

# APPENDICES



# ApprenticeshipUSA

## Advisory Committee on Apprenticeship (ACA) Meeting Agenda

*September 27-28, 2016*

**U.S. Department of Labor  
200 Constitution Avenue  
Room N-3437A B & C  
Washington, DC 20210**

**Audio Log-In Information:**  
1-888-469-1982  
Leader Passcode: 66633  
Participant Passcode: 6376851

**Web Link and Password:**  
<https://dol.webex.com/dol>  
Meeting number: 642 413 387  
Meeting password: kSutSr\*9

### **Tuesday, September 27, 2016**

8:30 a.m. - 9:30 a.m.	<b>Security Check-In</b>	
9:30 a.m. - 10:30 a.m.	<b>New Members Training:</b> <ul style="list-style-type: none"><li>• Opening Remarks and Welcome</li><li>• Informal Meet and Greet</li><li>• FACA Overview</li><li>• New Members Ethics Training</li><li>• Review of Administration Priorities for Registered Apprenticeship</li></ul>	<b>John V. Ladd</b> , Administrator, and ACA Designated Federal Official  <b>Andrew Cortés</b> , ACA Chairperson  <b>Rob Sadler</b> , Ethics Counsel, SOL
10:30 a.m. – 11:00 a.m.	<b>New Members: Media and Meeting Break</b>	
11:00 a.m. – 11:45 a.m.	<b>Call to Order:</b> <ul style="list-style-type: none"><li>• Welcome and Opening Comments</li><li>• ACA Member Introductions (2 mins.)</li><li>• Agenda Overview</li></ul>	<b>Andrew Cortés</b> , ACA Chairperson  <b>John V. Ladd</b> , Administrator, and ACA Designated Federal Official
11:45a.m. – 12:30 p.m.	<b>Review of Apprenticeship Expansion Strategy:</b> <ul style="list-style-type: none"><li>• ApprenticeshipUSA Funding (\$90 million)</li><li>• 2016 Accelerator Meetings</li><li>• NASTAD/OA Joint Summer Meeting</li><li>• Plans for National Apprenticeship Week</li><li>• Launch of New Outreach Initiative</li></ul>	<b>John V. Ladd</b> , Administrator, and ACA Designated Federal Official
12:30 p.m. – 1:30 p.m.	<b>Lunch on Your Own</b>	
1:30 p.m. – 2:30 p.m.	<b>ACA Ad Hoc Workgroup Women in Construction:</b> <ul style="list-style-type: none"><li>• Follow-Up from June Meeting</li><li>• Summer Progress</li><li>• Draft Blueprint for Action</li><li>• Open Discussion and Feedback</li></ul>	<b>Jill Houser</b> , OA Regional Director, Boston  <b>ACA Presenters:</b>



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- Next Steps

Andrew Cortes, ACA Chairperson  
Connie Ashbrook, ACA Member, Public  
Greg Chambers, ACA Member, Employer

2:30 p.m. – 2:45 p.m.

**ACA Ad Hoc Workgroup Youth Apprenticeship:**

- Summer Meetings
- Progress to Date
- Draft Youth Framework: Jan. 2017

**Laura Ginsburg**, Director, Division of  
Promotion and Strategic Partnerships

**ACA Presenters:**

James Wall, ACA Co-Chair, Employer  
LeAnn Wilson, ACA Member, Public  
Brian Turner, ACA Member, Labor

2:45 p.m. – 3:15 p.m.

**Media and Meeting Break**

3:15 p.m. – 4:00 p.m.

**Building Innovative Apprenticeship Models:**

- Competency-Based Models
- Clearinghouse for Existing Occupations
- National Frameworks
- Suite of Work Process Schedules
- ACA Input and Feedback

**Diane Jones**, Author and Institute  
Associate, The Urban Institute

4:00 p.m. – 4:45 p.m.

**Apprenticeability Determination Process:**

- Background and Overview of the Process
- Need for Changes/Updates
- Changes Being Made/Next Steps
- Open Discussion and ACA Feedback

**Zach Boren**, Director, Division of Quality,  
Standards, and Policy, OA

4:45 p.m. – 5:00 p.m.

**Meeting Wrap Up:**

- Closing Remarks
- Adjourn

**Douglass McPherson**, Apprenticeship  
and Training Representative, OA

**John V. Ladd**, Administrator, and ACA  
Designated Federal Official

**Andrew Cortés**, ACA Chairperson



# ApprenticeshipUSA

## Advisory Committee on Apprenticeship (ACA) Meeting Agenda

*September 27-28, 2016*

### Day 2

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### Web Link and Password:

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Meeting number: 646 949 511

Meeting password: Kb3DUHa\$

**Wednesday, September 28, 2016**

7:30 a.m. – 8:30 a.m.      **Security Check-In**

8:30 a.m. – 8:45 a.m.      **Call to Order:**

- Opening Comments
- Day 1 Follow-Up
- Agenda Overview

**John V. Ladd**, Administrator, and ACA  
Designated Federal Official

**Andrew Cortés**, ACA Chairperson

**Andrew Cortés**, ACA Chairperson

8:45 a.m. - 10:00 a.m.      **ACA Recommendations for Future Action:**

**John V. Ladd**, Administrator, and ACA  
Designated Federal Official

10:00 a.m. – 10:15 a.m.      **Media and Meeting Break:**

- Transition to Breakout Sessions

10:15 a.m. – 11:00 a.m.      **Sector Caucus Breakout Sessions:**

#### **Elect ACA Co-Chairs:**

- Employer
- Labor

**Employer Caucus**, N-3437A B & C

**Labor Caucus**, N3437 D

**Public Caucus**, C5310 1B

#### **Review and Provide Feedback:**

- Women's Ad Hoc Blue Print for Action
- ACA Recommendations for Future Action

11:00 a.m. – 11:15 a.m.      **Media and Meeting Break**

- Transition to Full Committee

11:15 a.m. – 11:45 a.m.      **Sector Caucus Report Outs:**

#### **Committee Votes and Directional Next Steps:**

- Women's Ad Hoc Blue Print for Action
- ACA Recommendations for Future Action





# Apprenticeship**USA**

11:45 a.m. – 12:00 p.m.

## **Departmental Closing Remarks**

**Portia Wu**, Assistant Secretary  
Employment and Training  
Administration, (invited)

12:00 p.m. – 12:15 p.m.

## **Wrap Up:**

- Closing Remarks
- Next Steps and Commitments
- Public Comment/Adjourn

**John V. Ladd**, Administrator, and ACA  
Designated Federal Official

**Andrew Cortés**, ACA Chairperson



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**Advisory Committee on  
Apprenticeship (ACA) Meeting**

**(New Member Orientation)**

September 27-28, 2016  
Frances Perkins Building

### New Member Session

**Our Focus**

Provide Background on the ACA, FACA, and Recent ACA Recommendations, as well as highlight some upcoming tasks.

- ACA and FACA Overview
- Review of Administration Priorities for Registered Apprenticeship
- ApprenticeshipUSA Investments
- SOL New Members Ethics Training
- Questions and Open Dialogue




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**John Ladd**

Administrator  
Office of Apprenticeship

### Welcome!

- ACA has a rich history of providing critical advice and recommendations to advance the National Registered Apprenticeship System
- Unprecedented period of rising visibility, support and expectations for RA.
- Opportunity to shape the direction of the National Registered Apprenticeship system for decades to come.

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## Advisory Committee on Apprenticeship

- The ACA is a diverse group of stakeholders with different perspectives, but a unified common goal to provide impactful recommendations that will increase apprenticeship opportunities across the country.
- The ACA is authorized by 29 U.S.C. 50a, which permits the Secretary to appoint a national advisory committee, but it is governed by the FACA.
- There are 30 members on the ACA, representing employers, labor, and members of the public. We also have ex-officio members from various Federal agencies that provide leadership:
 

Department of Labor	Department of Commerce
Department of Education	Department of Energy
Department of HHS	



## OA's Legislation and Regulations

### The National Apprenticeship Act (Fitzgerald Act)

- The **Fitzgerald Act** was authorized in August 1937 and has not been modified since.
- Authorizes USDOL to work with States and Industry in the furtherance of standards for the training of apprentices.
- Positions USDOL's role to protect the welfare of apprentices.

### Regulations governing Registered Apprenticeship

- Title 29 CFR part 29**, Labor Standards for Registration of Apprenticeship Programs was revised in December 2008;
- Title 29 CFR part 30**, Equal Employment Opportunity in Apprenticeship and Training, was published in 1978, and new NPRM was released in November 2015.

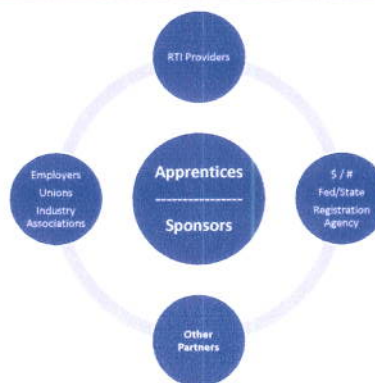


## 5 Core Components of Registered Apprenticeship

	<b>Employer Involvement Is Integral</b>	Employer is the foundation for the RA program and must be directly involved and provider of OJT
	<b>Structured On-the-Job Training with Mentoring</b>	Minimum of 2,000 hours Structured and Supervised
	<b>Related Training and Instruction</b>	144 hours recommended per year Parallel   Front-loaded   Segmented Options
	<b>Rewards for Skill Gains</b>	Increases in skills brings about increases in earnings
	<b>National Occupational Credential</b>	Nationally recognized credential showing job proficiency. Sponsor certifies individual is fully competent for career.



## Core Components of National RA System







### Momentum, Interest and Support for Registered Apprenticeship continued to grow.

<b>Apprenticeship Investments</b> <ul style="list-style-type: none"> <li>• AAGI Grants (\$175 Million)</li> <li>• State Accelerator Grants (\$10 Million)</li> <li>• State Expansion Grants (\$50 Million)</li> <li>• Industry Partnerships to Scale Apprenticeship, Equity Partnerships to Enhance Diversity, and Other Innovations (\$30 Million)</li> </ul>	<b>Marketing and NAW</b> <ul style="list-style-type: none"> <li>• LEADERS recruitment up to over 185+ companies and organizations.</li> <li>• More than 300 events and activities in 47 states and the District of Columbia.</li> <li>• 58 proclamations, including one from the President along with Senate and House expressions of support.</li> </ul>
<b>System Building and Other Items</b> <ul style="list-style-type: none"> <li>• RACC participating colleges is 240+</li> <li>• RA emphasis in WCOA</li> <li>• Sector of Excellence in Apprenticeship:               <ul style="list-style-type: none"> <li>• Four Accelerator sessions conducted. More to come.</li> </ul> </li> <li>• Release of first generation of Standards Builder online tool.</li> <li>• Growing Interest in Youth Apprenticeship</li> </ul>	<b>Items from Your State</b>

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**In addition, we're transforming our National Office structure to provide better support and service.**

**Division of Promotion and Strategic Partnerships**  
**Director – Laura Ginsburg**  
 To engage with employers to promote, establish, and expand the use of registered apprenticeship, as well as build partnerships with workforce, employer, industry, international, and other similar associations and groups.

**Division of Program Quality, Standards, and Policy**  
**Director – Zach Boren**  
 To provide leadership in regulatory and compliance matters ensuring both quality and innovative programs and equal employment in registered apprenticeship, as well as establishing national programs and national guideline standards of apprenticeship for industry groups and occupations.

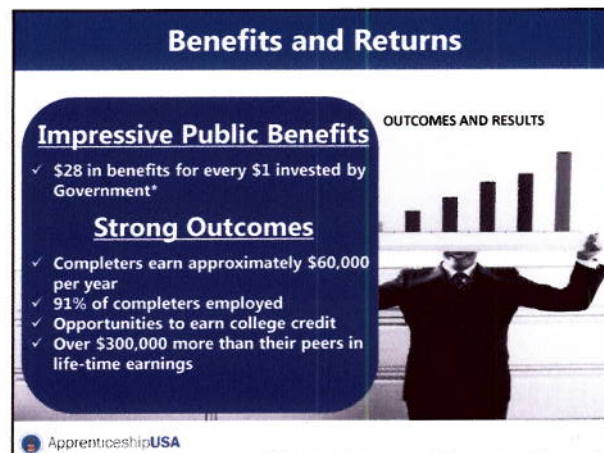
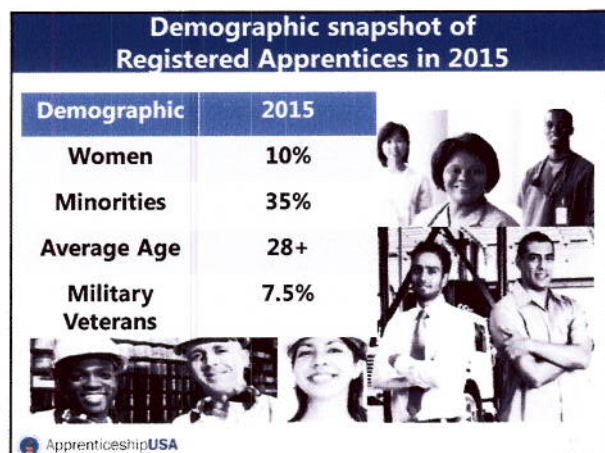
**Division of Investments, Operations, and Performance**  
**Director – Mike Qualter**  
 To plan, develop, and direct the operation, and assess the effectiveness of OA's administrative and program support services, including fiscal and management information systems; reporting systems; program analysis; internal communications; and grant funded efforts and related technical assistance initiatives.

### Registered Apprenticeship Today

- Nearly 21,000 programs serve the needs of 100,000 employers and approximately 500,000 active apprentices
- Approximately 1,000 occupations
- 90% of apprenticeships = concentrated in about 350 of those occupations
- 2/3 of apprenticeships are in construction

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### What is FACA?

The Federal Advisory Committee Act (FACA) enacted in 1972, to formally recognized the merits of seeking the advice and assistance of our nation's citizens.

