



Apprenticeship**USA**

# **Summary Meeting Minutes**

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

***September 27-28, 2016  
Washington, DC***

## TABLE OF CONTENTS

<b>Executive Summary .....</b>	<b>3</b>
<b>Summary of the Meeting Proceedings .....</b>	<b>8</b>

### **APPENDICES**

<b>Final Meeting Agenda .....</b>	
<b>Power Point Slide Deck .....</b>	
<b>Ad Hoc Women's Group Blueprint .....</b>	
<b>Revised - Ad Hoc Women's Group Action Items .....</b>	
<b>Draft Recommendations for Future Action.....</b>	

## **EXECUTIVE SUMMARY**

The Secretary's Advisory Committee on Apprenticeship (ACA) convened for a day and a half at the US Department of Labor, Frances Perkins Building, Room N-3437A on September 27-28, 2016. Audio conference technology was made available for increased public participation in the meeting.

Mr. Cortes officially called the meeting to order and welcomed the audience to the ACA meeting, followed by an agenda overview from Mr. John V. Ladd, Administrator for the Office of Apprenticeship. Mr. John Ladd provided an agenda overview and outlook for the two-day meeting.

Mr. Ladd highlighted several key issues and areas of process reform where the ACA's feedback was needed such as work process schedules, apprenticeability determination processes, and some suggested recommendations for future action. Additionally, Mr. Ladd provided an overview of Office of Apprenticeship activities over the past few months, as well as some challenges and priorities moving forward as well as an overview of the six strategic areas of focus to overcome some of the challenges: (1) Strategic Investments; (2) Marketing and Employer Engagement; (3) Core Operations; (4) Diversity and Inclusion; (5) Strategic Partnerships; and (6) National System Building.

The meeting opened with a round of introductions and welcome to new committee members. The ACA then heard a presentation from the ACA's Ad hoc Workgroup on Women and Construction. The group shared a Blueprint to Increase the Number of Women in Apprenticeship, proposing recommendations in three key areas.

### **Recruitment and Outreach**

1. Create outreach materials that are targeted toward women with a gender lens
2. Implement a digital strategy
3. Collaborate with other agencies and the VA
4. Encourage career educational opportunities

### **Adequate Preparation to Enter the Building Trades:**

1. Technical Assistance Centers
2. Expand funding for Pre-Apprenticeship
3. Encourage the Community Colleges and other post-secondary education institutions to link to apprenticeship programs
4. Get their programs aligned with reaching out to the women and eventually Dr. Biden and Secretary Perez's network for women opportunities.

### **Training and Retention**

1. Improve Training for All
2. Better Track the Related Instruction (on the job and in school)

3. Recognize Inherent bias,
4. Support Women on the Job
5. Recognize Industry Leaders
6. Examine the Data
7. TA to States
8. Guidance on Equitable Worksites
9. Worksite Professional Development
10. Cultural Competency Training
11. Recognition of Best Practices

## **Compliance**

1. Communicating Responsibilities on EEO
2. Sharing NASTAD resources across OA states
3. Best Training and Resources Possible
4. Develop Guidance on Compliance Reviews

Johan Uvin, the Acting Assistant Secretary for Career, Technical, and Adult Education from the U.S. Department of Education shared with the ACA the work that his Department was doing around equity in education, technical assistance, and model development.

Laura Ginsburg, the new Division Director for the Office of Apprenticeship's Division of Promotion of Strategic Partnerships. Ms. Ginsburg provided a number of updates related to how Registered Apprenticeship is working with the educational community and its ongoing efforts to work jointly with the Department of Education, as well as an overview of the ACA Ad Hoc Workgroup on Youth Apprenticeship.

Ms. Ginsburg highlighted the ACA's advice to develop the Registered Apprenticeship College Consortia (RACC) and reported that the RACC currently has 275 college members, 957 apprenticeship training centers, and 15 national, regional and state organizations. Additionally, she highlighted the work of the ACA's Ad Hoc Workgroup on Youth and the need for a framework to focus on and serve in-school youth, junior and senior high school students, 16 and 17 year olds and the development of joint policy guidance from the U.S Department of Labor and U.S. Department of Education.

The Ad Hoc Workgroup on Youth identified three different models serving youth:

1. Pre-apprenticeship
2. Finish Registered Apprenticeship Concurrently with High School Graduation
3. Start in High School and Finish After; Entering an Associate's Degree
  - a. Finishing an AA and Registered Apprenticeship Concurrently.

The next presentation covered a new effort to building innovative apprenticeship models using competency based occupational frameworks. Diane Jones of the Urban Institute talked about the work she is doing to develop a number of competency based frameworks for national applicability. Currently, there are 13 frameworks available for review.

Day 1 of the ACA meeting closed with Zachary Boren, of the Office of Apprenticeship. Mr. Boren shared his Division's work around re-thinking and streamlining the current approach to the apprenticeability determination process for ACA feedback. Mr. Boren is looking to institute a 90-day approval process.

## **Summary of Day Two**

Day two of the meeting opened with a continued discussion of the proposed recommendations from the Ad Hoc Workgroup on Women in Construction. The workgroup made and presented a revised condensed version of action items.

Followed by a high-level summary of proposed recommendations for future actions and presented both long and short term action items:

### **Long Term Action Items:**

1. Expand current goal of doubling the number of apprentices by 2019
2. An executive order on Registered Apprenticeship
3. Increase in and make permanent the apprenticeship programmatic funding
4. Establishing a public private partnership to advance apprenticeship
5. Incentivizing apprenticeship to 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 work force legislation, and create regulatory flexibility.
8. Continued support from the administration, combined with the changes in the work force innovation and opportunity act (WIOA), will achieve unprecedented results with registered apprenticeship in partnership with the next administration.

### **Short Term Action Items:**

1. Make national apprenticeship week permanent by a Presidential proclamation
2. Establish inter-agency work group on apprenticeship
3. Develop recognition programs for apprentices and employer sponsors
4. Engage governors and support the states as they expand registered apprenticeship
5. Host international apprenticeship summit in the US
6. Create international apprenticeship exchange program.

The committee broke into sector caucus breakout sessions followed by group report outs as follows:

### **Labor Sector Report**

- The Labor sector elected Chris Haslinger as the Co-Chair representing Labor and recommended Bernadette Oliveira-Rivera to work with Chris as an alternative.

- On Women's Increasing Opportunity recommendations, labor elected Cheryl Feldman and Brian Turner will continue to work on the bigger document. With a clarifying question under, Training and Retention section related to feedback mechanisms and instruments.

### **Employer Sector Report**

- The Employer sector elected Jim Wall as the Co-Chair representing Employers. Scott Kisting volunteered as Jim's alternate.
- On Women's Increasing Opportunity recommendations they voted to approve, and were ok with the proposed amendment from the Labor caucus.

