 1 aufgeführten Bereichen anzuwenden beabsichtigen (soweit angemessen und machbar), gehören unter anderem:
- der Austausch von Informationen, Erfahrungen und bewährten Praktiken;
 - Konsultationen auf Regierungsebene;
 - Informationsbesuche und Expertensitzungen; und
 - die Förderung und Ermutigung direkter Kontakte, Partnerschaften und Kooperationen zwischen Unternehmen, Organisationen, Institutionen und anderen Stakeholdern im Bereich der Berufsbildungssysteme – unter angemessener Berücksichtigung der Autonomie dieser Stakeholder.
3. Während der Laufzeit dieser gemeinsamen Absichtserklärung können die Teilnehmer weitere Methoden, Tätigkeiten und Themen der Zusammenarbeit beschliessen.
4. Im Einklang mit dieser gemeinsamen Absichtserklärung können die Methoden, Tätigkeiten und Themen der Zusammenarbeit von den Teilnehmern in einem regelmässig überarbeiteten Arbeitsplan weiterentwickelt werden. Das Schweizer Staatssekretariat für Bildung, Forschung und Innovation im Eidgenössischen Departement für Wirtschaft, Bildung und Forschung und die Ministerien für Handel, Bildung und Arbeit der USA beabsichtigen gemeinsam einen solchen Arbeitsplan zu erstellen.

Diese gemeinsame Absichtserklärung soll für eine Laufzeit von drei Jahren ab dem Zeitpunkt der Unterzeichnung durch die Teilnehmer gelten und kann während dieser Zeit jederzeit von den Teilnehmern gemeinsam geändert oder von einem der Teilnehmer gekündigt werden. Hat ein Teilnehmer vor, die Absichtserklärung zu kündigen, ist er bestrebt, die anderen Teilnehmer 30 Tage im Voraus schriftlich über die Rücktrittsabsicht zu informieren. Jede gemäss dieser gemeinsamen Absichtserklärung ausgeführte Tätigkeit erfolgt im Einklang mit den jeweiligen geltenden innerstaatlichen Gesetzen und Vorschriften und im Rahmen der jeweiligen nationalen Politiken und Verfahren. Diese gemeinsame Absichtserklärung verpflichtet oder berechtigt die Teilnehmer zu keinerlei Vergabe von Mitteln. Ferner verpflichtet

diese gemeinsame Absichtserklärung die Teilnehmer in keiner Weise, irgendeinen Vertrag oder andere Verpflichtungen einzugehen.

Unterzeichnet in Washington, D.C. am 7. Juli 2015 in englischer und deutscher Sprache.

Für das Bildungsministerium der
Vereinigten Staaten von Amerika



Arne Duncan,
Secretary

Unterzeichnet in Washington, D.C. am 9. Juli 2015 in englischer und deutscher Sprache.

Für das Handelsministerium der
Vereinigten Staaten von Amerika

Für das Eidgenössische Departement
für Wirtschaft, Bildung und Forschung
der Schweiz



Penny S. Pritzker,
Secretary



Johann N. Schneider-Ammann
Bundesrat

Unterzeichnet in Bern, Schweiz am 1. September 2015 in englischer und deutscher Sprache.

Für das Arbeitsministerium der
Vereinigten Staaten von Amerika

A handwritten signature in black ink, appearing to read 'T. E. Perez', with a stylized flourish at the end.

Thomas E. Perez,
Secretary

ANHANG

Als **berufliche und technische Ausbildung** (*career and technical education, CTE*) werden Bildungsprogramme in den USA bezeichnet, die:

- (A) eine Reihe von Kursen umfassen, die:
 - (i) den Teilnehmenden kohärente und vertiefte Inhalte vermitteln unter Berücksichtigung anspruchsvoller akademischer Standards und den zur Vorbereitung auf eine weiterführende Ausbildung und Laufbahn in bestehenden oder neu entstehenden Berufen notwendigen technischen Kenntnissen und Kompetenzen;
 - (ii) technische Fähigkeiten und Fertigkeiten vermitteln sowie einen branchenweit anerkannten Abschluss, ein Zertifikat oder einen *Associate Degree* verleihen;
 - (iii) Vorbereitungskurse (keine Förderkurse) umfassen können, die den Anforderungen dieses Unterabsatzes entsprechen; und
- (B) kompetenzbasiertes angewandtes Lernen umfassen, das das akademische Wissen, die Argumentations- und Problemlösefähigkeiten, die Arbeitseinstellung, die allgemeine Beschäftigungsfähigkeit, technische und tätigkeitsbezogene Kompetenzen sowie das Wissen über sämtliche Aspekte einer Branche, einschliesslich Unternehmertum, bei den Teilnehmenden verbessert.