**Congress also wanted to ensure that advisory committees:**

- Provide advice that is relevant, objective, and open to the public;
- Act promptly to complete their work; and
- Comply with reasonable cost controls and record keeping requirements.

The FACA formalizes the process for establishing, operating, overseeing, and monitoring advisory boards.

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### Basic Principles of the FACA

- Balanced Membership
- Diverse Viewpoints
- Transparency
- Openness of Meetings and Committee Proceedings

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## FACA's Special Emphasis

FACA Emphasizes Open Meetings, Chartering, Public Involvement, and Reporting

**Charter** - Renewed Every Two Years

### Open Meetings and Public Involvement:

- All Meetings are Open to the Public; Federal Register
- All Meetings Include Teleconference and Webinar Technology

**Reporting** - Briefing to ETA Leadership and Annual GSA Report



## Designated Federal Official

Each agency appoints a Designated Federal Official (DFO) to manage their advisory boards.

### The DFO:

- Ensures compliance with FACA, and its applicable regulations;
- Attends, and adjourns committee meetings;
- Approves agendas;
- Maintains the records on costs and membership;
- Ensures efficient operations;
- Maintains records for availability to the public; and
- Provide copies of committee reports to the Committee Management Officer for the Library of Congress.



## The Time is Now – Unique Opportunity for Registered Apprenticeship



“Tonight, I’m also asking more businesses to follow the lead of companies like CVS and UPS, and offer more educational benefits and paid apprenticeships -- opportunities that give workers the chance to earn higher-paying jobs even if they don’t have a higher education.”

– President Obama  
State of the Union Address, January 20, 2015



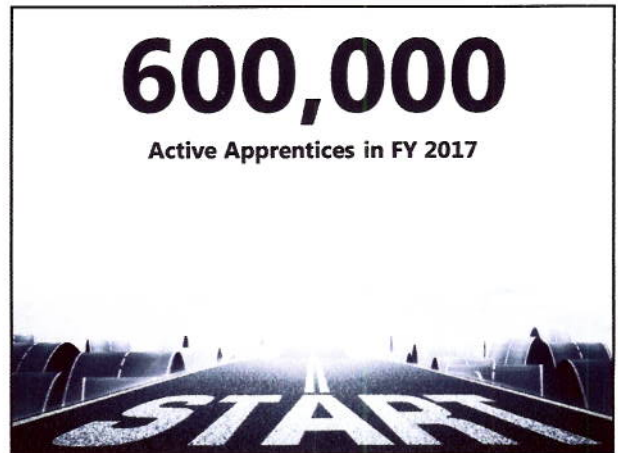
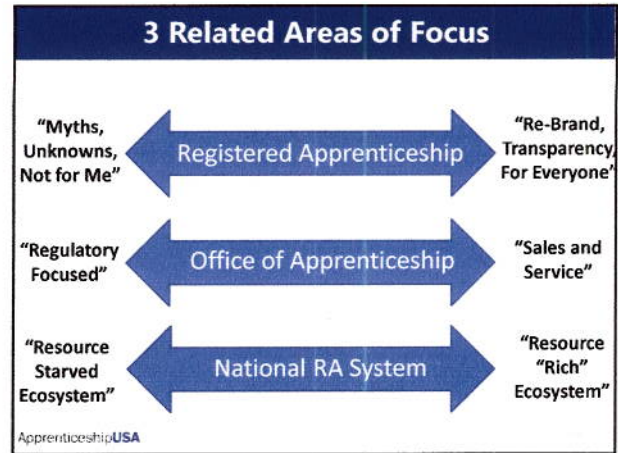
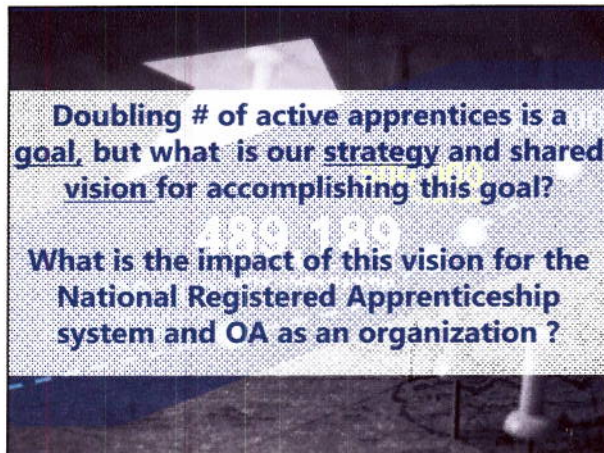
AMERICAN  
APPRENTICESHIP  
INITIATIVE **AAI**

American Apprenticeship Grants  
\$175 Million

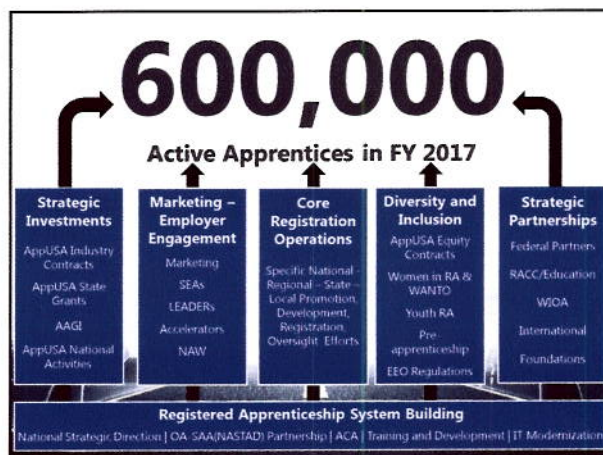


## ApprenticeshipUSA: Doubling the Number of Apprentices





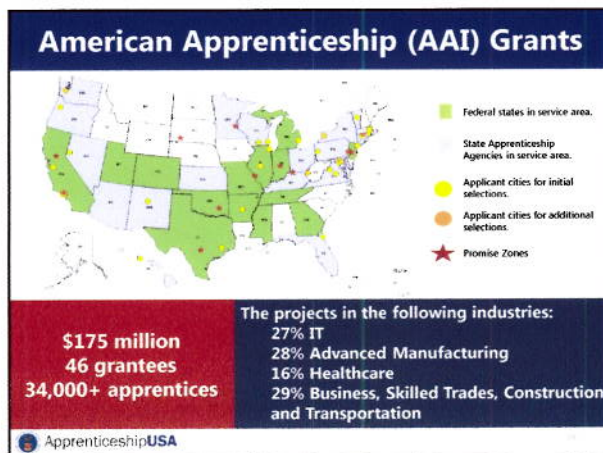




### Previous Initiatives


- **Strategic Investments**
  - American Apprenticeship Grants: \$175M to 46 grants (largest investment in RA)
- **Employer Engagement**
  - LEADERS: Champions for RA
  - National Apprenticeship Week: 300 Events in 15
  - Sectors of Excellence in Apprenticeship (SEAs)
- **Diversity and Inclusion**
  - Pre-Apprenticeship Framework
- **Strategic Partnership**
  - RACC: College Credit for RA
  - WIOA: Leveraging WIOA funding for RA
  - International: German, Swiss, EU, Others

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**Leader of Excellence in Apprenticeship Development, Education and Research**  
**180 Plus and Growing**

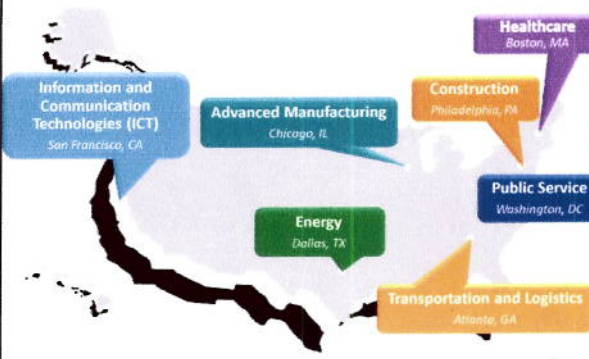


Companies and organizations  
 advocating and supporting the  
 growth of Registered  
 Apprenticeship



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**SEAs Established In Key Industry Sectors**



- Information and Communication Technologies (ICT) - San Francisco, CA
- Advanced Manufacturing - Chicago, IL
- Construction - Philadelphia, PA
- Healthcare - Boston, MA
- Public Service - Washington, DC
- Energy - Dallas, TX
- Transportation and Logistics - Atlanta, GA

**Registered Apprenticeship College Consortium**




**RACC**

Recognition of the correlation  
 between attainment of  
 postsecondary credential  
 (and/or credit attainment) and  
 employment outcomes,  
 including earnings

The RACC supports President's  
 goals of achieving the highest  
 number of college graduates by  
 2020 and individuals having at  
 least one year of postsecondary  
 education

- Earn credits towards associate's and/or bachelor's degree
- Earn-as-you-learn model ensures earnings while training to build up technical skills

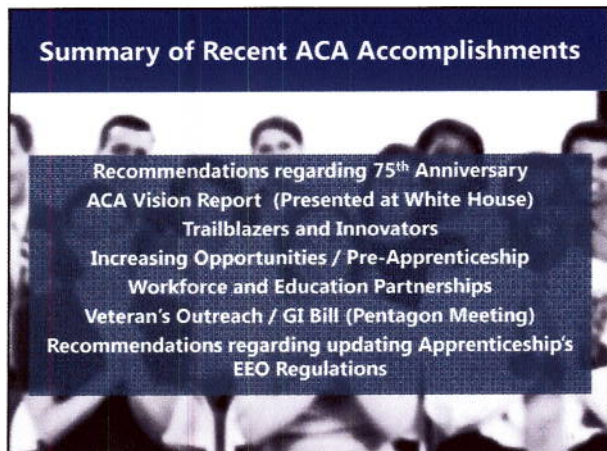
**\$90 Million To Fund  
 ApprenticeshipUSA Initiative**

Secretary Perez has announced a series of investments aimed at expanding and diversifying apprenticeship

- \$10.4 million in ApprenticeshipUSA Accelerator Grants
- \$50.5 million for State Expansion Grants
- \$20.4 million to fund 14 Industry and Intermediaries Contracts

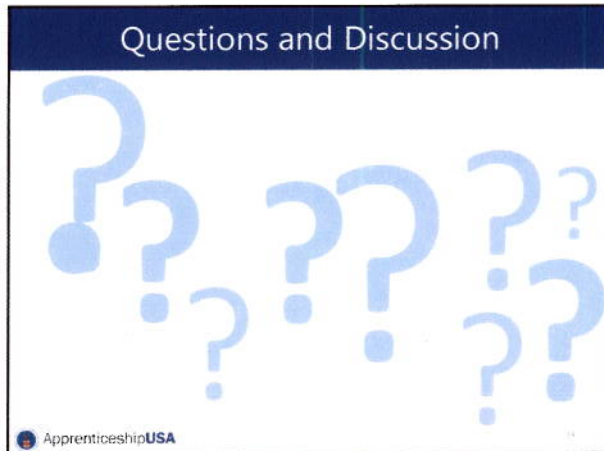
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### Summary of Recent ACA Accomplishments



- Recommendations regarding 75<sup>th</sup> Anniversary ACA Vision Report (Presented at White House)
- Trailblazers and Innovators
- Increasing Opportunities / Pre-Apprenticeship Workforce and Education Partnerships
- Veteran's Outreach / GI Bill (Pentagon Meeting)
- Recommendations regarding updating Apprenticeship's EEO Regulations

### Questions and Discussion



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## ApprenticeshipUSA

### Advisory Committee on Apprenticeship (ACA) Meeting

September 27-28, 2016  
Frances Perkins Building

### Call to Order



**Andrew Cortes**  
ACA  
Chairperson

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## Agenda Overview



**John V. Ladd**  
Administrator  
Office of Apprenticeship



## Agenda Overview

**Our Focus** | Doubling and Diversifying: Increasing Registered Apprenticeship Opportunities for Women and Youth

- Review Apprenticeship Expansion Strategy
- Ad Hoc Workgroups on Women and Youth
- National Occupational Frameworks
- Apprenticeability Determination Process
- Recommendations for Future Action




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**Office of Apprenticeship's  
Progress Report and  
High Level Updates**

## Welcome!

- Critical Role of ACA to provide advice and recommendations to advance the National Registered Apprenticeship System
- Opportunity to shape the direction of the National Registered Apprenticeship system for years to come.
- Key Issues of Increased Awareness; Expansion and Quality; Diversity and Inclusion, National System Building; and Strategic Partnerships





ApprenticeshipUSA has been gaining attention in workforce development policy in the United States.

*Tonight, I'm also asking more businesses to follow the lead of companies like CVS and UPS, and offer more educational benefits and paid apprenticeships... opportunities that give workers the chance to earn higher paying jobs even if they don't have a higher education.*

— President Obama  
State of the Union Address, January 20, 2015

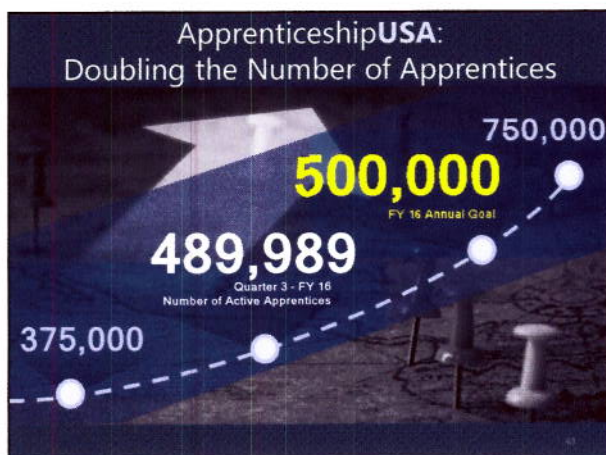
**AMERICAN APPRENTICESHIP INITIATIVE** **AAI**

FY 2016 Congress Invests \$90 Million in Apprenticeships

American Apprenticeship Grants **\$175 Million**

OA is continuing to move forward on a number of initiatives that are impacting system growth.