### **Public Sector Report**

- On Women's Increasing Opportunity recommendations they were fine with the recommendations has presented and were also fine with the proposed amendment from the Labor caucus regarding recommendation # 4 under Training and Retention.
- Additionally, they had feedback for the editing group of the briefing paper on the future recommendations, to adjust the fifth and sixth short term action item around the international work to potentially condense, reduce, and flush out more clearly.
- Another edit was to lift up the diversity and inclusion focus to a short term recommendation. Include language highlighting Department of Education funds available for CTE and align and leverage coordination to increase the impact of the Registered Apprenticeship system as a whole.

Andrew Cortés then took a committee vote to adopt the revised recommendations from the Ad Hoc committee on Women and Construction as amended. There was committee consensus to approve and adopt the revised recommendations. A closing statement was made on how to raise diversity and inclusion in the document under the short term goals.

The group then had a discussion on agenda items for the next meeting and some additional discussion on the current apprenticeship momentum. The meeting closed with remarks from Portia Wu, Assistant Secretary for the Employment and Training Administration.

Assistant Secretary Wu thanked the committee for their time and commitment, and continued service to the Department. She complimented the ACA for their broad knowledge and the tremendous value add their advice has made for the Department around apprenticeship issues. Assistant Secretary Wu took questions from the ACA and provided closing comments.

Andrew Cortes then adjourned the meeting.

## SUMMARY OF THE MEETINGS PROCEEDINGS

The Secretary's Advisory Committee on Apprenticeship (ACA) convened for a day and a half at the US Department of Labor, Frances Perkins Building, Room N-3437A on September 27-28, 2016. Audio conference technology was made available for increased public participation in the meeting.

### INTRODUCTION AND OPENING REMARKS

Mr. Cortes officially called the meeting to order and welcomed the audience to the ACA meeting, followed by an agenda overview from Mr. John V. Ladd, Administrator for the Office of Apprenticeship.

**Andrew Cortés:** Welcome everybody; I would like to call the meeting to order. I'm glad to see everybody, all these familiar faces and some new faces. We were able to, John, Kenya, and I meet with some of the new members this morning and I am very excited to have their input into the committee. As I call us to order I really want to say this is an exciting time. I think we all know that, that the momentum is astounding! Out there in the nation we see apprenticeship expanding. We see traditional programs improving. We see the federal administration partnering with the private sector in a way that we have not seen in the past. These are remarkable times for apprenticeship and I would like to thank all of you because I believe that this body has had a lot to do with that excitement! As chair, I have to review the minutes from our previous meeting and what I did notice is that I talk way too much. So I'm actually going to wrap up the opening remarks here and turn it over to John Ladd so that we can get started. We have a full day ahead and we want to make sure that we allow enough time for our group's deliberations as we move forward.

### AGENDA OVERVIEW

Mr. John Ladd provided an agenda overview and outlook for the two-day meeting.

**John Ladd:** Thank you Andrew! Good morning, everybody, welcome back to our returning members and welcome to our new members! We are really thrilled that we have been able to add some additional perspectives and organizations to be represented here on the Secretary's Advisory Committee on Apprenticeship. So welcome back, we are thrilled to bring you all together and as Andrew said, this is an incredibly exciting, busy, and fast moving time so the work of this committee is more important than ever. The challenge is that things are moving so fast, so we need to figure out ways to get input and recommendations from you quickly to help guide the direction of the committee over the next term and the work of the Department, over the next couple of years. We have a lot of work to do, exciting report outs from some of the groups that have been meeting over the summer. That will bring our new members up to speed. But we thought we would spend a little bit of time laying out the vision and strategy that we have been working on over the past couple of years –to get everybody up to speed and make sure everybody is familiar with the work that's been going on either over the past year or two or in the coming months ahead.

- Why don't we just turn to the agenda and we will walk folks through this and then we are going to do a round of introductions. As Andrew mentioned, we did do our orientation with the new members this morning. There will be some repetition between this morning and this afternoon but we hope that that's helpful for everybody. We will go around and do introductions and we will spend the balance of the time before lunch reorienting everyone to the work that has been going on over the past year or two and a look ahead.
- Obviously we are entering a time of transition. We can't project too far ahead beyond the end of this administration but we do have an investment that will continue and carry forward so we know we're going to be working in those areas for at least the foreseeable future. You will get lunch on your own there at 12:30 and then we will come back and really start the work of the committee.
- We will have a report out from the Ad Hoc Workgroup on Women in Construction. They reported out at our last meeting. They received helpful feedback from this committee and are prepared to submit their final recommendations to the committee. We will also have an update from the workgroup looking at youth and apprenticeship; particularly high school youth apprenticeship models. We will give you a break for you to conduct any business that you need to conduct and hopefully that will allow you to be fully engaged during the committee meetings and the work of the committee. We will spend the rest of the afternoon on updates and significant changes we are looking to make in a couple of key areas. As we move forward and look to grow, expand, and diversify apprenticeship we have realized that some of the ways that we have been doing business are not going to continue to work in this new environment.

### INTERNAL OA PROCESS REFORM

There are a couple of areas we really want to get your feedback as we move forward on some internal process reform. One of these areas; we are looking to modernize how we disseminate the building blocks of apprenticeship programs.

- The **work process schedules**. We found that many of these are outdated and have not been updated in 10 or 20 years and really need to be modernized, refreshed, and more consistent! Some work process schedules are as little as a page and others go on for hundreds of pages. We are looking to build a more consistent framework, and you are going to hear a report out from the work that we have been doing with our contractor at the Urban Institute.
- Another area we want to look at is our **apprenticeability determination** process. This is the process where we determine which occupations are on the national apprenticeability list. This is another process that hasn't been looked at in probably decades and needs another look so we have a proposed new approach to doing that work. We would like to get feedback from this group.



So busy afternoon! It is a mix of policy and process pieces but the process pieces are important in terms of our modernization efforts and we want to make sure the stakeholders in the community and the apprenticeship community have a chance to provide the input.

**Overview of Day Two** - Our second day is a half day we are looking to get you out of here by noon. We'll come back in the morning and given that we are heading into a transition period, we thought it would be helpful if this group came together around a short, concise statement of some suggested recommendations, with the audience being the new administration, on what's been working well with the work that's been going on over the past two years, what areas need improvement, what areas have not been addressed.

**Draft Recommendations for Future Action** - Andrew has done an amazing job of pulling together some initial thoughts and we want to have some discussion around that draft. We did something comparable eight years ago (i.e. the ACA's 21<sup>st</sup> Century Vision Paper) and we talked about that this morning with the new members. There was a blueprint of our plan put together by the advisory committee that was presented to the new administration, at that time, and if you look back at that document it really did guide a lot of the work that happened over the last eight years and many of those recommendations have come to fruition. So having a similar document will be important as we manage the transition ahead.

**Sector Breakouts, ACA Co-Chairs, and Meeting Wrap-Up** - You will then have breakout sessions in your sector caucuses. Our advisory committee has three general groups. We have the employer caucus, the labor caucus and the public caucus. We have balance amongst those three different sectors; one of the important jobs of each sector is to represent the interest of your sector. We ask that in your sector time, since this is a new committee, both labor and employer caucuses need to elect their own co-chairs. The co-chairs have been incredibly invaluable for us to help plan the meetings and agendas, also helping to facilitate the workgroups and guide the work of the committee. So we will ask those two caucuses to elect co-chairs and provide feedback on the various report outs from day one. We will come back and report out as a full group and then we will wrap up, Portia Wu, our Assistant Secretary for the Employment and Training Administration will address the group before we close. So hopefully all of you can stay until the end so we can hear from Portia and she can have an opportunity to meet with many of you. That's our agenda, its full agenda! Do you have any questions about our day and a half meeting?