CTE-Programme beinhalten häufig akademische sowie berufsorientierte Kurse und können den Studierenden Möglichkeiten bieten, durch Praktika, Hospitationen, Ausbildungen am Arbeitsplatz und Branchenzertifizierungen Arbeitserfahrung zu sammeln.

Darüber hinaus können CTE-Programme Ausbildungsmöglichkeiten für Studierende auf der Sekundarstufe vorsehen, beispielsweise in Mittelschulen oder *High Schools*, oder auf postsekundärer Stufe, beispielsweise in *Community Colleges* oder anderen postsekundären Bildungsinstitutionen. Ausserdem können CTE-Programme Ausbildungen in Form einer einmaligen Reihe von Kursen anbieten, die auf Sekundarstufe beginnen und auf postsekundärer Stufe weitergehen.

Der Begriff **Berufsbildung** umfasst in der Schweiz (1) die berufliche Grundbildung und (2) die höhere Berufsbildung.

Die berufliche Grundbildung schliesst an die obligatorische Schule an und führt zu eidgenössisch anerkannten Qualifikationen auf Sekundarstufe II. Üblicherweise erfolgt die berufliche Grundbildung nach dem dualen Ansatz, in der Schweiz als Berufslehre bekannt. Dabei kombiniert die berufliche Grundbildung berufsbezogenes Lernen im Unternehmen mit dem Erwerb von theoretischen Berufskenntnissen und Allgemeinwissen in der Schule.

Mit einem Zeugnis oder einem Attest der beruflichen Grundbildung sind die jungen Berufsleute für den Arbeitsmarkt qualifiziert.

Die höhere Berufsbildung schliesst üblicherweise an eine berufliche Grundbildung und mehrjährige einschlägige Berufserfahrung an. Sie führt zu eidgenössisch anerkannten Qualifikationen auf Tertiärstufe.

Abschlüsse der höheren Berufsbildung bescheinigen spezifische Berufskenntnisse und qualifizieren die Absolventinnen und Absolventen für hochspezialisierte Management- und Expertenfunktionen.

Als **Berufslehre** (*Apprenticeship*) wird ein einzigartiges, flexibles Ausbildungssystem in den USA namens *Registered Apprenticeship* (eingetragene Lehre) bezeichnet, das die berufsbezogene technische Ausbildung mit strukturiertem Lernen am Arbeitsplatz kombiniert. Die Lernenden arbeiten vom ersten Tag an und ihr Lohn steigt mit zunehmender Leistungsfähigkeit im Beruf schrittweise. Das Ausbildungsmodell *Registered Apprenticeship* bietet eine Kombination aus strukturiertem Lernen und Ausbildung am Arbeitsplatz durch eine zugeteilte Mentorin oder einen zugeteilten Mentor. Der entsprechende Unterricht, die technische Ausbildung oder andere zertifizierte Schulungen werden von Lehrausbildungszentren, Fachschulen, *Community Colleges* und/oder Institutionen, die Fernunterricht und computerbasierte Lernmethoden einsetzen, vermittelt. Ziel ist es, den Arbeitnehmenden erweiterte Fachkenntnisse zu vermitteln, die den spezifischen Bedürfnissen der Arbeitgeber entsprechen.

Nach Abschluss einer *Registered Apprenticeship* in den USA erhalten die Absolventinnen und Absolventen einen national anerkannten Abschluss vom US-Arbeitsministerium (oder dem Wohnsitzstaat der Person) und erreichen den *Journey Worker Status*, der zu mehr Lohn und besseren Karrieremöglichkeiten führt.

JOINT DECLARATION OF INTENT
between the
Federal Ministries of Education and Research,
Economic Affairs and Energy, and Labour and Social Affairs
of the Federal Republic of Germany
and the
Departments of Commerce, Education, and Labor
of the United States of America

The Federal Ministries of Education and Research, Economic Affairs and Energy, and Labour and Social Affairs of the Federal Republic of Germany and the Departments of Commerce, Education and Labor of the United States of America (collectively referred to herein as "the Participants") share a common belief in the importance of promoting education and training as a factor in individual development and achievement, economic development, and social growth, as well as a means for strengthening the ties between the two countries. Both countries also acknowledge the significance of supporting education and training programs built in partnership with employers — particularly career and technical training with the aim of providing industry (especially small and medium-sized businesses) with access to more highly-skilled workers, thereby promoting productivity and economic growth and improving workers' wages and pathways to quality careers.