- Ongoing Expansion Strategy and ApprenticeshipUSA Funding (\$90 million)
- 2016 Accelerator Sessions
- NASTAD/OA Joint Summer Meeting
- National Apprenticeship Week
- National Outreach Campaign

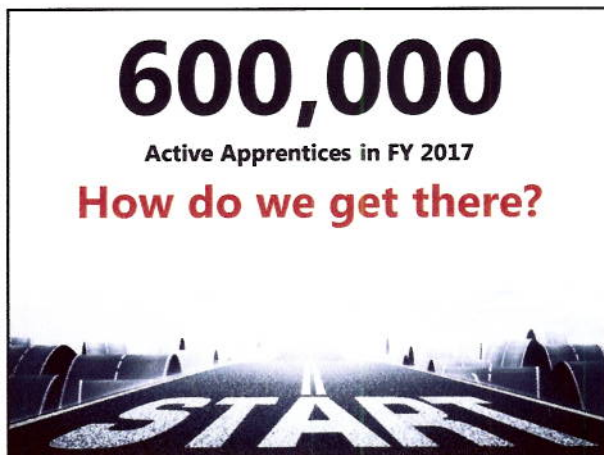
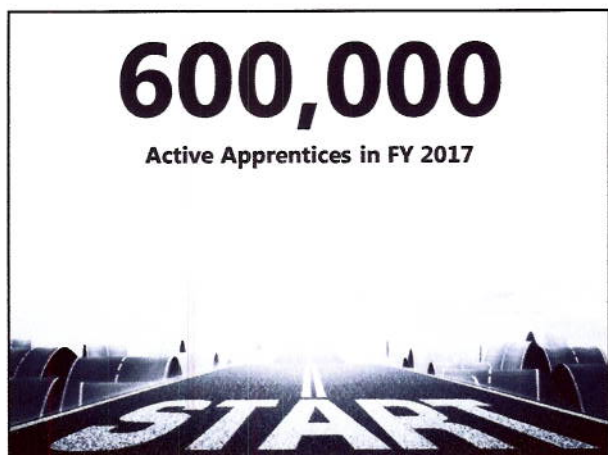
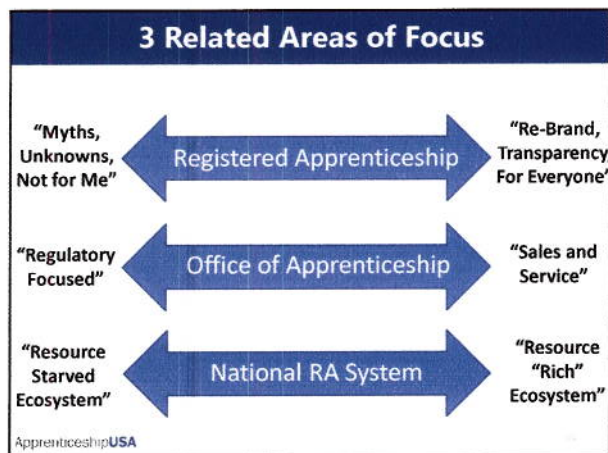


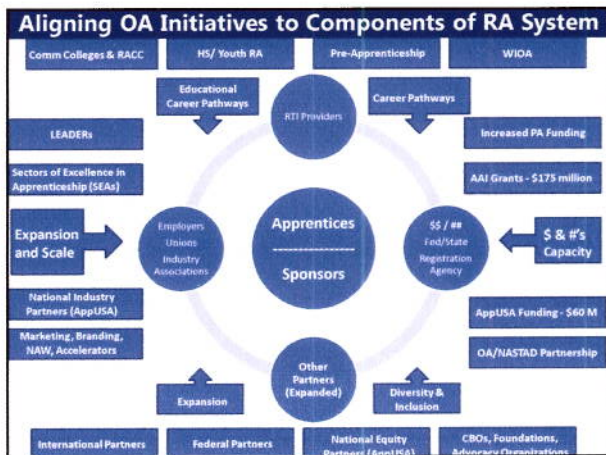
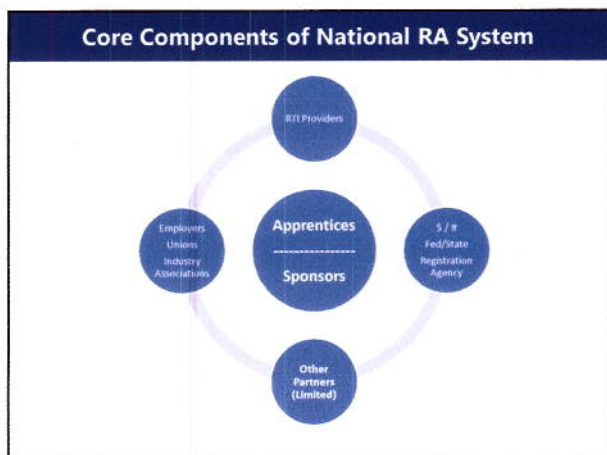
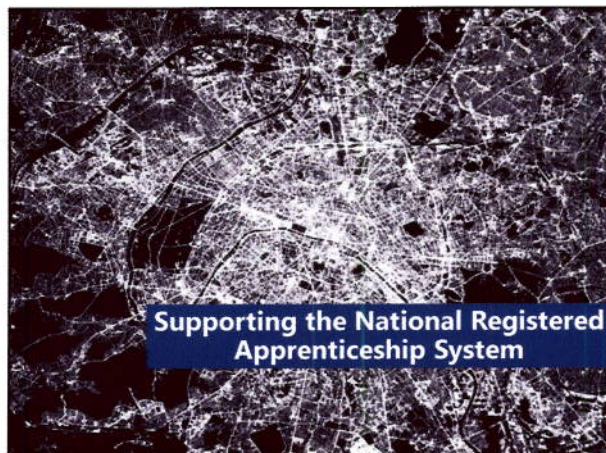
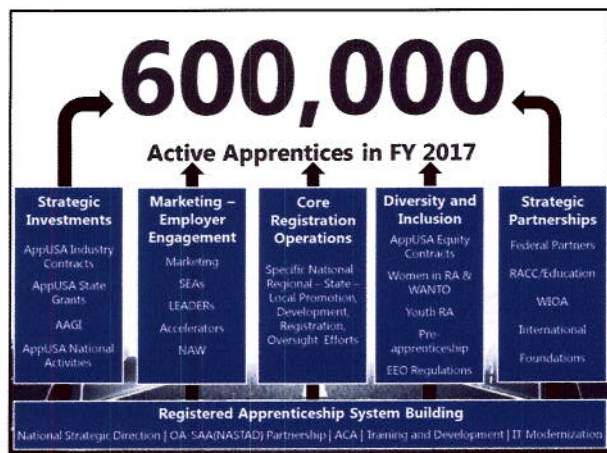
Doubling # of active apprentices is a goal, but what is our strategy and shared vision for accomplishing this goal?

489,989

What is the impact of this vision for the National Registered Apprenticeship system and OA as an organization?







## Building a Resource Rich RA Eco-System

### Previous Challenges

- No Dedicated Funding
- Under-Resourced Staff
- OA-SAA Disconnect
- Little Industry Diversity
- Inadequate Progress on Equal Opportunities
- Few Champions or Intermediaries
- Limited Awareness
- "Terminal Pathways"
- Limited Partners
- Out-Dated WPS
- Poor Technology

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### New Opportunities

- AAGI, AppUSA Funding
- ↑ Staff, Travel, Training
- NASTAD Partnership
- SEAs, Industry Partners
- National Equity Partners for Diversity and Inclusion
- LEADERS, AppUSA State and National Partners
- AppUSA Marketing
- Pre-App, RACC Pathways
- Expanded Partners
- National Frameworks
- Modern IT Tools



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**\$90 Million Allocation:  
Funding Announcements**

## \$10.4 Million in ApprenticeshipUSA Accelerator Grants

On June 2, 2016, Secretary Perez announced the award of \$10.4 million in ApprenticeshipUSA Accelerator Grants.

**51 States and Territories, and the District of Columbia were awarded \$200,000.**

These grants will help empower states to :

- ✓ Integrate Registered Apprenticeship with Education and Workforce
- ✓ Engage Industry Partners in New Sectors
- ✓ Promote Greater Diversity and Inclusion
- ✓ Engage New Populations At Scale;
- ✓ Work with Employers To Start New Programs

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## \$50.5 Million in ApprenticeshipUSA State Expansion Grants

On June 22, 2016, Secretary Perez announced an additional \$50.5 million for State Expansion Grants

The goals for these funds are three fold:

1. Advance Registered Apprenticeship as a Workforce Strategy and Post-Secondary Education Career Pathway.
2. Support Integrated, Statewide Apprenticeship Strategies and Engage Industry in both Traditional and Non-traditional Industries
3. Catalyze State Innovations to Increase Opportunities for Underrepresented Populations

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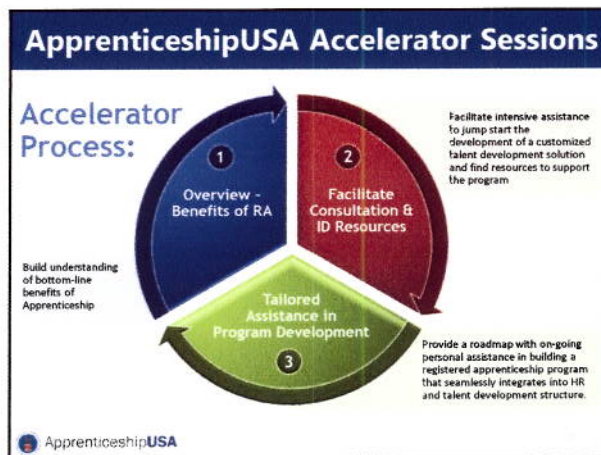
### \$20.4 Million in ApprenticeshipUSA Industry and Equity Contracts

On September 21, 2016, Secretary Perez announced \$20.4 million to fund 14 Industry and Intermediaries Contracts

The goals for these funds are two fold:

1. Fund 14 industry and workforce intermediaries to expand the number and variety of Registered Apprenticeship opportunities in all industries across the U.S.
2. Increase gender, racial, ethnic and other demographic diversity and inclusion in apprenticeships, among traditionally underrepresented populations.

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### ApprenticeshipUSA Accelerator Sessions

- ✓ **Financial Services** (March 2016)
- ✓ **Transportation/Logistics** (May 2016)
- ✓ **Advanced Manufacturing** (June 2016)
- ✓ **Energy** - June 29<sup>th</sup> | Arlington Chamber of Commerce, Arlington, TX.
- ✓ **Healthcare** - July 28<sup>th</sup> | AHIMA Building, Chicago, IL.
- ✓ **Information Technology** - August 18<sup>th</sup> | San Francisco, CA.
- ✓ **Construction** - August 23<sup>rd</sup> | Carpenter's Hall, Boston, MA.
- ✓ **Information Technology** | September 29<sup>th</sup>, Seattle, WA

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### NASTAD-OA Partnership Committee

- The National Association of State and Territorial Apprenticeship Directors ( NASTAD) and the Office of Apprenticeship Regional and State Directors have committed to strengthening its current partnership!

**NASTAD-OA Partnership Held Two Major Meetings:**

- June 2016 - Strategic Planning Meeting
- August 2016 NASTAD Summer Conference
- Examined a broad range of issues of shared interest focused and Discussed Working Towards a Joint Vision and Action Plan

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### NASTAD-OA Strategic Action Areas

<b>System Building</b> <ul style="list-style-type: none"> <li>Creating a clearinghouse of all RA programs nationwide.</li> <li>Help for SAA's with 29.29 recognition.</li> <li>Having same apprenticeable occupations.</li> </ul>	<b>Marketing and Outreach</b> <ul style="list-style-type: none"> <li>Having an annual marketing budget.</li> <li>Use of Social Media tools.</li> <li>Joint NASTAD-OA marketing materials.</li> </ul>
<b>Communications</b> <ul style="list-style-type: none"> <li>Having shared drives, training, information page, and library.</li> <li>Shared OA/NASTAD Portal.</li> <li>Periodic "accomplishment" webinars/information sharing sessions.</li> </ul>	<b>Training and Development</b> <ul style="list-style-type: none"> <li>Developing training materials (SAA-OA ATR Manual).</li> <li>Conducting OA-SAA training.</li> <li>Training workforce stakeholders (apprenticeship 101, business/industry outreach).</li> </ul>

### National Apprenticeship Week 2016 Goals

<b>Number of Events</b>	2015	300+	2016	Double!
<b>States with NAW Event</b>	2015	43+	2016	All 50 States + Territories
<b>Proclamations</b>	2015	54	2016	All States + As many Local Government Proclamations as possible!

### National Apprenticeship Week (NAW)

- National Apprenticeship Week 2016 will take place November 14-20, 2016. The goal is to double the success of our inaugural year which sparked 300 events across 47 states.
- The NAW offers Registered Apprenticeship Sponsors the opportunity to showcase their programs, facilities and apprentices, and gives Employers, Education, Industry Associations, Labor, Elected officials and other critical partners the opportunity to highlight how Registered Apprenticeship meets their needs for a skilled workforce.

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### NAW 2015 Highlights

**NAW BY THE NUMBERS**

**313** Total Number of Events

**47** Number of States Participating

**More than 410,000** DOL's followers on twitter

**58** Number of Proclamations

NAW 2015 events were diverse and creative – ranging from

- Apprentice Graduations
- Business open houses
- High school Career Fairs
- Apprenticeship Signing days
- Skills competitions

States, local governments and organizations released their own NAW proclamations.