**Andrew Cortés:** One brief comment, there's a very brief paper provided to you today, not in advance, but is in your folder. As John mentioned, we were hoping to discuss this document first thing tomorrow morning. Please recognize that I wanted to give us a head start and I tried to synthesize the ACA advice, input, and feedback on the topics I have heard this body speak on for a number of years as well as provided some context for the next administration on how to continue this momentum! So it's not a read for today, but it can be your hotel room reading. I won't say that my writing is something to look forward to but I certainly look forward to your feedback tomorrow. I would ask that folks take a look at that tonight so we can have a productive discussion tomorrow morning.

**John Ladd:** All right, so I'm not hearing any other questions about the agenda. I think it would be helpful to go around and introduce ourselves and it would be really helpful to hear from you, your name, your organization and affiliation, and one or two areas of interest or particular topics that you're looking forward to working on over the next two years. That would be helpful for us to hear in terms of workgroup breakouts and priorities for the committee moving forward.

**Todd Stafford:** I'm the Executive Director of the IBEW; Electrical Training ALLIANCE, 4H apprenticeship programs, my primary areas of interest are **recruitment and retention**. Our main goal is expanding and pushing within our industry and how we reach additional youth to get involved into the leadership model and the ability to retain them once we get them in our program.

**Scott Kisting:** My focus area is looking at the apprenticeship model and understanding that it has existed as long as mankind's been here but we almost need to burn it down a little bit to bring it back up. We have new industries, new technology, and new advancements coming forward. Our society is changing and the apprenticeship model needs to become more nimble. It needs to **clearly hear the voice of small employers**, not associations. How do we help that small employer understand the benefits of apprenticeship and get some of the red tape out of the way?

**Van Ton-Quinlivan:** Good morning, Van Ton-Quinlivan with the California Community Colleges. We continue to be interested in strategies to **reposition apprenticeships into nontraditional areas**.

**Ken Peterson:** Hi. I'm Ken Peterson, the Commission of Labor from Minnesota. I represent the National Association of Government Labor Officials (NAGLO); I am the outgoing President. As a representative of NAGLO we are very interested in the role the states continue to play in the innovation and experimentation that states can do relative to interested recruitment from a state point of view, in my own state: **recruitment and retention in all the trades**.

**Lee Worley:** Good morning, Lee Worley, Iron Workers, I am the international executive director of training focused on recruitment and retention like most of the other people around here and a big proponent of the **pre-apprentice programs**. My first contact with any pre-apprentice program was with Connie Ashbrook who's here from Northwest. She really has a fantastic program out there and gave us quite a bit of qualified applicants through the door and I really appreciate that!

**Lisa Ransom:** Good morning and welcome to the new members. I was a new member so I know how you feel. My name is Lisa Ransom. I'm with the National Alliance for Partnerships and Equity (NAPE) and the Augustus Hawkins Foundation and I'm very interested in expanding the focus of apprenticeship to give more attention to **diversity and inclusion not just of people but also industry** because I'd like to make sure that as we are looking at equity for women and people of color that we are looking beyond construction into other industries be it mass communication, healthcare, advanced

manufacturing. I want to make sure that we give those emerging or new industries for apprenticeship the same attention that we are giving construction.

**William Peterson:** Bill Peterson, from the United Auto Workers Aerospace to Agriculture Implement Workers of America, Detroit, Michigan. My interest, by trade I served an apprenticeship in the state of Wisconsin. I am also the operations director for our AAI grant. I've been doing that for almost a year. So far we have already put over 130 females, minorities, men and women of color and about two veterans into the program and plan on hopefully adding more in the near future. One of my goals would be that **the demand would increase the permanent apprenticeship funding for small employers** and I know it's already mentioned but since December 11 we've put over 85 new joint apprenticeship programs, and none of those were large, those are all small companies. All manufacturing jobs but most of them are 300 employees or less. So I think when I meet with small employers and say that there's some possible funding, they get really excited about it and if they think they can get their pressure buffer down with some initial start money, they never, you know, so far out of all of those companies not one of them has said what about the seventh or third years. So I think that the initial seeding money although, you know, it's not the best but it's a good start. So I'm hoping to work more with that.

**Tom Haun:** on the team for Heat and Frost, Insulators and Allied Workers. I'm the national training director and one of the things that we like to focus on is we obviously have an **aging workforce** within our industry so **recruitment and retention** is certainly something I want to kind of focus on.

**Mark Butler:** I'm Mark Butler; I'm the labor commissioner, state of Georgia; I think one of only three elected labor commissioners. I don't know how it happened. It's one of the few jobs you get in government we're actually paid to do it. I am also Ken Peterson's successor; I am the newly elected President of NAGLO. I'll represent the interests of that organization, our interest in apprenticeships. As far as Georgia goes, one of our interests that we have really been looking at in the last several years and going forward is how to improve programs to help several **different populations**. For example obviously **re-entry programs**, trying to find ways to leverage and help individuals coming out of the correctional system find opportunities for employment. Obviously, apprenticeship is one of those areas and we've had some good success with that, also taking a good look at that **adult population**. I call it kind of that lost workforce, that have kind of got in that **circle of poverty and because of lack of training, lack of availability** and also quite frankly just there's a convenience factor it's not easy for an adult to go back and see training when they're also trying to put food on the table. So I was looking at those and trying to find ways to **leverage apprenticeship programs to help those individuals** to achieve and move on.

**Bernadette Oliveira-Rivera:** Hi, good morning. Bernadette Oliveira-Rivera with the Laborers International Union of North America and this is my fourth term on the committee. I'm excited to continue to work on some of the issues that we've focused on so far but a couple of areas of significance for us would be to look at **increasing apprenticeship utilization** so that the demand side is there for continued growth, looking

at **youth** and apprenticeship and also strategic partnerships for the purpose of **leveraging resources** in a way that helps grow and expand Registered Apprenticeship.

**Gary Golka:** Hi. Gary Golka. I'm the president of Golka Electric which is a very small business in Phoenix, Arizona. We are electrical contractors. I actually employ several apprentices on a daily basis so I'm here representing the Independent Electrical Contractors (IEC) Association of which I'm the chairman of the Apprenticeship and Training Committee and the national vice president. My interest and I think our association's interest right now is in **broadening the pool** where we fish **for apprentices**. I think we want to see more people understand apprenticeship because if it's good for them, it will be good for our industry.