This Joint Declaration of Intent provides a framework in which the Participants may identify and explore cooperation in the area of career and technical training, increase learning from one another and provide joint support for future initiatives and measures as a result of this cooperation.

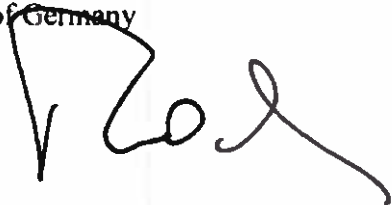
The Participants intend that, in order to pursue these mutual objectives, the following activities may be conducted, on mutually approved topics at mutually approved times and subject to available resources, during the term of this Joint Declaration of Intent:

1. Cooperation in Career and Technical Education and Training, including apprenticeship and dual system approaches, jointly determined by the Participants which may include one or more of the following focus areas:
 - needs-oriented, work-based training, in small and medium-sized businesses in particular; and
 - exchange of information about best practices including, but not limited to, the following:
 - transition from school and training to the job market;
 - organization of career and technical training;
 - opportunities to apply career and technical education and training, including apprenticeships, towards post-secondary degree programs;
 - cross-employer transferability of training; and
 - involvement and role of businesses and industry associations in career and technical training.

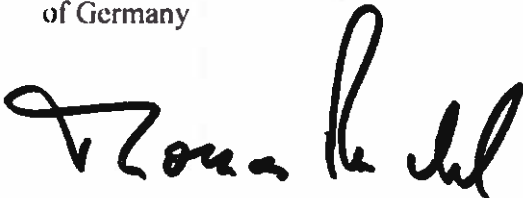
2. Other activities and topics may be decided by the Participants during the term of this Joint Declaration of Intent.
3. The Participants intend to use the following methods of cooperation to learn from each other in the areas identified in Part 1:
 - exchange of information, experience and good practices;
 - fact-finding visits and expert meetings, as appropriate and feasible; and
 - additional activities and projects of mutual interest, as appropriate and feasible.
4. This Joint Declaration of Intent is intended to continue for a period of three (3) years from the date the Participants sign it, and may be amended by mutual consent. If any Participant intends to withdraw from this Joint Declaration of Intent, the intending participant should endeavor to provide three months notification of that intent to the other participants. This Joint Declaration of Intent does not itself obligate or authorize the expenditure of any funds by any Participant. Nothing in this Joint Declaration of Intent obligates the Participants to enter into any contract or other obligations.

Signed in *Washington, DC* on *June 5th, 2015* in duplicate in the English and German languages.

For the Federal Ministry of Economic
Affairs and Energy of the Federal Republic
of Germany



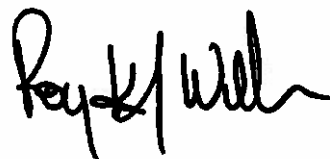
For the Federal Ministry of Education and
Research of the Federal Republic
of Germany



For the Federal Ministry of Labour and
Social Affairs of the Federal Republic
of Germany



For the Department of Commerce
of the United States of America



For the Department of Education
of the United States of America



For the Department of Labor
of the United States of America





Apprenticeship**USA**

NATIONAL APPRENTICESHIP WEEK REPORT



NOVEMBER 1-7, 2015

October 30, 2015

Presidential Proclamation – National Apprenticeship Week, 2015

NATIONAL APPRENTICESHIP WEEK, 2015

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA A PROCLAMATION

At the heart of our Nation's promise lies a simple truth: If you work hard you can get ahead, earn a decent-paying job, and secure a brighter future for yourself and your family. To make this promise real, our economy has to work for everyone, and that begins with providing all our people with the tools and resources they need to utilize their unique talents to contribute to our country's success. Apprenticeships offer this opportunity, and over 430,000 Americans participate in these programs today. During National Apprenticeship Week, we recognize the ways apprenticeships foster innovation and prosperity, and we recommit to encouraging and supporting those who offer and partake in them.