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**ACA Ad Hoc Workgroup:  
Women In Construction**



**ApprenticeshipUSA**

**Jill Houser**  
Regional Director, Boston  
Office of Apprenticeship

**Ad Hoc Workgroup: Women in Construction**


**Current Members:** Andrew Cortes, Connie Ashbrook, David Casey, Greg Chambers, Lisa Ransom, Brian Turner

**Workgroup Progress Report**

- Broadened Scope Beyond Construction, Focused on Opportunities
- Recommendations for Actions and Impact in Three Areas
  - Outreach and Recruitment
  - Training and Retention (RTI and OJT)
  - Compliance
- Resources
  - Websites embedded in document
  - Resource list as addendum
  - Library with word or pdf files of resources

**Presenters:**

- Andrew Cortes, ACA Chair
- Connie Ashbrook, ACA Member, Public
- Greg Chambers, ACA Member, Employer



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**Broadened Scope Beyond Construction**

- Preparing to address other industries where women are significantly underutilized; transportation, manufacturing
- Future Blueprints will address needs of additional populations; people of color, people with disabilities, re-entry populations, etc.

**Common Themes:**

- Expand awareness of existing resources
- Immediate action
- Strategies that support supply and demand
- Including the inclusion message as part of the brand
- Strengthen accountability
- Collaboration among federal agencies

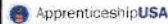


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## Recruitment and Outreach

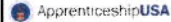
- Targeted Outreach in Marketing Materials, expanding social media messaging
- Targeted Training Resources for Sponsors and Partners
- Sharing Best Practices widely



## Recruitment and Outreach

### Women are not educated about opportunities in the construction industry

1. Create quality, targeted outreach and marketing materials with a "gender" lens
2. Implement a digital strategy that promotes construction careers for women
3. Collaborate with other federal agencies/office to link Apprenticeship resources to their respective sites (OFCCP, DOE CTE, DOT, etc.)
4. Collaborate with Veteran's Employment and Training Service to obtain assistance in reaching out to women veterans.
5. Encourage career educational that includes formal and informal apprenticeship information and orientation sessions



## Recruitment and Outreach

### State Agencies, Sponsors and Apprenticeship Programs lack knowledge/expertise in marketing to women.

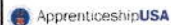
1. Develop orientation curricula for SAAs and Sponsors on outreach to women
2. Significantly expand number and funding of Technical Assistance Centers
3. Provide links on DOL's website to organizations that represent and serve women, people of color, and other underrepresented groups
4. Reference on DOL's website the technical assistance tools and materials developed by WANTO grantees that can be used to facilitate sponsors' outreach, recruitment, and retention efforts
5. Publish contact information for organizations that can provide best practice resources and technical assistance to programs in industries in which women are under-represented to inform outreach, recruitment, and retention.



## Recruitment and Outreach


### Women lack adequate preparation to enter the building trades

1. Significantly expand number of and funding for Technical Assistance Centers
2. Significantly expand funding for pre-apprenticeship programs to target women
3. Encourage CTEs, Community Colleges and other post-secondary institutions with construction trade programs to create formal linkages to registered apprenticeship programs (pre-apprenticeship) through articulation agreements
4. Revisit Dr. Biden's and Secretary Perez's Network for Women's Opportunities in Apprenticeship concept from 2015



### Training and Retention (RTI and OJL)

- Improving Training for All, better tracking of RTI and OJL.
- Recognizing bias in teaching and training, providing for professional development.
- Supporting Women on the Job, recognition for the industry leaders.
- Creating Safe Classrooms and Workplaces.

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### Training and Retention (RTI and OJL)

#### Guidance on Equitable Apprenticeship Classroom Training & Environment

1. The OA could develop a Quality Framework Standard for Gender Neutral and Inclusive Instruction supported by a guidance document
2. Discussion and examples of best practices and success stories could be made widely available

#### Related Instruction Professional Development Activities

1. The OA could develop or disseminate model trainings, curriculum, and webinars for RAPs on gender inclusive instructional techniques and classroom practices

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### Training and Retention (RTI and OJL)

#### Related Instruction Recognition and Promotion

1. The OA could annually recognize the OA state, SAA state and several individual RAPs that have implemented new models for equity in the classroom

#### Worksite Equity, Workhours Toward Retention and Completion

1. The OA could annually compare hours worked by women overall, and women of color specifically, to that of apprentices overall, to see what the disparities are
2. The OA could annually compare completion rates of women overall, and women of color specifically, to that of apprentices overall, to see what the disparities are

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### Training and Retention (RTI and OJL)

#### Guidance to States

1. The OA could develop a Quality Framework Standard for Retention and Completion guidance document.

#### Guidance on Equitable Worksites

1. The OA could conduct an annual on-line survey that would allow for female apprentices to report in an anonymous manner on their working and school conditions.
2. The OA could also seek to collect data from female apprentices who exit the program prior to completion to identify if their reasons for non-completion are.

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## Training and Retention(RTI and OJL)

### Guidance on Equitable Worksites – continued

1. OA should ensure that its own staff has an understanding of what works to support women's retention in a male-dominated work or training environment
2. OA could reference on its website the technical assistance tools and materials developed by WATO grantees that can be used to facilitate sponsors' retention efforts
3. OA could host, or identify and support, training institutes and conferences for apprenticeship sponsors to engage in peer learning on best practices to support women's retention in apprenticeship
4. OA could set standards, offer guidelines and promote professional development on retention outlining efforts sponsors could undertake to ensure an equitable worksite and classroom environment, with the goal of increasing female apprentices' retention rates.



## Training and Retention (RTI and OJL)

### Worksite Professional development

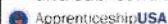
1. OA could host webinars, workshops at regional or national convenings of apprenticeship stakeholders, or how-to documents downloadable from the OA website
2. OA could promote cultural competency training, which is distinct from EEO policy, to raise awareness of how beliefs and actions about women in the trades impact retention of women in apprenticeship
3. The OA could develop and deliver trainings and webinars for RAPs on cultural competency, monitoring of apprentices' work hours, and on-the-job training activities, etc.



## Training and Retention (RTI and OJL)

### Worksite Recognition and Awareness

1. The OA could annually recognize the OA state, SAA state and several individual RAPs that have made the greatest improvement in completion rates of women
2. The OA could annually recognize the OA state, SAA state and several individual RAPs that have the lowest gap between women's hours and hours overall
3. Over time, these best practices could be compiled and would be part of guidance offerings from OA
4. The OA could showcase construction projects that achieved high numbers of journey-level women working on them, providing recognition for project owner, general contractor and sub-contractors in the exemplary performance



## Training and Retention (RTI and OJL)

### Guidance and professional development on mentoring

1. Training agents could assign a mentor on the jobsite to all apprentices, including female apprentices, whose responsibility is to help the new worker understand expectations, get questions answered, be safe and get settled in
2. Training agents or RAPs could provide an orientation or "boot camp" for new apprentices that prepares them for industry expectations and culture
3. Training agents or RAPs could provide help for apprentice's issues or concerns
4. Training agents or RAPs could provide an Employee/Member Assistance Program that assists with connecting workers to budgeting classes and other help with handling finances, child-care referrals and other assistance.





## Compliance

- Communicating EEO Responsibilities
- Shared Training and Training Resources (OFCCP, OA, SAA)
- Developing Guidance on Compliance Reviews, or revised regulations, if released
- Training on CFR 29 Part 30, using TA to support sponsor and apprenticeship system goals

## Compliance

### Some current hiring, training, and other employment practices are contrary to 29 CFR part 30

1. At least annually, the Office of Apprenticeship National Office and OA State Directors could remind all existing Sponsors, via resource material, of their responsibilities under relevant EEO regulations
2. At least annually, OA could recommend SAA Directors remind all existing Sponsors, via resource material, of their responsibilities under relevant EEO regulations
3. The Office of Apprenticeship, OFCCP, and could EEOC jointly engage in training OA and SAA staff on identifying and preventing discrimination in hiring, training, job assignments, and other employment practices in construction trades (i.e. Megaprojects), where workers frequently move to multiple sites and among multiple employers.

## Compliance

### Some current hiring, training, and other employment practices are contrary to 29 CFR part 30 – continued

1. The Office of Apprenticeship could train other federal agencies that have occasion to interact with registered apprenticeships, such as EEOC, OFCCP and the Department of Education, and could share available TA resources
2. DOL could create an Interagency Council (to include OA, WB, OFCCP, EEOC, DOT, Education, Commerce, Energy and Defense) to investigate the underutilization of women
3. DOL could provide on-line Continuing Education for Sponsors, consisting of Great Apprenticeship Aides and Fact Sheets for Sponsors on topics related to ensuring compliance with hiring and training requirements

## Compliance

### Some current hiring, training, and other employment practices are contrary to 29 CFR part 30 – continued

1. Encourage States and OA to publicly recognize best performers in increasing women in the building trades, showcase them during National Apprenticeship Week, invite them to conferences, roundtables and highlight them in publications, blogs, etc.
2. Develop a strong and clear strand of the ApprenticeshipUSA brand which shares the inclusive message "Apprenticeship is for Everyone" or "Apprenticeship Looks Like America" and incorporate it thoroughly in marketing/outreach material
3. OA could host an Employer Roundtable to provide the Employers the opportunity to develop solutions to this problem
4. DOL could create multiple channels for feedback/complaints to reach relevant Sponsor contacts and registration agencies



**ApprenticeshipUSA**

**ACA Ad Hoc Workgroup:  
Youth Apprenticeship**




**ApprenticeshipUSA**

**Laura Ginsburg**  
Division Director, Promotion and  
Strategic Partnerships

**RACC Updates**

**270 college members (275 FY16 goal)**  
**957 Apprenticeship Training Centers**  
**15 National, Regional, and State Organizations**



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**Starting Point for Framework**

- **Focus on In-school Youth Apprenticeship**
  - junior and senior high school students
  - 16 & 17 year olds
- **Out-of-School Youth Apprenticeship**
  - 16-24 year olds
  - pre-apprenticeship or Registered Apprenticeship
- **Joint policy guidance will be issued by the Departments of Labor and Education.**
  - Guidance needs to cover education and workforce stakeholders
- **Web-based materials will be developed for both departments**

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**URBAN INSTITUTE**



September 13, 2015

## Competency Based Apprenticeships

Using National Occupational Frameworks to Accelerate Apprenticeship

Robert Lerman, PhD  
Diane Auer-Jones

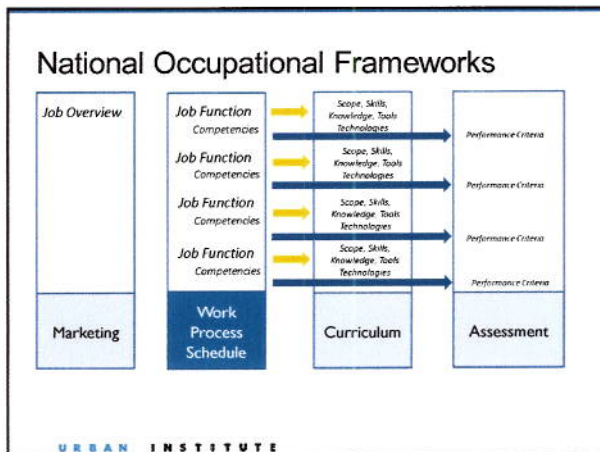
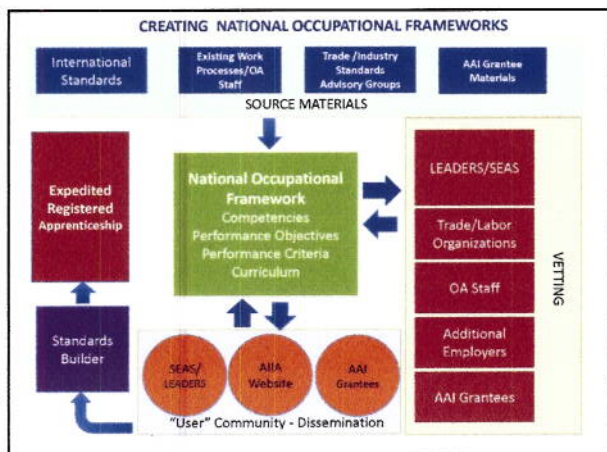


## Benefits of Competency-based Programs

### Benefits of Competency-based Programs

- Acknowledges what one already knows and can do
- Creates learning efficiencies (eliminates extraneous material)
- Pace aligns with an individual learner
- Potentially reduces time to productivity
- Focus is on filling gaps rather than repeating what is already known
- Validation of apprenticeship as a high quality learning opportunity
- Makes it easier to justify college credit for work experience
- Credential portability

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## Year One Frameworks

### Healthcare

Medical Assistant  
Community Health Worker  
Medical coder (AHIMA)  
Pharmacy technician  
Transportation (TLC)  
Bus mechanic  
Long Haul Truck Driver  
Motor Coach Operator


### Energy

Energy Line Worker  
Advanced Manufacturing  
CNC Operator  
Mechanics  
Information Technology (AAI)  
IT Generalist  
Software developer  
Cyber Security Analyst

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Work Process Schedule		Community Health Worker			ONET Code 21-1091.00	
Job Function		Competencies				
Identify individuals and families who are in need of health/social services	Identify federal, state and local resources for health insurance, food assistance, housing assistance, medical/dental care and health information	Locate individuals or groups within a community who are in need of health/social services	Explain to others the nature of federal, state and local resources, how to access these services and any restrictions or requirements to obtain services	Identify particular resources that address the needs of a given individual, family or group. Make referrals or coordinate services		
Provide information, education or referral to community health workers or other staff	Identify events in the community or local businesses where health education/information can be presented	Promote or prepare materials to be distributed during educational presentations	Request permission to provide educational information to community or business entities or events	Participate in educational events on time and prepared to provide information appropriate to audience		
Develop and implement community health worker training and support	Identify community groups and organizations that could facilitate networking and advocacy	Promote self-confidence and empowerment of individuals and the community to seek for themselves and others	Schedule meetings with appropriate community leaders, community groups and individuals to learn about their needs	Invite individuals or groups to participate in networking or advocacy planning process		
Collect and interpret data related to community health and social service needs	Utilize electronic data collection tools to accurately record and report data	Collect data using sound experimental design methods to reduce or mitigate sample bias	Use technology to manipulate data and display it visually using basic charts and graphs	Design program evaluation or survey tools to accurately assess the impact of a program or service on the population		
Provide basic health screening and referral to individuals or groups	Perform blood pressure screening and recommend follow-up care when appropriate	Perform finger prick blood glucose testing and interpret results accurately	Conduct basic vision screening	Conduct cancer screenings		