**Pamela Moore:** Good morning, Pamela Moore, President and CEO of the Detroit Public Schools Foundation. It is the largest Detroit public schools community district is the largest public school district in the city of Detroit. Detroit is going through a huge transformation right now and apprenticeship opportunities are just huge in construction, IT and healthcare. I came from the public workforce agency where I always say I was on the backend of things and now I'm on the front end of things and so **career pathways** is one of our priorities and I want to see young people really get prepared for these career opportunities that we have **in Detroit**.

**Debra Nobles:** Good morning. I'm Debra Nobles with American Electric Power. We're a public utility company that serves eleven states. We currently have a national apprenticeship program with 537 members – apprentices – and we also have a non-covered apprenticeship program that has 237 and I would like to continue to look at ways to **incentivize the apprenticeship programs**.

**LeAnn Wilson:** I'm LeAnn Wilson, I'm the executive director for the Association for Career and Technical Education and my focus area is **youth and apprenticeship**. I've served selfishly on the youth apprenticeship ad hoc committee here and that's very important for CT and also just youth apprenticeship in broad CT areas. I agree with many of the statements here just to **expand apprenticeships into other industries**.

**Michael Donta:** My name is Michael Donta. My real job is a Deputy Commissioner of Workplace Standards for Kentucky, but I'm here in this seat representing the National Association of State & Territorial Apprenticeship Directors (NASTAD). As for those of you who don't know what that is, that's the 27 states of territories that run their apprenticeship programs independently from the federal government but in cooperation and partnership with the Office of Apprenticeship.

**Susan Hart-Hester:** Good morning. I'm Susan Hart-Hester. I'm with the American Health Information Management Association Foundation (AHIMA), the project director for our apprenticeship program and I would just like to suggest that our focus area be also on the employers and looking at **incentivizing the employers** to look more at that **ROI piece** of it so that they do indeed want to get onboard and looking at **streamlining the registration process for those employers with the standards**. Thank you very much.

**Chris Haslinger:** Good morning. My name is Chris Haslinger. I'm the Director of Training for the United Association of Plumbing and Pipe Fitters. I also sit as chair of the North American Building Trade Union Apprenticeship Committee as well. I've been on the ACA for a couple of terms and then glad to be back again. What I would say that I'm looking for out of this is – as many of you also mentioned –**improvement and outreach** – how we continue to promote and expand quality of apprenticeship programs. Also to really try and figure out how can we **promote the apprenticeship model** not as that either or choice when it comes to college but that it's **part of higher education** and show all the higher learning institutions that we're working with. I think with Iraq and everything we have going on how else can we tie those things together and show it is another very viable path for people that you can still end up getting your degree through even if it's not through the traditional ways.

**Greg Chambers:** Good morning, everyone. My name is Greg Chambers. I'm the Director of Corporate Compliance for Oberg Industries and I'm like Bill. I'm a journey worker so I'm seeing both sides of the table and my focus right now is really **quantifying that value proposition for proposition for apprenticeship**. I really feel that is the key that really shows people, whether it's the public, academia, or industry, the value of apprenticeship! Until that occurs, I don't think we're going to expand. I don't think anything's going to be moving. It's still going to have this stigma associated with it so we're really working on quantifying that whole value and sustainability for apprenticeship.

**Connie Ashbrook:** Good morning, everybody. My name is Connie Ashbrook. I'm the Director of Oregon Trades Women in Portland, Oregon. We do a Pre-Apprenticeship for women. In fact we just graduated our 1,000th woman, one of which went into the Iron Worker Apprenticeship Program that I worked on so many years ago and thank you Lee Worley for those kudos! We also work with employers, government agencies, and apprenticeship programs to help them bring qualified women into their workforce and retain them. I've learned so much from the ACA members over the years. I've been on the ACA since 2010 and my background is working in construction. I worked in the trades for 17 years before becoming into the office for Oregon Trades Women. The issues I see are **increased apprenticeship utilization**. We'd like to see apprenticeship used as a vehicle for training and many more of the construction industry jobs and promotion of apprenticeship as a best practice. It's a fabulous way to earn an income and get into the middle class. **Employer engagement** is also really important and of course near and dear to my heart, **inclusion of underrepresented populations, particularly diverse women**. So I look forward to our couple of days of meeting and further dialogue with all of you. Thank you.

**Cheryl Feldman:** Good morning. Cheryl Feldman, I am the Executive Director of 1199C Training Fund which is a long name. It's part of the National Union of Healthcare Employees which is affiliated with the American Federation of State, County and Municipal Employees (AFSCME) and we've formed the national apprenticeship initiative between SCIU and AFSCME to really push apprenticeship within the healthcare industry nationally. I've been working really hard to engage partnerships around a variety of apprenticeship programs both in **healthcare and childcare** and what I'm learning is the amount of work it

takes to really get those employers onboard, form the partnerships which are so important so that higher ED is at the table, the state, the city and really making sure that the partnership forms a true career pathway for those individuals so that it is not just a resulting in credential from the apprenticeship but I'm looking to the next steps on the **career path**. So we've been really putting a lot of energy into it and I have to say we have so much huge potential. We've been expanding the one apprenticeship we have. I've been learning a lot from this committee about it but the work to really **get those employers on board** and make this happen is kind of where we're really putting our energy right now so wish me luck. We're at the brink of a number of great projects and I just hope we have the opportunity to bring them all to fruition. Thank you.

**Brian Turner:** Thank you; I'm Brian Turner a founding Director of the Transportation Learning Center, Labor Management Nonprofit in Transportation. Transportation is one of the fastest growing major industries in the US and the degree of quality training that's been brought by workforce is not nearly where it needed to be and apprenticeship is really the outstanding path to getting there. We're trying to move from transit into trucking, shipping, aviation, and all the different parts of transportation they can benefit from that. We're also looking to **partner between industry, labor management, and education to build stronger bonds between career and technical education and apprenticeship** which I think is much closer to what you see in the successful European models so that every young person can be on a highly prized very powerful successful learning track no matter where they start, they'll end up in a job where they're respected, where they know a lot and they can make a decent living. John, I'll talk to you later! There are administrative issues in apprenticeship making it work easier for folks. That continues to be a challenge. I think the ACA can help move things along but, you know, this is all very doable and it's exciting work.

**Joan Alder:** I'm Joan Alder, I'm not an ACA member but I have been helping with the Ad Hoc group focus on increasing the number of women in apprenticeship.

**Andrew Cortés:** All right, thank you everybody. Just a little bit about me. I'm Andrew Cortés, Chairperson, and it's really a pleasure to serve with all of you. Registered Apprenticeship has been the foundation of my career, I am one of those few young people who moved directly into apprenticeship at 17 years old, completed my apprenticeship at 21. It is the center of my career more than 21 years later! I run a Community-Based nonprofit called Building Futures that really focuses on two core goal ends: (1) Stimulating demand for apprentices by working on the demand side of the industry, project owners, people who use construction services to ensure that apprenticeship utilization happens on job sites to a very particular level and provide a mechanism to do that; (2) Then there's the supply side where we run a comprehensive Pre-Apprenticeship program that basically prepares people for one of 12 different Registered Apprenticeships within the Building and Construction Trades, 80% nonwhite, 100% low income, 53% formerly incarcerated individuals have now moved into good family sustaining career paths and now as journey workers. I'm very proud to say that after one year our graduates, 96% are still in their apprenticeship. After nine years 80% are in there and they have completed and we have journey workers.