Without the skills to get new, higher-wage jobs, and without the knowledge to adapt to new machinery, systems, technology, and techniques, the American worker could fall behind. Apprenticeships help people upgrade their skills and keep pace with the demands of the 21st century. Today, in part thanks to strong cooperation between labor and management, 87 percent of apprentices find employment after completing their program, and their average starting wage is above \$50,000. And over the course of their lifetimes, workers who complete an apprenticeship on the job may earn hundreds of thousands of dollars more than their peers who do not. According to multiple studies, the payout is good for employers, too -- they see significant returns in the form of increased productivity, reduced waste, and greater innovation.

Across America, employers, educators, labor leaders, and elected officials are joining together to encourage and support apprenticeships. Businesses are preparing workers for jobs in advanced manufacturing, information technology, health care, and other industries, while unions are helping their members secure new and more gainful employment. Hundreds of our Nation's colleges are awarding credit toward a degree for completing an apprenticeship program. And State and local governments in every corner of our country have been working to help America succeed by investing in programs to train our workers for the jobs of tomorrow.

At the Federal level, my Administration is committed to enabling hardworking people to earn and learn at the same time by supporting job-driven training initiatives like apprenticeships. Today, 55,000 more apprenticeship positions are available than there were at the start of 2014. To build on this progress, we awarded \$175 million in grants to 46 apprenticeship programs around America. This investment will provide training opportunities for 34,000 new apprentices over the next 5 years, ensure apprenticeships are available to diverse and historically underrepresented populations, and provide a framework for apprenticeship opportunities to grow. Earlier this year, we hosted the White House Summit on ApprenticeshipUSA, bringing together over 140 employers, labor and education organizations, community-based groups, and others to recognize their commitment and to generate the best ideas on how to expand these programs. Additionally, I urged the Congress to create a \$2 billion Apprenticeship Training Fund to double the number of apprentices in America, and I have called on businesses to offer more educational benefits and paid apprenticeships to their employees regardless of their level of education.

Our country thrives when all our citizens play a role in driving it forward. If we create good jobs and help workers get the skills they need to succeed in those jobs, we can restore the link between hard work and growing opportunity for every American. During National Apprenticeship Week, let us support and encourage apprenticeship programs that will help rebuild our middle class, and let us rededicate ourselves to educating more of our people, retraining our workforce, and renewing our Nation's promise to put the American dream within the reach of the determined.

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim November 1 through November 7, 2015, as National

Apprenticeship Week. I urge the Congress, State and local governments, educational institutions, industry and labor leaders, and all Americans to support apprenticeship programs in the United States and to raise awareness of their contributions to our country.

IN WITNESS WHEREOF, I have hereunto set my hand this thirtieth day of October, in the year of our Lord two thousand fifteen, and of the Independence of the United States of America the two hundred and fortieth.

BARACK OBAMA

National Apprenticeship Week

President Obama proclaimed November 1-7, 2015 as the inaugural National Apprenticeship Week. This historic week offered businesses, unions, colleges, states and others the opportunity to express their support for Registered Apprenticeship. NAW provided apprenticeship sponsors and their partners a premier opportunity to highlight their programs and to demonstrate the benefits of apprenticeship as a tried and true skills training model across the country.

Highlights

- **PARTICIPATION:** more than 300 events and activities in 47 states and the District of Columbia.
- **MEDIA SPOTLIGHTS:** national and local media coverage throughout the country with more than 60 articles and news spots generating valuable publicity for apprenticeship.
- **SOCIAL MEDIA INTERACTION:** enthusiastic pronouncement and support of NAW events including an interactive Twitter campaign highlighting how apprenticeship works for those participating.
- **CONGRESSIONAL ACTION:** The Senate passed a Resolution recognizing NAW and bipartisan House members took to the House floor to support apprenticeship and introduce a House Resolution.

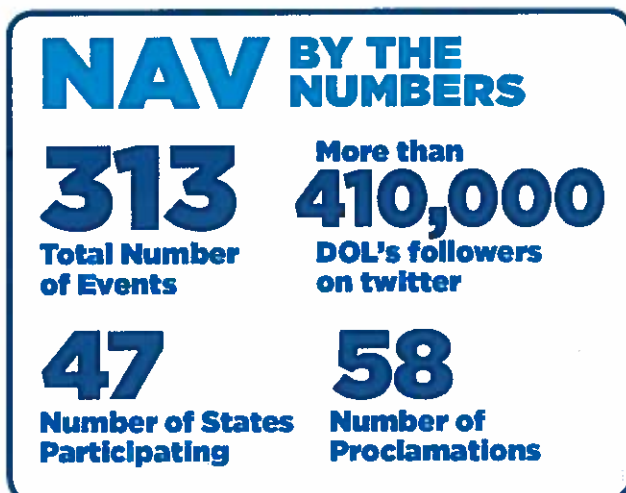
Activities

The activities and events held during NAW were diverse and creative— ranging from apprentice graduations, to company open houses, to activities for youth in high schools. States, local governments and organizations also released their own proclamations for National Apprenticeship Week, and expanded the week to include proclamations for “Women in Apprenticeship Day.”