Curriculum	Community Health Worker	ONET Code 21-1091.00
Job Function 1	<div>Linking individuals and families to health/social service resources</div>	
<p><b>SCOPE</b></p> <p>Working with individuals, groups and families, the community health worker provides information, facilitates introductions and assists with appointment scheduling and preparation so that individuals and families receive the health and social service resources they need. This work can take place within a health or social service setting, a community center, a non-profit organization or through individual outreach including home visits.</p>		
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Reading and interpreting health/social services policy documents</li> <li>• Assessing capacity of individuals to understand and explain their needs</li> <li>• Locate or create informational materials in the format most useful to learners (Internet, library research)</li> <li>• Communicating verbally and in writing, including electronically</li> <li>• Speak clearly and succinctly</li> <li>• Active listening</li> <li>• Problem solving/conflict resolution</li> <li>• Providing travel directions</li> <li>• Prioritization and Triage</li> <li>• Driving (optional)</li> <li>• Speaking a foreign language (optional)</li> </ul>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Medicaid/Medicare program rules and participating practitioners</li> <li>• SNAP and TANF rules, qualifications and application process</li> <li>• Names, locations and mission of community based service organizations</li> <li>• HIPAA and privacy laws</li> <li>• Data security protocols</li> <li>• Home visit safety procedures</li> <li>• Emergency contact information for care providers, first responders, mental health practitioners</li> <li>• Public transportation routes and availability</li> <li>• Transit subsidy programs</li> </ul>	<p><b>TOOLS &amp; Technologies</b></p> <ul style="list-style-type: none"> <li>• Telephone</li> <li>• Email</li> <li>• Internet</li> <li>• Fax</li> <li>• GPS/maps</li> </ul>


Work Process Schedule		Community Health Worker			ONET Code 21-1091.00	
Job Function		Competencies				
	Identify individuals and families who are in need of health/social services	Identify federal, state and local resources for health insurance, food assistance, housing assistance, medical/dental care and health information	Locate individuals or groups within a community who are in need of health/social services	Explain to others the nature of federal, state and local resources, how to access these services and any restrictions or requirements to obtain services	Identify particular resources that address the needs of a given individual, family or group. Make referrals or coordinate services	
	Provide information, education or referral to community health workers or other staff	Identify events in the community or local businesses where health education/information can be presented	Promote or prepare materials to be distributed during educational presentations	Request permission to provide educational information to community or business entities or events	Participate in educational events on time and prepared to provide information appropriate to audience	
	Develop and implement community health worker training and support	Identify community groups and organizations that could facilitate networking and advocacy	Promote self-confidence and empowerment of individuals and the community to seek for themselves and others	Schedule meetings with appropriate community leaders, community groups and individuals to learn about their needs	Invite individuals or groups to participate in networking or advocacy planning process	
	Collect and interpret data related to community health and social service needs	Utilize electronic data collection tools to accurately record and report data	Collect data using sound experimental design methods to reduce or mitigate sample bias	Use technology to manipulate data and display it visually using basic charts and graphs	Design program evaluation or survey tools to accurately assess the impact of a program or service on the population	
	Provide basic health screening and referral to individuals or groups	Perform blood pressure screenings and recommend follow-up care when appropriate	Perform finger prick blood glucose testing and interpret results accurately	Conduct basic vision screening	Conduct cancer screenings	

Competencies	Community Health Worker	ONET Code 21-1091.00
Job Function 1	Competency 1a	
Linking individuals and families to health/social service resources		
Assessment	Identify federal, state and local resources for health insurance, food assistance, housing assistance, medical/dental care and health information	
	<input type="checkbox"/> Identifies informational resources including online information, pamphlets and instructional videos; updates resource materials as necessary	
	<input type="checkbox"/> Reads information about services, eligibility, access points, restrictions and reimbursement rates and extracts key points; conveys accurately to clients	
	<input type="checkbox"/> Creates resource materials for identified existing resources to educate clients	
	<input type="checkbox"/> Determines services needed and facilitates introduction, application or appointment	
	<input type="checkbox"/> Conducts research to find educational materials and resources for professional development purposes and to use with clients	



# ApprenticeshipUSA

**Zach Boren**  
Division Director  
Quality, Standards, and Policy



# ApprenticeshipUSA

## Wrap Up and Closing Remarks



# ApprenticeshipUSA


## Advisory Committee on Apprenticeship (ACA) Meeting

September 28, 2016 (Day 2)  
Frances Perkins Building

### Call to Order



**Andrew Cortes**  
ACA  
Chairperson


 Apprenticeship**USA**

### Day 1 – Recap and Agenda



**John V. Ladd**  
Administrator  
Office of Apprenticeship

 Apprenticeship**USA**

 Apprenticeship**USA**

**ACA Recommendations  
for Future Action**

 Apprenticeship**USA**

**Media and Meeting Break**





## Departmental Remarks



**Portia Wu**  
Assistant Secretary  
Employment and  
Training Administration

 ApprenticeshipUSA



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**Wrap Up and  
Public Comment**



Apprenticeship**USA**

**ACA Meeting Has Adjourned.**

**Blueprint to  
Increase the Number of Women in Apprenticeship,  
with initial focus on the Building Trades**

Commissioned by:  
**Advisory Committee of Apprenticeship Ad-Hoc Workgroup on  
Increasing the Number of Women in Apprenticeship**

Presented to:  
**United States Department of Labor  
Employment and Training Administration  
Office of Apprenticeship  
September 22, 2016**



## **Contents**

- I      Executive Summary**
  - History**
  - Over Arching Opportunities**
  - Recommendations**
- II     Introduction**
- III    Recommendations for Actions and Impact**
  - Outreach and Recruitment**
  - Training and Retention**
  - Compliance**
- IV    Ad-Hoc Committee Members**
- V     Resources in End Notes**

## **I Executive Summary**

Today, women make up nearly half of the workforce. Many women are the primary breadwinners for their families. Currently, women earn approximately 80 per cent of men's earnings, with women of color and of Hispanic or Latino ethnicity earning significantly less. One of the key factors contributing to the wage gap is gender differences across occupations. While women constitute 47% of the total workforce, only 4% of the natural resources, construction and maintenance occupations are female. These occupations pay significantly higher wages than service, sales and office related occupations, which are primarily occupied by women. Apprenticeship is a recognized path to a good career in the construction trades. However, in Fiscal Year 2015, only 2.8 percent of enrollments in the construction industry were women. Increasing the number of women in construction, transportation and other registered apprenticeship programs will provide more women with a pathway to self and family-supporting wages and provide employers with an expanded talent pool.

### **History**

29 CFR Part 30 was modified to include women in the 1970s. In the years since a variety of approaches have been tried to move the needle on increasing the number of women in apprenticeship, with a special focus in the building trades as well as other sectors of the economy. These efforts included the creation of the Diversity Team of the mid 90s, Federal Committee on Apprenticeship subcommittee and intermittent WANTO funding. Most recently there was an ACA briefing in 2015 and new efforts to increase diversity continued into 2016. There has been some variance, but female participation rates in high wage blue-collar skilled apprenticeships have remained obstinately low, rarely rising above 2.5 percent for the last twenty years.

### **Key Opportunities for Impact**

Key opportunities for improving rates of female participation have been identified and consolidated into three main areas: outreach and recruitment, training and retention, and compliance. The need for increased participation by women (as well as other under-represented populations) in apprenticeships for high wage, high skill career jobs is clear in a number of industries, including not only the construction trades but also transportation, information technology and manufacturing, among others. This first report focuses on women in building trades occupations, while other industries, occupations and population groups will be addressed in subsequent reports. These persistent patterns of occupational segregation and ongoing discrimination require systematic, multi-dimensional strategies to overcome.

Several themes were consistent across all of the opportunity areas. The overarching commonalities include:

Existing resources could be more widely promoted, distributed and more easily available through known and reliable points of contact within the apprenticeship and workforce development community. The expertise that exists in Tradeswomen's organizations has produced extensive recommendations and demonstrated statistically significant gains for women in the building trades. Recognizing and incorporating these practices throughout the National Apprenticeship System would help take these proven strategies to scale.

Creating an effective mechanism to address complaints, gather feedback on problem areas and systematically identify the most egregious breakdowns of equal opportunity within the National Apprenticeship System will assist with concentrating resources on eliminating major barriers. Ensuring a safe mechanism for nontraditional female technicians and building trades apprentices to report violations so they are not vulnerable to retaliation, particularly as they need a green light at several levels (subcontractor, contractor, business agent, business manager) to continue working or be placed on a new job, will allow violations to become more visible and be addressed. Greater transparency in EEO data and universal EEO review reporting will allow sponsors with exemplary performance to be recognized and those with poor performance to receive guidance.

Strategies to ensure both supply and demand of adequately prepared female candidates for apprenticeship could be developed. EEO in apprenticeship could be viewed as a workforce development issue for communities/regions rather than be viewed locally as a compliance issue with individual sponsors.

Goals for women, demonstration of EEO principles and a "gender lens" could be included in apprenticeship expansion efforts, funding streams, Job Corps, YouthBuild, ApprenticeshipUSA marketing materials, apprenticeship and other ETA grants, in funding for pre-apprenticeship programs and training provided by OA and associated with Registered Apprenticeship.

Setting the tone for women to be accepted as equals among skilled workers will foster environments where inequitable treatment is not tolerated and unconscious bias or lack of cultural competence are ameliorated. Eliminating inequity within every aspect of the apprenticeship experience including outreach and recruitment, selection procedures, training classes, work hours and on the job training will lead to greater registration and retention of women. Addressing inequality is hard work and needs to be intentionally and consistently funded as well as included on the agenda in order to increase the participation of women and other underrepresented groups.

#### **General Recommendations for OA to Implement**

Prioritize the recommendations that can be initiated immediately, across all sectors and within construction crafts.

Include a statement in appropriate annual performance standards to "Build off the success of the WANTO program by recommending States and organizations to engage, recruit, and service under-represented populations, with a particular emphasis on increasing representation of women in apprenticeship programs". Identify one Deputy or Division Director as lead for OA on this issue.



Locate and post USDOL grantee supported or created resources on the OA website, with links to these resources from other OA and ETA webpages, within six weeks of the submission of this report.

Identify and disperse funds to implement SAA training identified in this document; to integrate women-welcome messaging throughout ApprenticeshipUSA; and to expand web-based resources.

Create a high level intra-agency team to continue this effort with recognized subject matter experts.

## **II Introduction**

Numerous attempts have been made to address the lack of improvement in participation rates of women in nontraditional high-skill, high-wage occupations, including in the building trades as well as transportation and manufacturing. Since the 1990s, a federally funded program, Women in Apprenticeship and Nontraditional Occupations (WANTO), has sporadically provided limited amounts of funding to support a variety of strategies to increase the number of women in apprenticeship, particularly in the building trades. This has been the sole funding source targeted specifically to support women in nontraditional careers within USDOL. While there have been some successful WANTO-funded programs, there has never been a sustained or significant campaign to support a national effort to address this entrenched problem.

This first report focuses on strategies to expand access for women to building trades apprenticeship programs. Subsequent reports will widen the scope to take account of needs and solutions in other industries, such as transportation and manufacturing among others, while also addressing the additional needs of other under-represented populations such as people of color and poverty populations. These well-documented, persistent patterns of occupational segregation and ongoing discrimination will require systematic, multi-dimensional strategies to overcome.

Over the years, WANTO has partially funded several pre-apprenticeship programs and supported the development of technical assistance material and two regional assistance centers. In localities that have had access to experienced pre-apprenticeship training centers with sustained funding (e.g., Chicago Women in the Trades; Oregon Tradeswomen Inc.; Nontraditional Employment for Women, NEW, in New York City), the number of women in the trades has increased significantly. In other parts of the country unfunded volunteer collaborations (e.g., Policy Group on Tradeswomen's Issues (PGTI) in Boston; Minnesota Tradeswomen; Mississippi Women in the Trades) are creating successful strategies and can identify local areas of concern and advocate for legislation and policies to support both supply and demand for women in the trades.

The minor wave of tradeswomen who swept into apprenticeship programs in the mid-70s is at the twilight of their life-changing careers. Many of these women are dedicated to improving the situation for the sisters that follow them. With the advent of social media, it has become easier for tradeswomen to communicate among themselves, share information about successes, and

support each other in times of stress. For the all-too-common isolated woman, alone on a job site, there are increasing virtual support opportunities provided by unpaid volunteers, most frequently other tradeswomen.

The challenges faced by women trying to learn about construction, get into and successfully complete a building trades apprenticeship program, become a journey worker, get sufficient work assignments, earn a living, and survive into retirement are well known to the tradeswomen who have chosen this path. Decades of reports, papers, studies, articles and research report on the same issues over and over again. The work of this ad-hoc group did not uncover new challenges or identify solutions that have not been previously expressed. The difference this time may hinge on the availability of electronic tools to gather and disseminate targeted information to the national apprenticeship community and the political will to lift up and thoroughly integrate the message that women are welcome here.

### **III Opportunities, Challenges and Recommendations**

#### **OUTREACH AND RECRUITMENT**

- **Women are not educated about opportunities in the construction industry**

The current low numbers of women in the construction trades, their lack of visibility, the lack of awareness of the high skill, high wage opportunities in construction (minus the college debt) and the somewhat arcane selection procedures required to gain entry all combine to create an awareness void for women about the opportunities that exist in the building trades.