- I share a lot of the same focus areas that all of the committee members do so much so that our organization partnered with our state to expand the apprenticeship model to five different sectors of the economy, put 1200 people into registered apprenticeships in our state and that is through about 20 some odd programs, many of which do not exist. I am very excited to be here with you.
- As you can see, this is core and I have an interest in all areas of apprenticeship. There's a lot of common themes here and so you are the dream committee because look at the wealth of expertise and the alignment in interest. Not only are you here for Registered Apprenticeships. There are specific aspects of Registered Apprenticeship all of you want to approach and make good contributions to in helping the system move forward.
- **I heard a lot of focus on recruitment, retention, diversity not just in the people but in the occupations which is greatly appreciated. I share a lot of these passions. People know that the process has to change in order to meet the demand that we are creating. We're going to create more demand through the great promotion that I know this body will do.**
- So it's really exciting. There's a reason I enjoy coming to DC for these meetings because I get to work with a group just like this of diverse expertise, all of whom are focused on moving the system forward. So thank you very much. It was great to meet all of you formally in this manner and I'm looking forward to our meeting!

**John Ladd:** Okay, great. Thank you all for staying under our timeline. You guys did a great job so we're on time and I appreciate that. So again we're going to try to use this next session to catch everybody up with all that's been happening over the last couple of years, with a particular focus on the last couple of months and what's happening ahead and use that as a launching pad for our work for the afternoon and the rest of the work of this committee.

### **KEY ISSUES AND AREAS FOR INPUT AND RECOMMENDATIONS**

Again, this is such an exciting time for apprenticeship and I can't underscore enough the opportunity that this committee has to really **shape the direction of the national Registered Apprenticeship system for years to come**. This is a system that has a rich history, an incredible foundation. We just celebrated 75 years of the National Apprenticeship Act. We're coming up on **80 years of the National Apprenticeship Act** this summer. It's going to be an important milestone that we want to recognize. I think the things that we're doing today are going to reverberate for years to come. Some of the institutions, models, and other things that we're establishing today we're hoping will have the sustainability that can last for years to come and help shape that direction but it needs to reflect the input of all of the stakeholders of the national registered apprenticeship system. So hearing your advice, hearing your recommendations is so incredibly important.

- We have such great opportunity; we certainly have issues whether they're on the **administrative or awareness side**, or how we **balance expansion and quality**. We don't want to sacrifice quality to achieve those expansion goals. How we do a better job with **diversity and inclusion** than we have done historically? How do we start creating a more **uniquely American apprenticeship system** that has its own unique elements?
- We have talked to a lot of **international partners**, and although we are not going to bring the German dual system to the United States or the Swiss system; there is a lot that we can teach the world about a **flexible, adaptable, and innovative system** and I think we have a real opportunity to do that!
- Some of the **strategic partnerships** that are emerging whether it's ones that already exist between sponsors and community based organizations as pointed out by Lee Worley and Connie Ashbrook or new ones that are emerging with community colleges or other CBO's or advocacy organizations, the \$20 million dollars that we put out last week was to help create a **network of intermediaries** to help support this expansion.

Those are the key issues, but again we really need your input to make sure that we are moving in the right direction and that there's broad support for these particular initiatives.

### UNPRECEDENTED LEVELS OF APPRENTICESHIP FOCUS AND FUNDING

This is probably a slide that existing members have seen before or versions of it. You know, it is important to just point out the visibility and the tension that we've had right now hasn't always been the case. As little as three or four years ago it was really hard to imagine we would be where we are today. We were looking at declining resources, declining staff, not much attention and focus on the apprenticeship system or model and that all really changed about 2 1/2 years ago.

- Apprenticeship was lifted up in a number of different reports, it was highlighted by the President in the State of the Union address, it was highlighted in the Vice President lead Job Driven Training report that looked at all workforce development programs across the federal government and held apprenticeship as the gold standard of workforce development and job driven training!
- Things have changed very dramatically in a short period of time, followed by the announcement of the initial announcement for \$100 million in new funding to support apprenticeship, which at the that level was the single largest federal investment in apprenticeship. However, the Secretary has talked about being all in on apprenticeship and he pushed and we ended up with funding of \$175 million for 46 grants across the country.



- These grants are wrapping up their first year. Bill Peterson mentioned the UAW grant, and there are others represented here in that grantee pool. This is an unprecedented level of activity and the focus and the expectations are there!
- With this focus, attention, and funding comes the increased expectation in our ability to be adaptable, nimble, to grow, to be more inclusive, but it certainly has been an exciting couple of years in terms of the amount of focus that has existed for the system.

## **OFFICE OF APPRENTICESHIP (OA) BACKGROUND, CHALLENGES, AND PRIORTIES**

**There are a couple of things that we are working on with immediate need that we want to talk more about today:**

- The broader strategy and vision for what we are doing to provide context for how all of these different initiatives and activities fit together.
- Bring you up to speed on a number of activities happening now, some that happened over the summer; and what we are calling apprenticeship accelerator sessions, the important work we are doing with our state partners, Mike Donta is providing incredible leadership in that area so we want to bring you up to speed on that.
- We are going to be moving into a campaign for National Apprenticeship Week which we began last year with a Presidential Proclamation which was a big deal. A Presidential Proclamation declaring a week highlighting apprenticeship. We will be doing the same thing this year! It was a huge success and we want to grow and expand beyond last year's success and we are hoping to kick off this year with a national outreach campaign we have hired a contractor to help up us with that.
- So here's a quick snapshot of this goal that the President challenged us with in 2014. He asked us to double the number of apprenticeships. At the time we were at about 375,000 active apprentices across the country and that was really coming out of the recession. It was in one of our lowest periods in terms of those numbers but to double that number, we would have to get to 750,000 by the end of 2019.
- We are on target to get to 500,000 by the end of this month which was our goal for FY16 so we're really excited to hit that important milestone. I think in many ways that represents the system recovering and fully recovering from the recession to get back up to those levels because we have seen active apprenticeship levels of about half a million in the past but we really haven't seen numbers beyond that. So that gap between the 500,000 and the 750,000 is really about new apprenticeships, new industries, new areas, new models and that's a big, big number to hit here over the next couple of years but this kind of growth is really unprecedented.

- I mean it's about a 30% growth over the past couple of years in the system and that's been pretty widely spread across all the various states. I think still construction tends to be the line share of that growth and as those programs grow their existing number of apprentices but we are seeing growth in other areas whether it's the federal government, manufacturing, IT and others. So again a lot of a great progress but still significant activity to come.
- One of the things we have been talking about lately is that goal has been very powerful for us. It has driven a lot of our activity and focus but it is a goal, not a vision or a strategy for accomplishing this goal and that this goal does have a big impact on how we work and how we work as an organization and how we need to modernize some of our processes, our IT and infrastructure and a lot of other things.
- So we want to share a little bit of our thinking around our strategy for meeting this bold goal. Before getting to that I do want to point out that there are three different levels that we are always moving between when talking about these efforts. Sometimes we're talking about (1) Registered Apprenticeship (RA), the model (2) and sometimes it is program design. There are big shifts we are trying to accomplish, moving from a place where there are a lot of myths and misperception about what RA; there are a lot of unknowns!