The U.S. Department of Labor identified key themes throughout the week in order to drive online and in-person conversations about how:

- Apprenticeship Works for Business
- Apprenticeship Works for Innovation
- Apprenticeship Works for Working Families
- Apprenticeship Works for Everyone
- Apprenticeship Works for Students

In addition to live events and official proclamations, NAW was celebrated on Facebook, YouTube, blogs and Twitter - with a Twitter Storm on November 3. Secretary of Labor Perez, Deputy Secretary Lu, members of Congress, employers, unions, governors and others participated via Twitter to publicize events held during NAW and to discuss the value of apprenticeship. Citizens nationwide shared their activities via Twitter using #ApprenticeshipWorks and #NAW2015 to showcase their efforts.



National Leaders Put Apprenticeship Front and Center

National leaders - from multiple federal agencies to members of Congress - participated in NAW. Secretary of Labor Thomas Perez traveled extensively during the week to celebrate NAW, with appearances in California, Ohio, Maryland and Washington, D.C. Additionally, Secretary Perez held a live event with National Journal event at the Newseum in Washington.

Other national leaders also promoted apprenticeship during NAW, for example:

- **Secretary of Commerce Penny Pritzker leveraged social media to promote apprenticeship and business and spoke about using apprenticeship to develop the next generation workforce at the National Electrical Manufacturing Association conference on November 6.**
- **The Department of Education posted a blog on the connection between apprenticeship and career and technical education.**
- **Suzi Levine, U.S. Ambassador to Switzerland and Lichtenstein promoted apprenticeships throughout the week abroad.**
- **Members of Congress from several states, including California, Connecticut, Delaware, Michigan, New York and Wisconsin, participated in NAW activities and delivered speeches on the value of apprenticeships on the Senate and House floors.**
- **Governors from Alaska to Wyoming participated in National Apprenticeship Week, including signing proclamations and attending apprenticeships events.** See proclamations at <https://doleta.gov/oa/naw>



On November 2, Secretary Perez visited the Greater Cleveland Regional Transit authority. He met with apprentices retrofitting 30-year old rail cars and discussed their bright futures through apprenticeship. After the visit, Secretary Perez hosted a roundtable at Cuyahoga Community College. The college is partnering with the Transit Authority to recruit and train a new generation of workers.



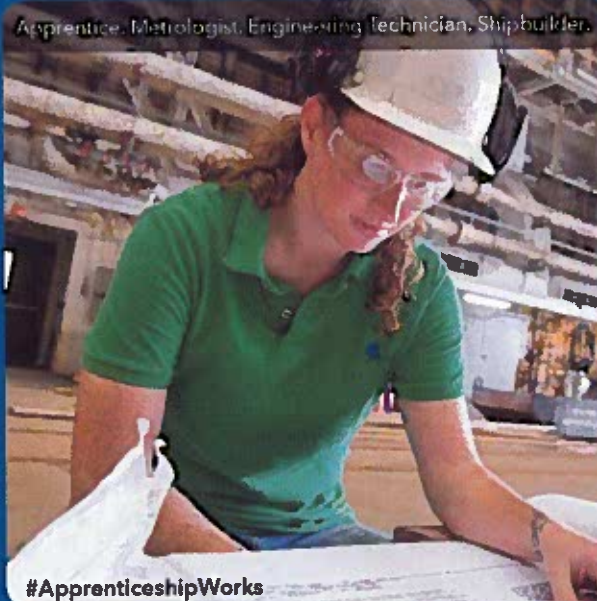
Iowa Governor Terry Branstad signing NAW proclamation.