#### ***Suggested USDOL action steps:***

1. Create quality, targeted outreach and marketing materials, with a “gender lens” – develop print and electronic media that includes positive images of women trades workers. These images should clearly be women truly engaged in construction activities. Having tradeswomen in outreach and informational material sends a strong message to all women about their opportunities in the construction trades – you do belong here! Marketing materials could be available for posting in One-Stop career centers and accessible by other users by download from all DOL sites.
2. Implement a digital strategy that promotes construction careers for women
  - Videos – solicit videos from tradeswomen talking about their careers in construction; should be organic/real stories, not produced by DOL (could be made on iPhone, tablet, etc.); pick the best to promote through DOL social media; incentivize participation through a contest to feature one or more of the best videos during National Apprenticeship Week
  - USDOL Twitter – release regular tweets about women in construction
  - USDOL blogs – regularly feature women in construction; could include tradeswomen-generated video clips
  - Produce PSAs promoting construction apprenticeship careers to women



- National Apprenticeship Day – develop and disseminate social media campaign materials to specifically target women in construction trades and other NTOs; publicly recognize best performers in increasing women in the building trades, showcase them at National Apprenticeship Week events, invite them to conferences and roundtables, highlight them in publications, etc.
  - Encourage States to do the same.
  - Develop a strong and clear strand of the ApprenticeshipUSA brand which shares the inclusive message “Apprenticeship is for Everyone” or “Apprenticeship Looks Like America” and incorporate it thoroughly in marketing and National Apprenticeship Week material.
3. Collaborate with Department of Education (DOE) and other federal agencies to link to DOL resources on their respective sites (especially on DOE CTE pages (if any)).
  4. Collaborate with Veterans' Employment and Training Service (VETS) to obtain assistance in reaching out to women vets.
  5. Encourage career education that includes formal and informal apprenticeship information and orientation sessions describing what is entailed in the apprenticeship, the work to be performed, the requirements and processes for applying, what constitutes a competitive candidate, and explanations of the selection process. These sessions can be particularly useful if they are held at the apprenticeship site (although not exclusively) and include opportunities for potential applicants to meet with women engaged in the occupation(s).
- **State Agencies, Sponsors and Apprenticeship Programs lack knowledge/expertise in marketing to women**

State Agencies charged with promoting registered apprenticeship and providing technical assistance to sponsors and potential sponsors, as well as apprenticeship programs (and pre-apprenticeship programs) themselves, would benefit from OA technical assistance to increase their knowledge of marketing strategies effective at reaching women, particularly women in their local areas. Providing templates, how-to guides and content options to Apprenticeship staff, sponsors and other allies of apprenticeship can begin to address this challenge.

***Suggested USDOL action steps:***

1. Develop orientation curricula for State Apprenticeship Agency staff, Sponsors, and Apprenticeship Programs on outreach to women; promote through DOL/WB/OA-hosted webinars and/or TAC curricula/webinars (see Oregon Tradeswomen Inc. attachments inserted)
2. Significantly expand number of and funding for Technical Assistance Centers
3. Provide links on DOL's website to organizations that represent and serve women, people of color, and other underrepresented groups
4. Reference on DOL's website the technical assistance tools and materials developed by WANTO grantees that can be used to facilitate sponsors' outreach, recruitment, and retention efforts



5. Publish contact information for tradeswomen organizations that can provide best practice resources and technical assistance to programs in industries in which women are under-represented to inform their outreach, recruitment, and retention activities

- **Women lack adequate preparation to enter the building trades.**

When women do learn enough about building trade apprenticeship programs and express an interest in them, they may find it difficult understand the varied and multi-phased application procedures and may lack a basic understanding of the type of work they will be expected to perform or the physical conditioning to assure success at the work. Without reliable sources of information on apprenticeship targeted to women, specifically pre-apprenticeship programs, the number of women who have a working knowledge of a construction trade, are able to navigate the complexities of a selection procedure, and obtain work in the trade, may remain under 5%.

***Suggested USDOL action steps:***

1. Significantly expand number of and funding for Technical Assistance Centers
2. Significantly expand funding for pre-apprenticeship programs to target women
3. Encourage CTEs, Community Colleges and other post-secondary institutions with construction trade programs to create formal linkages to registered apprenticeship programs (pre-apprenticeship) through articulation agreements
4. Revisit Dr. Biden's and Secretary Perez's Network for Women's Opportunities in Apprenticeship concept from 2015.

**TRAINING AND RETENTION**

- **Guidance on Equitable Apprenticeship Classroom Training & Environment**

Several studies show that men and women have diverse learning styles and may be subjected to micro-inequities, "stereotype threat", and implicit bias in the classroom setting. These factors may impact women's ability to complete their apprenticeships. The Department of Labor and its Office of Apprenticeship could address this barrier by setting standards, offering guidelines, and promoting professional development on retention that outlines efforts sponsors could undertake to ensure equitable practices for instruction in the classroom environment and as part of on-the-job training.

***Suggested USDOL action steps:***

1. The OA could develop a Quality Framework Standard for Gender Neutral and Inclusive Instruction supported by a guidance document for use by OA, SAAs, Intermediaries, Apprenticeship Development Contractors and Sponsors. The Quality Framework could include:
  - Research that demonstrates how implicit bias and instructional practices have a disparate impact on women.

- Guidance on how to discuss the disparity with a Registered Apprenticeship Program (RAP)'s training agents and JATC members.
  - Guidance on how to create an inclusive classroom environment
  - Guidance on instructing in an inclusive manner which can include:
    - A. How to provide equal standards for student performance, and equal attention, feedback, criticism and praise to all students
    - B. How to foster opportunities for male and female students to work together and share leadership for classroom projects
    - C. How to instruct using a variety of lesson models that support different learning styles
  - Guidance on how to monitor classroom dynamics to:
    - A. ensure that discussion does not become dominated by more aggressive students
    - B. behavior, language and body language for stereotypes and sexist generalizations
    - C. avoid subtle/micro inequities in the classroom
2. Discussion and examples of best practices and success stories could include:
- RAPS who provide professional development activities and training to JATC staff on gender neutral and inclusive classrooms
  - Reference to the Transition to Trainer curriculum developed by the State of Wisconsin, which is designed to teach experienced workers how to pass on their skills to the new worker to assist with retaining apprentices.
  - Examples of women and underrepresented groups being reflected in curriculum materials and throughout the training facility;
  - Benefits of engaging a diverse teaching and support staff;
  - Stories from instructors who have successfully incorporated new teaching techniques and classroom practices to support women; how it worked for them, what internal practices they put in place and what the results have been.

- **Related Instruction Professional Development Activities:**

Professional development activities for apprenticeship staff and sponsors can raise awareness of how teaching practices or classroom environments impact women in apprenticeship and offer training on effective gender inclusive and neutral teaching practices for both classroom-related instruction and OJT.

***Suggested USDOL action steps:***

1. The OA could develop or disseminate model trainings, curriculum, and webinars for RAPs on gender inclusive instructional techniques and classroom practices. These could be delivered on-line and at regional or national convenings of apprenticeship stakeholders. This professional development could complement the training guidance described above.

- **Related Instruction Recognition and Promotion**



***Suggested USDOL action steps:***

1. The OA could annually recognize the OA state, SAA state and several individual RAPs that have implemented new models for equity in the classroom. As part of this recognition, their best practices would be captured and publicized.

- **Worksite Equity, Workhours Toward Retention and Completion**

While apprenticeship regulations ensure that each apprentice gets paid the same wage, several studies show that women, as well as men of color, work fewer hours annually than apprentices overall, thus impacting their ability to earn a living as well as complete their apprenticeships. Increased attention to the quality of on the job training raises the overall quality of training for all apprentices and results in consistently trained journey workers. The Department of Labor and its Office of Apprenticeship could impact this disparity in the following ways.

***Suggested USDOL action steps:***

**Internally:**

1. The OA could annually compare **hours worked** by women overall, and women of color specifically, to that of apprentices overall, to see what the disparities are. The first year will establish a baseline, with annual comparisons from there. This could be done in national aggregate, and then broken out by state where data is available. This information could be put into context in a report that showcases exemplary performers and their best practices, which would be posted on the OA web site.
2. The OA could annually compare **completion rates** of women overall, and women of color specifically, to that of apprentices overall, to see what the disparities are. The first year will establish a baseline, with annual comparisons from there. This could be done in national aggregate, and then broken out by state where data is available. This information could be put into context in a report that showcases exemplary performers and their best practices, which would be posted on the OA web site.

**Guidance to States:**

1. The OA could develop a Quality Framework Standard for Retention and Completion guidance document. The Quality Framework could include:
  - Confirmation that the disparity is real, and that the OA has concerns about it.
  - Guidance on how to do an analysis of work hour comparisons and completion comparisons.
  - Guidance on how to discuss the disparity with a RAP's training agents and JATC members.



- Discussion of best practices and success stories.

**Best practices for RAPs could include:**

- a. Setting standards for on-the-job training and carefully monitor each apprentice's work assignments and attainment of competencies to ensure equitable on-the-job training for women, as well as for all apprentices;
- b. Requiring that all apprentices undergo a review by the training director prior to their transition to the next year of their apprenticeship, and an "exit interview" upon completion, to ensure equitable opportunities have been afforded.
- c. Provision of professional development activities for apprenticeship staff and sponsors which include cultural competency training that raises awareness of how beliefs and actions about women in the trades impact retention of women in apprenticeship and beyond.
- d. Provision of training on cultural competency that complements EEO/AA policies by providing personnel with a set of tools, knowledge and skills to take into the classroom, the Joint Apprenticeship and Training Committee (JATC), and the worksite.
- e. Stories of training agents who have successfully promoted women from apprentice to journey-level to supervisory positions; how it worked for them, what internal practices they put in place, and what the results have been.

- **Guidance on Equitable Worksites**

Recent interviews with women graduating from or otherwise leaving apprenticeship found that, while there has been some improvement in conditions for women in the trades, some issues, including sexual and other forms of harassment, isolation from co-workers, and work expectations that can, at times, be incompatible with raising children, continue to be barriers for many women. Targeted retention measures are therefore necessary to confront these obstacles.

***Suggested USDOL action steps:***

1. The OA could conduct an annual on-line survey that would allow for female apprentices to report in an anonymous manner on their working conditions as it relates to equity and inclusion. This would enable OA to understand and document the challenges factor into women's retention. The compiled survey results can be distributed to RAPs to illuminate or underscore how disparities related to gender are impacting female apprentices. The first year will establish a baseline, with annual comparisons from there.

This could be done in a national aggregate, and then broken out by state or by apprenticeship program where data is available.

2. The OA could also seek to collect data from female apprentices who exit the program prior to completion to identify if their reasons for non-completion are related to issues of equity and inclusion and to understand how these challenges factor into women's retention. This information can be used to complement the survey results from above.
3. OA should ensure that its own staff has an understanding of what works to support women's retention in a male-dominated work or training environment and the features of an equitable and inclusive apprenticeship program and worksite. Similar guidance should be available to states.
4. OA could reference on its website the technical assistance tools and materials developed by WANTO grantees that can be used to facilitate sponsors' retention efforts. Such technical assistance tools include research focusing on women and a multitude of best practices materials on retention, particularly in those industries that remain traditionally male-dominated. DOL could also publish contact information for tradeswomen organizations that can provide best practice resources and technical assistance to programs in industries in which women are under-represented to inform their retention activities.
5. OA could host, or identify and support, training institutes and conferences for apprenticeship sponsors to engage in peer learning on best practices to support women's retention in apprenticeship.
6. OA could set standards, offer guidelines and promote professional development on retention outlining efforts sponsors could undertake to ensure an equitable worksite and classroom environment, with the goal of increasing female apprentices' retention rates. Standards for improving retention could include:
  - Embedding women in core crews so they remain active and visible on the job site throughout the length of the project.
  - Guidelines for equitable workplace environments that promote respect and inclusion, and that address cultural competency, sexual and racial harassment, diversity as it relates to health and safety, and addressing work/family balance.
  - Guidelines for professional development (for apprenticeship program and its sponsors' workforce at all levels of responsibility) to support equitable workplace environments that includes training on cultural competency, sexual and racial harassment, and addressing work/family balance.
  - Guidelines for embedding training on equity and inclusion into apprenticeship curriculum which would address cultural competency, sexual and racial harassment, and work/family balance.
  - Guidelines on training for female apprentices on surviving and thriving in a male-dominated environment – see CWIT publication **Tools for Success**.
  - Guidelines for best practices and policies on health and safety issues related to gender that address sanitary facilities, personal protective equipment and the impact of isolation and harassment.
  - Examples of best practices for:



- a. Training RAPs on how to address issues or concerns related to harassment, discrimination, micro-inequities and safety and health
- b. Embedding the North America Building Trade Unions Gender Lens curriculum into apprenticeship training curriculum.
- c. Identifying an Ombudsperson – a person of authority, recognized by the JATC, to be an apprentice liaison, to assist the apprentice with apprenticeship or job site issues related to harassment, disparate treatment and discrimination. The Ombudsperson can offer suggestions for informal remedies or assist in remediating issues before they escalate.
- d. Establishing informal groups, peer counseling and networking activities for female apprentices to get peer support and to learn survival and success skills in a safe environment.
- e. Building work/family supports into apprenticeship standards (i.e. how to handle pregnancy leave during apprenticeship).
- f. Describing why gender matters in safety and health issues in the construction industry and promoting equitable safety and health practices and policies in the workplace.
- g. Establishing personnel policies for apprenticeship sponsors that meet the needs of workers with caregiving responsibilities.
- h. Identifying practices to avoid isolating individuals from underrepresented groups.
- i. Creating awareness and training on being an ally to underrepresented populations.
- j. Training agents or RAPs on how to assist with connecting workers child-care referrals, and other supportive services.