**Many times we talk to people and they say:**

"I like what I hear but I really don't know how to get started"

"I don't know how to move forward; it's not clear to me on what I need to do."

"I love everything I hear but, it is not going to work in our industry"

"That is good for your kid but maybe not for my kid"

**We want to move from that space to a space where we have:**

- Re-branded RA to convey the value and benefits it provides to industry & individuals. It is transparent. People intuitively understand what RA is. When we say, it is an earn and learn model that combines on the job training with classroom instruction, that people get it and they understand and we don't confront a lot of glazed looks and disconnection with how the model works! Or comments like, "I'm used to a training model that makes more sense to me"!
- People get what work based learning means, what apprenticeship means, and why it is unique! People understand that it can work in any industry and that it is for everyone. It is not for a certain part of the population or certain groups but it is for everyone! That is the challenge for our office around Registered Apprenticeship as an organization.
- Our Secretary of Labor has challenged my office to move from being solely regulatory focused, which is always going to be an important part of what we do, but to really shift to more of a sales and service focus to promote and sell

apprenticeship. We need to be in the business of attracting new industries and retaining new industries who want to engage and use the Registered Apprenticeship model.

- Lastly, there is this idea of a national Registered Apprenticeship system that is guided by the Fitzgerald Act, moving from a place that has really been underutilized, undervalued, and underinvested. It's really been kind of a resource starved system. The Secretary of Labor will often talk about apprenticeship being "a guy", or "a girl", because in many states apprenticeship is one person; one person who has to do everything, the promotion and outreach, and all of the technical assistance and support. That is really not sustainable! It is not sustainable for the kind of scaling and growth that we want to see.

**So, how do we move from being a resource starved ecosystem to a resource rich ecosystem that can grow and support quality Registered Apprenticeships?**

- Those are the different levels of activity that we are focused on and I know sometimes we go back and forth with those different frames of reference so I want to establish those at the front end.
- In terms of strategies, our goal for 2017, in order to get us to 750,000 in five years, for 2017 we need to hit 600,000 active apprentices, a net of 100,000 active apprentices in one year.
- That is a huge number. I mean it was a big lift for us to add 50,000 active apprentices this year and again that's not just us, it is the collective of all of us; all the states (OA and SAA), all of the activities and programs that are out there.
- We basically have to add twice as many active apprentices this year than we did last year and some of this is intentional! We knew many of the investments that we were making were not going to be able to create new apprenticeship opportunities overnight. This is not like buying a classroom swap, we are buying an activity. You are buying a partnership that is looking to bring in business and industry around the table to setup these programs but if business is not ready to hire and invest; Registered Apprenticeship doesn't exist.
- We knew some of this growth would be back loaded and hopefully these investments will start to take fruit over these next couple of years but we do have a big job ahead of us!

**So how do we get there?**

### **SIX STRATEGIC AREAS OF FOCUS:**

We have been thinking about under six pipelines of activity in strategic areas of focus. You can see the six of activity up here and I'm not going to go through them all. We're going to go a little bit more in detail in a few of these but if you start on the left, obviously there are the strategic investments that we're making.

#### **1. Strategic Investments:**

- It began with the American Apprenticeship brands that were announced last year and then we've been fortunate that those investments continued with FY16 funding under the ApprenticeshipUSA banner and those are going out as about \$60 million to states and another \$30 million divided up between industry and equity national partners as well as national activities.
- Those strategic investments are really critical to help us move towards this goal in 2017. For example, the American Apprenticeship Initiative (AAI) grants have us specifically committed to growing 34,000 active apprentices over the next five years. So we know there will be a certain portion (of the numbers) coming from that this year and we are already seeing some progress as Bill Peterson pointed out.
- Those strategic investments are important; we really hope that many of them, particularly the ApprenticeshipUSA investments are ongoing investments! We have made the same request for 2017. As of yesterday we still did not have a 2017 budget but we are hopeful that these investments will be continued and become the ongoing programmatic funding to support the capacity of the Registered Apprenticeship system as we move forward.

#### **2. Marketing and Employer Engagement:**

- Another area of work is around marketing and employer engagement. That is why we have initiated the LEADERS, this idea of having trailblazers and champions who can be available to talk to other businesses about why they do apprenticeship, why apprenticeship benefits their industry; we are currently up to about 180 LEADERS
- We are looking to grow that group it has been an incredibly important tool for us to have at industry speaking to industry versus government speaking to industry. That is a powerful piece of what we are trying to do!
- National Apprenticeship Week
- The Accelerator Sessions, which again is trying to get to that transparency idea, a lot of people want to start an apprenticeship program but they don't know how to get

started! These accelerators are meant to be a way to provide technical assistance and support to those companies and businesses looking to start their apprenticeship programs.

### **3. Core Operations:**

- I'll skip over **core operations**.

### **4. Diversity and Inclusion:**

- The diversity and inclusion pipeline is incredibly important and while many people might think of that of more on the supply side or even, on the regulatory side, we really want people to think about the diversity and inclusion piece of this as an opportunity.
- It's an opportunity to leverage the apprenticeship model to help diversify your industries, to diversify your companies and to use apprenticeship as a model to help bring in new talent and to attract new, and to be able to draw from new talent pools!
- This was a very specific intent of some of the equity contracts that we put out last week, the organizations that have experience working with those populations and have their own employer networks that we can leverage and connect to; to talk to them about the value and benefits of apprenticeship.
- So yes, it is the supply side of the equation but it is an opportunity to grow not only to think about how we share the pie but how we grow the pie! So whether it is our equity contracts, the WANTO grant funding, the use of apprenticeship conversations that we all have, the pre-apprenticeship conversations that been happening over the past year or so.
- All of these are important elements of our diversity inclusion agenda.

### **5. Strategic Partnerships:**

- Someone mentioned earlier, the strategic partnerships. We have reorganized here in the National Office of Apprenticeship. We now have a Division of Promotion and Strategic Partnerships.
- Ms. Laura Ginsburg is our new Division Director for that unit. That work is incredibly important as we move forward and it is important in a number of different ways: It is important for access, again, to new networks of industries and employer networks, and for driving policy. We believe those partnerships are a core element of our strategy to help grow the apprenticeship system.

- We have seen it in the international space. Many **Swiss companies** have become big advocates for apprenticeship in the US, German companies; we are speaking with the **Dutch embassy**, so there is lot of opportunities around working internationally.
- Foundations are very interested in apprenticeship as well so there are more players coming into kind of the apprenticeship world than have existed before and those create opportunities for us to help grow apprenticeship.