Businesses Lead the Way

Industry leaders demonstrated strong support for apprenticeship throughout the week - holding open houses and tours of their apprenticeship programs, hosting business-to-business roundtables, submitting blog posts and other forms of community engagement. Leaders of Excellence in Apprenticeship Development, Education and Research (LEADERS) played a key role in advancing NAW, including Dow, Ford, Alcoa, Nestlé USA, Dartmouth-Hitchcock Medical Center, Idaho Power, Independent Electrical Contractors, and others. Businesses in a broad range of industries promoted apprenticeship, and held events during NAW:

- **Campbell's Soup and Pepperidge Farms** provided tours of advanced manufacturing laboratories in multiple states
- **Mohawk Industries and Kroger** both signed apprenticeship standards during the week.
- **CVS Health** announced the expansion of its Registered Apprenticeship program to new markets during the week. CVS Health plans to expand its Pharmacy Tech and Retail Store Manager apprenticeship opportunities in several states and within specialty pharmacy services.
- **Time Warner Cable** announced and rolled out its new apprenticeship program in Missouri.

This strong show of support during NAW provided the opportunity for businesses with national status and recognition to promote the value of apprenticeship programs, and provided a platform for businesses to illustrate their many successes with apprenticeship.



Shipbuilder Huntington Ingalls used the social reach of National Apprenticeship Week to celebrate their 10,000th apprenticeship graduate, Sarah Ruggles.



Julie Booth, a Medical Assistant Apprentice at Dartmouth-Hitchcock Medical Center in Lebanon, NH took to Twitter and Facebook to share how #ApprenticeshipWorks for her.

Building from a Strong Foundation

NAW provided the opportunity for unions, and joint labor management organizations to highlight their successful programs, and many led the way during the week. In particular, Secretary of Labor Thomas Perez toured the International Brotherhood of Electrical Workers' (IBEW) Local 26 headquarters in Lanham, Maryland to view some of the latest innovations that IBEW and North American Building Trades Unions are providing to their apprentices. Additionally, the United Autoworkers, SEIU, AFSCME, and the AFL-CIO throughout the country sponsored events during NAW.



Secretary Perez bends a pipe as apprentices Nicholas Payne, 28, and Matthew Weitzel, 30 look on during the Secretary's National Apprenticeship Week visit to the IBEW Local 26 Joint Apprenticeship Training facility in Lanham, MD on Nov 3, 2015.



North American Building Trades Unions held open houses and other events across 15 cities. The organization's president, Sean McGarvey, was highlighted on USDOL blog showcasing innovation in their apprenticeship programs from Georgia to California. He was also to be seen on MSNBC during highlighting apprenticeship the week.

Advancing Diversity

NAW provided the opportunity to market apprenticeship training to women, minorities, individuals with disabilities and other groups underrepresented in apprenticeship programs. Organizations assisting women and minorities to succeed in apprenticeship took the opportunity to showcase their programs during NAW. Examples include several onsite events and media coverage of Oregon Tradeswomen, and activities involving West Virginia Women Work, WINTER (Los Angeles), NEW (New York) and other groups.

Additionally, the states of Michigan, New Hampshire and Oregon issued proclamations of Women in Apprenticeship Day, as did the cities of Boston, Los Angeles and Portland. For states, cities and organizations promoting women in apprenticeship, NAW provided a platform to tell their story, for the first time, about how apprenticeship opens up new career pathways and changes the lives of working women and their families.

Groups that promote opportunities for individuals with disabilities, including #YesWeCode and Able-Disabled Advocacy, also sponsored events to promote apprenticeship. In addition, outreach to veterans was prominent during NAW, with veterans' career fairs and sponsor open houses held during the week to attract veterans to apprenticeship programs.



Non-Traditional Employment for Women (NEW) hosted Advancing Women in the Trades: Building on Success at the World Trade Center in New York City to help increase awareness of and access to non-traditional occupations among women.



Deputy Secretary Chris Lu visits with architecture students at Phelps Architecture, Construction, and Engineering High School in Washington, DC during the school's college and apprenticeship fair.

Media and Digital Highlights



Impact and Next Steps

NAW provided an unprecedented opportunity to spotlight the apprenticeship model. The concentration of activities in one week significantly amplified the visibility of apprenticeship across the nation. NAW provided a platform for all apprenticeship partners - business, labor, government, schools and others to speak with a collective voice about apprenticeship's value to the nation.

For decades, organizations had been interested in National Apprenticeship Week, and the President's proclamation created the vehicle for the country to organize a new apprenticeship movement. The involvement and visibility of the Secretary Perez, other Cabinet Secretaries, members of Congress, governors, mayors and other leaders served to underscore the importance of apprenticeship as a key workforce and economic development strategy. Additionally, the articles, information and resources developed for the week will continue to add value into the future and could be used as templates in future NAWs. Making NAW an annual event could continue the momentum created by this very successful seminal effort.