- **Worksite Professional development**

***Suggested USDOL action steps:***

1. OA could host webinars, workshops at regional or national convenings of apprenticeship stakeholders, or how-to documents downloadable from the OA website. Recommended topics for training could include:
  - Establishing sexual and racial harassment prevention policies and practices that at a minimum address the laws pertaining to sexual harassment, its forms, and the steps the apprenticeship program could take to prevent or redress sexual harassment.
  - Conducting training for leadership, supervisory personnel, and other workers on sexual harassment prevention. Such training could follow the model developed for NABTU's Gender Lens Curriculum, but could, at a minimum, include:
    - a. Defining sexual harassment and the evolution of laws pertaining to sexual harassment
    - b. Outlining various forms and examples of sexual harassment



- c. Describing the role of the apprenticeship program, employers, unions and workers in preventing or addressing sexual harassment
  - d. Demonstrating the action steps to take in response to witnessing or experiencing sexual harassment
- 2. Cultural competency training to raise awareness of how beliefs and actions about women in the trades impact retention of women in apprenticeship and beyond. Training on cultural competency is distinct from, but complements training on EEO/AA policies.
- 3. The OA could develop trainings and webinars for RAPs on cultural competency, monitoring of apprentices' work hours, and on-the-job training activities that could be delivered on-line and at regional and national convenings of apprenticeship stakeholders.

### **Worksite Recognition and Awareness**

#### ***Suggested USDOL action steps:***

- 1. The OA could annually recognize the OA state, SAA state and several individual RAPs that have made the greatest improvement in completion rates of women. This recognition could follow the format of the EVE and EPIC Awards that are conducted by the OFCCP. As part of this recognition, their best practices and successful efforts towards improvement would be captured and publicized. These best practices can also be showcased at national convenings and during National Apprenticeship Week.
- 2. The OA could annually recognize the OA state, SAA state and several individual RAPs that have the lowest gap between women's hours and hours overall. As part of this recognition, their best practices would be captured and publicized.
- 3. Over time, these best practices could be compiled and would be part of guidance offerings from OA.
- 4. The OA could showcase construction projects that achieved high numbers of journey-level women working on them, providing recognition for project owner, general contractor and sub-contractors in the exemplary performance.

### **Mentoring and Support Toward Retention and Completion**

Mentoring is an important way to pass on the unwritten rules of construction culture, success strategies, subtleties of survival, and cultural understanding. It provides a place where more experienced women can pass on survival skills and tips on how to thrive to new apprentices, where they can get a reality check – what is normal from a woman's perspective. Mentoring is a way tradeswomen can learn how to navigate co-worker relationships – how to be friends without inviting romantic impulses, how to ask for help without being considered a wimp or without inviting excessive chivalry that ultimately gets you labeled a bad worker, how to shine

as a quality worker, how to bring your skills and initiative to the attention of the boss, and where to get tools, work clothes and safety gear that fit a woman's body.

Traditionally, family & friends are construction workers' mentors who teach these things. It's not a part of the apprenticeship curriculum. Peer or near-peer co-workers pass on this knowledge to each other. With few women on the job, and sometimes complex relationships between men and women, mentoring or even information sharing does not always happen between women and their male co-workers. The younger generation seems to be able to take male/female friendships for granted, but for older workers or for men and women who grew up in more gender-separated lifestyles, based largely on more traditional models, it seems to be harder.

Organizations, apprenticeship programs and unions have all created effective mentoring programs. Examples are the IBEW Electrical Workers Minority Caucus, the UBC's Sisters In the Brotherhood, and the mentoring programs of Chicago Women in Trades and Oregon Tradeswomen, Inc.

***Suggested USDOL action steps:***

The OA could provide **guidance and professional development** toward creating a mentoring program for RAPs, using these and other best practice examples that increase the retention and completion of women.

- **Guidance could include information and stories about these best practices:**
  1. Training agents who assign a mentor on the jobsite to all apprentices, including female apprentices, whose responsibility is to help the new worker understand expectations, get questions answered, be safe and get settled in.
  2. Training agents or RAPs that provide an orientation or "boot camp" for new apprentices that helps them prepare for industry expectations and culture around attendance, performance, appropriate work behavior and work ethic, as well as deepen their understanding of the trade and job site environment.
  3. Training agents or RAPs that provide help for issues or concerns: Making sure apprentices know where to get help for issues or concerns that might arise. This could be an apprentice rep, the apprenticeship coordinator, an apprentice liaison, apprenticeship instructors, a job steward, an employee assistance program or a mentorship program. In general, women and minority apprentices have trouble speaking up for themselves and don't want to rock the boat by complaining, so need to have spelled out for them very clearly the safe and proper channels to get help.
  4. Training agents or RAPs that provide an Ombudsperson – a person of authority, recognized by the JATC, to be an apprentice liaison, to assist the apprentice with apprenticeship or job site issues that come up such as low scores on math test, harassment on the job, and understanding construction culture. The Ombudsperson makes sure the apprentice is receiving adequate training, as well as assists the



employer in communicating job site expectations or mediating worker to worker conflicts.

5. Training agents or RAPs that provide an Employee/Member Assistance Program that assists with connecting workers to budgeting classes and other help with handling finances, child-care referrals, assistance with mental health issues or legal issues, and other supportive services.

## **COMPLIANCE**

- **Current hiring, training, and other employment practices suppress participation by women in violation of 29 CFR part 30 or other legal requirements.**

Many women are given incomplete or inaccurate information about hiring practices, subjected to non-validated entry tests, subjected to additional interviews, not given appropriate credit for previous experience, or not treated equally in “intent to hire” scenarios. Many are not assigned journeyworkers to train them on site. These and similar actions are contrary to 29 CFR part 29 and 29 CFR part 30 and contribute to women entering and completing apprenticeship training at rates significantly below other industries.

### ***Suggested USDOL action steps:***

1. At least annually, the Office of Apprenticeship National Office and OA State Directors could remind all existing Sponsors, via resource material, of their responsibilities under Title VII of the Civil Rights Act of 1964, Executive Order 11246, the Uniform Guidelines for Employee Selection Procedures, CFR 29.30, and relevant state EEO regulations. Additionally, Sponsors could be reminded that these responsibilities may extend to unions, contractors, subcontractors, parties to Employer Participation Agreements or the equivalent, Signatory Contractors and other parties to an Apprenticeship Agreement or Standards of Apprenticeship. This could be incorporated into National Apprenticeship Week, possibly as part of the on-line sponsor resource library recommended in 5.
2. At least annually, OA could recommend SAA State Directors to remind all existing Sponsors, via resource material, of their responsibilities under Title VII of the Civil Rights Act of 1964, Executive Order 11246, the Uniform Guidelines for Employee Selection Procedures, CFR 29.30, and relevant state EEO regulations. Additionally, Sponsors could be reminded that these responsibilities may extend to unions, contractors, subcontractors, parties to Employer Participation Agreements or the equivalent, Signatory Contractors and other parties to an Apprenticeship Agreement or Standards of Apprenticeship.
3. The Office of Apprenticeship, OFCCP, and could EEOC jointly engage in training OA and SAA staff on identifying and preventing discrimination in hiring, training, job assignments, and other employment practices in construction trades, where workers frequently move to multiple sites and among multiple employers. This would strengthen OFCCPs and OAs joint collaboration on every Megaproject.



4. The Office of Apprenticeship could train other federal agencies that have occasion to interact with registered apprenticeships, such as EEOC, OFCCP and the Department of Education, about the regulations governing EEO in Registered Apprenticeship, and could share available TA resources with those agencies.
5. DOL could create an Interagency Council (to include OA, WB, OFCCP, EEOC, DOT, Education, Commerce, Energy and Defense) to investigate the underutilization of women. This group might work to define "underutilization and nontraditional" consistently and suggest solutions that could be applied to multiple industries. A good model exists with the Federal Interagency Reentry Council, which coordinates and sparks government programs to promote reintegrating ex-offenders into civil society. See <https://www.justice.gov/reentry/federal-interagency-reentry-council> see GAO's study of this Council, <http://www.gao.gov/assets/670/660952.pdf>
6. DOL could provide on-line Continuing Education for Sponsors, consisting of Great Apprenticeship Aides and Fact Sheets for Sponsors on topics related to ensuring compliance with hiring and training requirements such as: Setting and Meeting Goals, Targeted Outreach, Tips to Ensure Equitable Supervised OJT, How to Track Attendance, Work Progress Reports, How to Measure Performance in Related Instruction and a Checklist for Annual Self-Assessment. Make this material available to all sponsors on the OA website. Share these resources widely with SAAs, education partners, intermediaries and other partners.
7. Encourage States and OA to publicly recognize best performers in increasing women in the building trades, showcase them during National Apprenticeship Week, invite them to conferences, roundtables and highlight them in publications, blogs, etc. When possible, incentivize awarding of grants, contracts or other resources to Sponsors with a record of success.
8. Develop a strong and clear strand of the ApprenticeshipUSA brand which shares the inclusive message "Apprenticeship is for Everyone" or "Apprenticeship Looks Like America" and incorporate it thoroughly in marketing/outreach material and National Apprenticeship Week material.
9. OA could host an Employer Roundtable to provide the Employers the opportunity to develop solutions to this problem.
10. DOL could create multiple channels for feedback/complaints to reach relevant Sponsor contacts and registration agencies. Agencies and Sponsors need information about potential harassment and discrimination. Encourage exit interviews and awareness of complaint procedures. Develop relationships with the National Building Trades Apprenticeship Directors Committee, the National Building Trades Tradeswomen Committee and others to develop new ways to assure that complaints are investigated in a timely manner, that complainants are not retaliated against, and that "bad actors" are appropriately disciplined.

- **Lack of Quality EEO Compliance Reviews**

Many SAA states do not conduct regularly scheduled EEO reviews, as required. In both OA and SAA states, EEO reviews may not include the analysis outlined in 29.30. Lack of staff and training contribute to the ineffectiveness of the current EEO compliance review process.

***Suggested USDOL action steps:***

1. OA could ensure that Circulars for Standard Operating Procedures for EEO compliance reviews are developed and delivered to all registration agencies and compliance officers associated with apprenticeship registration agencies.
2. OA could send an annual email blast to all sponsors reminding them of the need to perform an annual assessment and including information on how to contact their local ATR for assistance.
3. OA should prioritize ensuring that all states have EEO regulations in effect that are consistent with the revised 29.30.
4. OA should monitor all states for compliance with the revised 29.30 annually until each state has demonstrated conformance with the revised EEO regulations and associated guidance.
5. OA could create a sense of urgency and buy-in regarding compliance efforts by state agencies and sponsors by sharing the business case for EEO and addressing the downside of non-compliance, i.e. NY SMW settlement, LA County Sheriff, etc.

- **Lack of support/guidance/training on how to conduct compliance reviews**

Conducting EEO Compliance Reviews is the most complex aspect of the Apprenticeship and Training Representative's job and the targets established in the review process are important drivers to increase participation rates for all under represented populations. Properly done, EEO Reviews educate sponsors about best practices, target adjustments to produce the greatest ROI, and strengthen the overall quality of the training program.

***Suggested USDOL action steps:***

1. OA and NASTAD could jointly create an EEO compliance training plan and review calendar, and include doing so as a priority in OA's FY 18 Performance Standards.
2. OA could develop training for the National Apprenticeship System to assure that all State Directors and ATRs are able to perform the following functions: to analyze and evaluate every aspect of sponsor outreach and of the selection process including minimum requirements, the interview process, and selection records; to analyze the progress of apprentices through the training program and compare results between subgroups for signs of disparate treatment or disparate impact; to offer appropriate technical assistance to increase Sponsors' overall success in recruiting and training a diverse population of apprentices;



and to determine if “good faith efforts” produce a measureable positive outcome annually and over time.

#### **IV Ad-Hoc Committee Members**

Connie Ashbrook, Executive Director, Oregon Tradeswomen Inc.

Kimberly Brinkman, Minnesota Tradeswomen

David Casey, Vice President, Workforce Strategies and Chief Diversity Officer, CVS Health

Caitlin Cater, Womens Bureau, U.S. Department of Labor

Greg Chambers, Director of Corporate Compliance, Oberg Industries

Lonnie Coleman, President and CEO of Coleman Spohn Corporation, Cleveland, OH

Jacqueline Cooke, Regional Administrator, Womens Bureau, U.S. Department of Labor

Andrew Cortes , Director, Apprenticeship Rhode Island

Kathryn Castelloes, Apprenticeship Director, North Carolina Department of Commerce

Mike Donta, Director of Apprenticeship, Acting Director of Occupational Safety and Health Standards, Kentucky Labor Cabinet

Pronita Gupta, Deputy Director, Womens Bureau, U.S. Department of Labor

Tiffany Boiman, Director of Policy and Programs, Womens Bureau, U.S. Department of Labor

Felecia Hart, Team Lead, Office of Apprenticeship, U.S. Department of Labor

Francoise Jacobsohn, Officer of Court Compliance, Sheet Metal, Air, Rail and Transportation Workers (SMART) Local 28, New York City, New York

Jill Houser, Regional Director, Office of Apprenticeship, U.S. Department of Labor

Julie Kuklinski, Program Director, Women in Construction, Mississippi

Donna Lenhoff, Senior Civil Rights Advisor, Office of Federal Contract Compliance Programs, U.S. Department of Labor

Lisa Ransom, Chair and CEO, Augustus F. Hawkins Foundation

Diane Ravnik, Chief, Division of Apprenticeship Standards, Department of Industrial Relations, California

Lauren Sugarman, National Policy Director, Chicago Women in the Trades

Brian Turner, Founding Director, Transportation Learning Center

Mary Vogel, Executive Director, Building Pathways, Boston



David Wallace, OA USDOL Contractor

Linda Wood, Training and Learning Experience Coordinator, Oberg Industries

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## **ACA Recommendations (for vote)**

From the blueprint presented, there are a series actions proposed by the ad-hoc committee to increase the number of women participating in construction registered apprenticeship programs. The ACA Ad Hoc Committee on Women in Construction requests that the full ACA adopt the following as action items recommended for implementation by the USDOL:

### **On Outreach and Recruitment:**

1. Create quality, targeted outreach and marketing materials with a “gender-lens” for broad dissemination. Utilizing both print and electronic media, images should include actual tradeswomen engaging construction activities.
2. Promote construction trades’ careers to and for women through implementing a multi-faceted digital campaign and create knowledge/expertise in marketing construction careers to women.
3. Ensure that all relevant USDOLOA materials related to promoting construction careers for women are cross-posted with all other federal agency websites, such as USDOE.
4. Recruit/Promote women construction careers through RA in collaboration with Veterans’ Employment and Training Services (VETS).
5. Encourage whenever possible that career education for women includes accurate explanations of the process of applying for Registered Apprenticeship in construction occupations successfully and provides industry context.
6. Increase and promote strategies to prepare women for success as newly registered apprentices in the building and construction occupations.