## **6. National System Building:**

- Underlying all of this is what we are thinking of as national system building, whether it is strategic direction or policy that we can set here at the national level, the work that we are doing with our state partners, the important role that you all play at the ACA, and the important need for training and development.
- We have people in our system that have not had formal training or a chance for professional development in some years and with things changing so quickly, we really need to make sure that our staff and our state partners are well versed in our new approaches, new methodologies so we are putting a big focus on training and development as well as IT modernization which we'll talk about a little bit as well!

**Why don't I stop here, does that make intuitive sense to people in terms of a broad strategy and the strategic areas of focus?**

**Andrew Cortés:** I see a lot of heads nodding, it is good information and these look like the appropriate strategy components to me in terms of reflecting what this body has just said in terms of our own interest areas but please weigh in!

**John Ladd:** Just briefly, when we were talking about those three levels before and again when we think about the national RA system, we have to think of that very broadly! As we mentioned this morning, I think traditionally the way we have thought about what makes up the national RA system is essentially these four stakeholder groups on my right here. You basically have the public sector, whether it is the federal or state government, the registration agencies, the public sector, plays an important role as the stewards of the system, the quality assurance role that we play, the technical assistance role that we play, you know, that's an important role for the system.

- In the middle obviously apprentices and sponsors are always going to be at the heart of the system. The system does not exist without them. They are our dual customer and so we want to think about them as central to all of this. On my left again are where did those sponsors come from, you know, from individual employers, from unions, from industry associations, from labor management organizations, that's traditionally been our base of support for those places that will sponsor an apprenticeship program.

- At the top is the educational community that folks mentioned before whether that's creating career pathways or providing the classroom instruction portion of apprenticeship, they have been an important part of the system, other partners in the system have historically been somewhat limited, although there have certainly been pockets and places where those partners have existed.
- So as a visual this is the system that has existed the past few decades, I think what we are looking at now, and I'm not going to go into all of the details on the slide, is creating a much more robust ecosystem for apprenticeship and a place where there are more partners, more players, more activities. On the right you see all the funding opportunities that are available that did not exist before. That's really helping to provide greater capacity and infrastructure for the system. So we're really trying to strengthen the public piece of this – the extent to which there are public resources available to help grow and expand apprenticeship. On the left then in addition to the industry based efforts, we are looking at LEADERS, the Sectors of Excellence (SEAS), the national industry partners that we announced last week, the marketing and branding. Those all need to help with the expansion and scaling of apprenticeship and to support on the demand side the different pieces so, think about those components as helping on that side.
- At the top where maybe we had a few RTI providers supporting the system, we now have the RACC. We're going to hear from the Youth Registered Apprenticeship Workgroup on that piece – Pre-apprenticeship is part of this, the connections with WIOA right now and the strong emphasis within WIOA on Registered Apprenticeship are really helping to create more meaningful, rich, educational or other career pathways for the system. So again, a much richer deeper world than we have lived in historically!
- Then at the bottom, we see all of these other potential partners that are now engaged with us whether it's international partners, federal partners, our new equity partners, CBO's, foundations, advocacy organizations. So, visually, if this is where we were before in, the historical kind of view of the apprenticeship system, I think now these are the new and richer kind of networks and partnerships that can be formed, that is what we are trying to move towards.

### **Any questions about that?**

- I know it's a bit of a confusing diagram but we're just really trying to get the idea across of there being a lot of opportunities for networking and partnership than existed before! Here are some of the challenges that I think we have faced as a system and questions that we've put before this committee in different forms, hopefully on the other side then are what some of our opportunities are.

## How do some of our initiatives address some of these challenges?

- **Funding.** Where we have not had dedicated funding to support apprenticeship in the past, we now have these dedicated funding sources which are, exclusively focused on expanding the number of Registered Apprenticeship opportunities. There's lots of funding opportunities where they say, you know, you can do this, this and this in Registered Apprenticeship and very rarely do people actually do the option to do apprenticeship under those funding models. So having a dedicated funding source that is exclusively linked to expanding apprenticeship we think is incredibly important.
- **Staff Training.** Dealing with this issue of under resourced staff, providing more training, adding more staff out in the field, providing more travel and training opportunities we think is incredibly important.
- **Strengthening State Partnerships.** The work we're doing with our state partners at NASTAD, there had been a bit of a disconnect there in the past in terms of working together and we are really committed to building this partnership and we'll talk a little bit more about that moving forward.
- **Diversity and Inclusion.** In the past we have had very little industry diversity. Again we hope to seize this opportunity and our new industry partners can help move the needle on that industry diversity, same with the EEO and diversity agenda where we have not had a quick progress in those areas in the past. We do hope these new efforts will help again move the needle on those issues.
- **Employer and Industry Engagement.** Where we have had few champions of our intermediaries in the past, we hope with the LEADERS and these new funding opportunities that more people can be advocates and champions for apprenticeship as we move forward.
- **Education and Outreach.** Marketing can address the limited awareness. These new pathways can address the idea that apprenticeship may have, for some people it can be viewed as a dead-end where that's probably never been the case but making sure people understand that there are pathways to apprenticeship and from apprenticeship that can include higher education!
- **System Building.** Again, more partners, better tools are all part of some of the challenges and issues that we're trying to address here. I'm going to dive a little bit deeper into a couple of other things.

**We do want to get you out of here in time for lunch but any questions about the strategy in terms of what we've shown so far?**



**Chris Haslinger:** Welcome to the committee. Do you want to maybe go a little bit more into detail like with the Sectors of Excellence (SEAs) and the LEADERS and kind of what is the bigger picture there, maybe a little more detail for someone that just came on. I mean some of us have been involved with it but maybe go into a little bit and explain how that ties into what you're trying to do!

**John Ladd:** Sure, and we touched a little bit on this this morning with the new members but ideally what we are looking to do with the Sectors of Excellence (SEAs) is create a focus of activity for expanding into these new industries and to create a place where we have additional capacity. So, these are not physical centers of excellence. They are really leveraging our regional offices and now our national industry partners to build some subject matter expertise, to build a place where we can provide technical assistance but we are really trying to use these as our organizing principles or organizing efforts to move apprenticeship into these new industries. I think what we have seen in the past is where we have tried to hope that it would happen that apprenticeship would expand into IT or Healthcare without a dedicated focus, without a place where people could pick up the phone and say hey, I'm looking to expand and do an apprenticeship program in this particular occupation or this particular area. Where can I go to get technical assistance? Where can I go to talk to somebody? Where can I go to be connected to a leader that's already working in this area? So it is really just a hub of expertise and activity that can help support that expansion into these new industries.

**Bernadette Oliveira-Rivera:** This might be more of a process related question. I think the information that's provided is very comprehensive and it's definitely intuitive but as I'm listening, there's ideas that kind of begin to circulate around some of these things and I'm wondering if we will have an opportunity to have a conversation about it if there's suggestions or feedback that committee members have that maybe we would like to share. Is it the appropriate time now or is this just something that maybe we would do offline at a different place?