### **On Training and Retention:**

1. Examine existing USDOE quality frameworks related to the provision of gender-neutral and inclusive instruction to inform/determine the development of RA-specific Quality Frameworks.
2. Provide guidance on creating an equitable environment in Apprenticeship classroom instruction.
3. Determine if other subjects require the development of RA-specific Quality Frameworks, such as program mentoring and retention, and provide examples of best practices in each area.
4. Perform data analysis of apprentice-specific data available by demographic subsets of gender and race to examine if any trends and/or disparities exist that merit further examination.
5. Develop feedback mechanisms and survey instruments related to an equitable environment in RA for women, to gather information and inform future improvements.
6. Ensure that OA staff are fully versed in all best practices related to women in building and construction trade apprenticeship programs to share broadly with stakeholders.
7. Convene and/or support training institutes or conferences for RA sponsors to engage in peer-learning to support women’s success (retention and completion) in RA and provide professional development activities for RA stakeholders related to best practices.

**On Compliance:**

1. Provide materials broadly to the RA system (OA, SAAs, State Directors, etc.) and to RA program sponsors on an annual basis to help to achieve and comply with Equal Employment Opportunity within the Registered Apprenticeship programs.
2. Provide trainings to OA/SAA staff in conjunction with other relevant federal agencies (e.g. OFCCP, EEOC) on identifying and preventing discrimination in hiring, training and other employment practices in the building and construction trades.
3. Create, or work through, an Interagency Council/Committee to investigate ways to improve the participation rate of women in construction trade apprenticeships.
4. Perform quality EEO compliance reviews consistently across the RA system (OA/SAA), and develop guidance and trainings to facilitate these reviews.



Secretary's Advisory Committee on Apprenticeship  
Briefing for the Next Administration  
September 2016

**EXECUTIVE SUMMARY**

As we look to increase economic prosperity in our nation, Registered Apprenticeship is of exceptional importance. We face many hurdles in ensuring that our economy competes well within a rapidly changing landscape. This briefing seeks to assist the next administration related to Registered Apprenticeship – one of our best solutions. To build a workforce development system which supports our people and businesses effectively, innovative models for effective talent development must become easily replicable and credentials portable. Registered Apprenticeship (RA) provides the mechanism. Its transformative power has never had more potential to be released than now.

The Advisory Committee on Apprenticeship has the honor of advising the Secretary of Labor on the nation's Registered Apprenticeship system and providing recommendations to enhance its impact. Over the past several years, significant progress has been made. The RA model has been elevated, and its benefits have become visible. Across the country, partnerships and intermediaries have been engaging new employers in diverse industries. Expanded funding and improved tools have supported Registered Apprenticeship. A continued focus on diversity and inclusion has led to stronger connections with community and education-based organizations. The Office of Apprenticeship has increased its capacity and provides exceptional effort towards achieving the ambitious goals set by the current administration.

In short, our nation's apprenticeship initiative, ApprenticeshipUSA, is working. In the pages to follow, the Advisory Committee on Apprenticeship (ACA) provides this summary to the next administration to help new leadership build effectively from the foundation that has been set. Many past recommendations have been implemented by the Department of Labor Office of Apprenticeship (OA) exceptionally well, and with great impact. To continue the remarkable progress, the ACA recommends and proposes areas of focus as follows:

- 1. Expand current goal of doubling the number of apprentices by 2019.**
- 2. Issue an Executive Order/Presidential memo on Registered Apprenticeship**
- 3. Dramatically increase and make permanent Apprenticeship programmatic funding**
- 4. Explore establishing public-private partnerships to advance Apprenticeship**
- 5. Incentivize Apprenticeship through a broad set of initiatives**
- 6. Focus on making opportunity and diversity in apprenticeship a key priority**
- 7. Embed Apprenticeship prominently in key education and workforce legislation.**
- 8. Create regulatory flexibility**

With unprecedented support from the administration, combined with new leadership and possibilities presented through the recently authorized Workforce Innovation and Opportunities Act (WIOA), the time to expand Apprenticeship's exceptional impacts beyond the traditional construction sector has come. Increased support and funding for Registered Apprenticeship from the next federal administration will enable unprecedented results

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**CURRENT MOMENTUM AND EXCITEMENT TO EXPAND APPRENTICESHIP**

The current Advisory Committee on Apprenticeship (ACA) has the privilege of serving during remarkable times for Registered Apprenticeship. Changes proposed by the ACA have now been reflected in the Workforce Innovation and Opportunity Act and sponsors of Apprenticeship have become incorporated in the public workforce system. Over 115,000 new Registered Apprenticeships have been added since 2014 alone. Apprenticeship is a true win-win for employers and workers alike.

As the ApprenticeshipUSA initiative has unfolded, the ACA has advised OA as it implements major activities with unprecedented support. Over 300 events occurred during the first National Apprenticeship Week, with 47 states formally participating and at least 58 proclamations being made. As the second National Apprenticeship Week approaches, so does a major tipping point for Registered Apprenticeship.

- **Elevation and Visibility of the Benefits of Registered Apprenticeship** - The evidence of Registered Apprenticeships' efficacy is overwhelming and increasingly well-documented<sup>1</sup>; demonstrating these benefits to employers and workers has promoted the RA model at an escalating pace.
- **New and Expanded Funding** - The specific and dedicated funding to launch ApprenticeshipUSA has enabled many innovative initiatives to be developed and launched such as grants to public-private partnerships and state governments. Implementation has built the excitement felt across the nation as Apprenticeship gains traction.
- **Partnerships and Intermediaries** - Apprenticeship attracts many partners. Intermediaries are increasingly serving as liaisons between stakeholders in Registered Apprenticeship on all levels. Engagement between employers, state government, education, unions, non-profits, and the public workforce system has never been higher.
- **Engaging Employers and New Industries** - ApprenticeshipUSA has engaged new employers in diverse economic sectors. The LEADERS initiative identified champions of RA across its many stakeholders. In turn, these champions have accelerated best practice models during "Sectors of Excellence in Apprenticeship" convenings across the nation.
- **Focus on Diversity and Inclusion** - A quality framework for pre-apprenticeship programs has been established, and resources to help develop programs have been made available. A focus on increasing the number of women in existing Registered Apprenticeship continues. Field guides are envisioned to continue to integrating strategies on inclusion.
- **Transforming Apprenticeship** - Each of the processes to design, register, launch, administer, and report on Registered Apprenticeship programs is being improved. Information technology needed to support Apprenticeship is being upgraded. Newly developed E-Tools are helping in the efforts to double the number of apprentices.

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<sup>1</sup> Please see appendix/resources for a partial listing of relevant studies and reports.



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**RECOMMENDATIONS**

Registered Apprenticeship has momentum. With the major activities of ApprenticeshipUSA above in mind, the Advisory Committee on Apprenticeship recommends these **six short term actions**:

1. **Make National Apprenticeship Week permanent via Presidential Proclamation**
2. **Establish Inter-Agency Workgroup on Apprenticeship**
3. **Develop recognition programs for Apprentices and for Employer/Sponsors**
4. **Engage Governors and support states in expanding Registered Apprenticeship**
5. **Host International Apprenticeship Summit in USA.**
6. **Create International Apprenticeship Exchange Program**

As highlighted in the executive summary, the ACA proposes the administration examine both short-term actions to support Registered Apprenticeship, and **long-term structural changes, including**:

1. **Expand the current goal of doubling the number of apprentices by 2019.** Doubling is not enough, leaving us far behind other countries. The ACA recommends increasing the national apprenticeship goal to reflect rapid expansion scaled to other similarly complex world economies.
2. **Provide an Executive Order on Registered Apprenticeship.** This recommendation is to promote RA in federal government and its programs, in particular, policy changes such as incentivizing RA in procurement and promoting apprenticeship through personnel policies of federal agencies.
3. **Dramatically increase and make permanent Apprenticeship programmatic funding.** ACA recommends permanent programmatic funding to support States and industry workforce intermediaries, at a significantly higher level than the \$90M currently supporting ApprenticeshipUSA activities.
4. **Explore establishing public-private partnerships to advance Apprenticeship.** Partnerships with organizations outside of government may be an effective, flexible and responsive way to expand Registered Apprenticeship.
5. **Incentivize Apprenticeship through a broad set of initiatives.** Establish a federal tax credit for Apprenticeship. Tax credits help bring employers to the table; however, we recommend exploring multiple ways to incentivize participation as well, such as procurement policies.
6. **Focus on making opportunity and diversity in apprenticeship a key priority.** We recommend that all RA strategies integrate an approach that ensures diverse populations can benefit from the career opportunities provided by Apprenticeship.
7. **Embed Apprenticeship prominently in key education and workforce legislation.** Similar to and beyond WIOA, add expanded emphasis on RA in Perkins and other related workforce legislation.
8. **Create regulatory flexibility.** As the Registered Apprenticeship model – and system – expands, the ACA recommends examining adaptations that may be needed in the regulation of apprenticeship.



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**CONTEXT AND BACKGROUND**

The Advisory Committee on Apprenticeship is authorized by the National Apprenticeship Act. The broad role of the ACA is to advise the U.S. Secretary of Labor on critical matters related to the national Registered Apprenticeship system in the U.S., and to offer related recommendations. The ACA is composed of approximately 30 individuals appointed by the Secretary of Labor for one- or two-year terms. The membership includes representatives from the employer, public, and labor sectors. In addition, there is representation of non-voting ex-officio members on the Committee from the U.S. Departments of Labor, Education, and Commerce.

Federal law requires that Committee membership be fairly balanced in terms of the points of view represented. Members of the ACA have the experience and background needed to meet these requirements. In balancing Committee memberships, effort is made to ensure that diverse viewpoints and interests are represented to provide a foundation for developing advice and recommendations that are fair and comprehensive.

Specifically, the ACA is charged with providing advice and recommendations to the Secretary of Labor in five strategic areas:

1. The development and implementation of policy, legislation, and regulations affecting the national Registered Apprenticeship system;
2. Strategies to expand the use of the Registered Apprenticeship model in demand occupations in industries such as, but not limited to, clean and renewable energy sectors, and healthcare;
3. Ways to more effectively partner with the public workforce system, educational institutions, and communities to leverage Registered Apprenticeship as a valued post-secondary credential;
4. The development of career pathways that can lead to good jobs for everyone and sustained employment for new and incumbent workers, youth, and under-utilized and disadvantaged populations; and
5. Efforts to improve the performance, quality and oversight, and recognition and utilization of the national Registered Apprenticeship system, which will foster quality workplaces that are safe, healthy, fair and flexible, to be adapted for the needs of specific types of employers.

In practice, ACA members bring diverse expertise and perspectives to inform the recommended actions the Committee provides related to the five strategic focus areas above. Each member is a dedicated stakeholder in Registered Apprenticeship who makes meaningful contributions to the Committee, and as leaders within their respective sectors, members also act as champions for and liaisons to the model itself.

The Advisory Committee on Apprenticeship offers itself to be strategically leveraged; we look forward to advancing Registered Apprenticeship in partnership with the new administration.

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**SUMMARY OF PROGRESS**

The exciting state of Registered Apprenticeship today is possible due to days behind us. Over the past five years, recommendations requiring great care and consideration have been provided on a range of topics. In 2011, three major recommendations were provided on:

- 1. Revisions to 29 CFR 30, Equal Employment Opportunity in Apprenticeship, (revised 1978);**
- 2. Defining pre-apprenticeship and establishing a quality framework for programs, and;**
- 3. Facilitating collaboration between Registered Apprenticeship and the Public Workforce system.**

Additionally, the ACA provided the following advice, and feedback:

- **75<sup>th</sup> Anniversary** - As the 75th Anniversary of Registered Apprenticeship approached in 2012, the excitement of ushering in a new era of Apprenticeship grew. ACA members focused on ways to capitalize on this auspicious occasion, such as developing the process to select "Trailblazers and Innovators" recognized at the event.
- **21<sup>st</sup> Century Vision** - In January of 2013, the Advisory Committee on Apprenticeship was challenged to provide a set of comprehensive recommendations on advancing Registered Apprenticeship into the 21<sup>st</sup> Century. In particular, the ACA decided to make recommendations on how the nation could expand successful Registered Apprenticeships, and, develop innovative apprenticeship models for new occupations. Key areas of focus included how to expand pathways for under-represented populations into Registered Apprenticeship.
- **White Papers** - In developing these strategic directions for Registered Apprenticeship, the ACA sought to create a call to action. Specific recommendations were provided towards achieving the four goals adopted: 1) An increasing number of businesses and additional industries will use and reap the advantages of quality Registered Apprenticeship programs, 2) Americans will seek and find Registered Apprenticeship as a valuable post-secondary pathway to rewarding careers, 3) Diverse populations in the U.S. workforce will have access to growing opportunities in Registered Apprenticeship, and 4) Public policy will increasingly reflect the power and value of Registered Apprenticeship to address economic and workforce development challenges.

The ACA organizes its members into committees as needed to provide recommendations on specific topics to the Secretary of Labor within the structure of achieving these goals. Significant progress has been made. Over the past three years; recommendations on topics have included:

1. Establishing partnerships between RA programs and community-based organizations
2. Transitioning veterans from active service to employment as Registered Apprentices
3. Providing college credit through Registered Apprenticeship
4. Establishing ratios of apprentice to journeyworkers by occupational hazards

**APPENDIX/RESOURCES**

ACA Vision Paper  
Mathematica Policy Research  
2 Center for American Progress (or too political?)  
Pre-Apprenticeship TEN and website