**John Ladd:** No, I think now would be great. Go for it!

**Bernadette Oliveira-Rivera:** I'm going to go for it. So when we look at some of the strategies kind of going back to that slide where you have the 600,000 up top with the different areas of focus for the Department, I think one that isn't explicitly here and we know it as something that you've been doing is continued support of your existing programs and the more established models. For me when I look at the strategic partnerships which is an area of interest for our organization, for example opportunities to connect with some of these different agencies that are listed here and in particular with private foundations that are kind of new to this world would be something that would benefit existing models and I know that my unit has had very limited success in this area but part of it comes from misconceptions that foundations have about where that funding goes, how it's utilized and what other resources may be available to certain types of leadership programs. So those kinds of connections would be beneficial.

**John Ladd:** I think those are great points. The foundation world has been challenging for us as well and we cannot direct their activity. We can't ask them to invest in certain areas so it's often that we connect with them then they go off and do their own thing and then we connect back, but I agree. I think that's something we can think about more and I do appreciate your comment about how to weave and make sure our existing programs and activities are interwoven all throughout this and I think that we understood that but we don't want this to leave that impression that this is only around our work with new apprenticeship sponsors or new industries, absolutely.

**Bernadette Oliveira-Rivera:** I might make a suggestion if I may just in terms of the foundations if this body finds that there is enough of an interest, perhaps inviting them or convening a forum where we could share some information around just workforce development because I think that's kind of the common area of interest and then how apprenticeship plays in that field.

**John Ladd:** Yes, great points!

**Chris Haslinger:** To go on what, Bernadette was saying, I think where she talked about inviting them in, I think you have an opportunity coming up with the national apprenticeship week in that maybe trying to involve some of the individuals or some of the groups or foundations that have been successful and have that be part of the highlighted story of how the apprenticeship model can be successful. I think that would be a great venue to bring in and showcase some of those. Just a thought!

**John Ladd:** Would people be interested in maybe inviting them to the next ACA meeting to have them talk about some of the activity and work that they're engaged in?

**Andrew Cortés:** Just one point. I think our next ACA meeting is virtual?

**John Ladd:** Probably virtual, yes.

**Andrew Cortés:** I would love to have an in-face meeting with foundations and I don't mind going to them if necessary but I think that what we are hearing is a lot of interest in making sure the foundations understand how critical their investments are to advancing a shared vision for prosperity in this country. I will say that on a personal organizational level, we pitched our local foundation and they have supported specifically registered apprenticeship system based work for the past nine years so if we can get some of the national foundations to take a similar approach, I think that we have some willing advocates in this room and on this committee who are looking forward to making that pitch.

**John Ladd:** Yes, absolutely and again Laura Ginsburg is going to be a critical player for us in helping to organize a lot of that work and, we are hearing a lot of interest at the national level to investing in organized around greater promotion of apprenticeship kind of nationally and from a policy perspective as well.

**Scott Kisting:** I think one of the things you need to look at too is accountability. If the number itself is not going to support that quality and the traditional needs to be protected. In talking to Van Ton-Quinlivan this morning I was expressing some of the frustration for new industries trying to engage in apprenticeship and she had some good suggestions as we talked about. I think one of the things we need to do is understand the data a little better. We see the increased number of apprentices but we all recognize a lot of that's because our economy has improved and it's in a traditional pipeline. What we have is a metric to help us look at some new industries trying to engage apprenticeships and what's being successful for those in the industry. What do we need to do to change? How do we use this data to help us (1) uplift what already exists, kind of the conversation you were having with me this morning, but (2) understand truly what the new industries need because essentially we're just doing the same thing. So can we maybe look at doing things protecting what's in place and doing something a little different with the data to help us understand where are we growing apprenticeships in nontraditional industries? How do we see that? How do we as a group understand that and facilitate communication between each other to say you guys are stuck because frankly my industry's stuck? How do we unstick it?

**John Ladd:** Well I'll just build a little bit on that and say that we not only need to protect the traditional but also expand and leverage the traditional apprenticeship programs. Again just a local example, Bernadette's organization LIUNA they don't just represent construction. In leveraging the experience that they have within construction apprenticeships towards different areas of represented workers helping inform other people in different industries about the value that they have had and the reason that it's been a traditional method of workforce development for these folks for over 100 years, you know. So building off of, leveraging, expanding, protecting, yes but also investing and improving as well and listening. I think that's a critical piece and one of the things we did this morning was through a couple of suggestions, have you looked at this. Then she said well I need to understand better so she listed to what the problem was that we're having. I think sometimes that's what happens to us whether at the state level or the federal level. You know what? This is the box of apprenticeship. I don't fit in that box but the base skills, the base things in that box are critically important to any industry. How do we identify those and understand the needs of these other industries to where we can apply those base skills?

**Gregory Chambers:** Modernization at the infrastructural level?

**John Ladd:** No, it's much broader than that. So we can fight on that later but I feel like this conversation is more productive than that. We're looking at a really comprehensive suite of tools to change how we do our work which is beyond just changing our case management system. But like as we've talked with you all, we're building what we're calling an electronic standards builder which is turbo taxing how you create partnership standards. That's now online! We're going to use customer relationship management tools that we haven't used before. We'll be implementing Sales force across the organization this year so that will be a new resource that we're using. The new case management system will come online and you're going to hear this afternoon about some other core

components of building apprenticeship standards that we're looking to leverage with this project we have with Urban Institute. So we're looking at lots of different pieces of the IT tool puzzle.

**Gregory Chambers:** Could you include in there process automation because now when you go to websites, you're looking at the website up pops a popup that'll say my name. Bit by bit we can actually take advantage of it without adding flesh and bone which has always been our problem.

**Bernadette Oliveira-Rivera:** I don't know exactly how this fits but I did want to share maybe an idea for how we might expand differently within certain sectors and I'm thinking about my short stint in the corporate world and I did work as a human resources manager for quite some time and I ended up earning a credential known as senior human resource manager certification. I'm thinking since human resource managers are those individuals within the manufacturing and potentially other sectors responsible for outreach and recruitment and they also are responsible for workforce training in many ways that maybe there's an opportunity to train them by partnering with these types of agencies. I think also looking at organizations that are very standards driven from the quality management side of the house like Sigma and total quality management approaches and kind of figuring out how to tie Registered Apprenticeship and the benefits of these training models to those desired outcomes. I'm sure these types of certifications exist in other industries and if we can start the education process there, I feel like we would be more successful in expanding the reach of Registered Apprenticeship into other sectors.

**John Ladd:** That sounds like a great suggestion and we have been reaching out to a number of our organizations. So we've been making the rounds and talking with those folks and some of the leadership has been very actively talking about utilizing more apprenticeship models. It's not been a tool in their toolbox and again you have to understand that, this is different than internships, different than other forms of work-base learning, is part of what we have to bring to that conversation but there's definitely an opportunity there so I couldn't agree more!

**Pamela Moore:** I just have a training problem on the foundation idea that came up earlier. I was here last week and there was a discussion about the movement of many foundations away from investing strictly in the workforce area actually to raising the wage floor, and I think that's a perfect area if we could go in and help the foundation community understand this model which is very reasoned, right the relationship between wages and skills because I think as has been expressed in prior meetings, the higher the wage, we just begin to drive more people and more companies into the technology uses that eliminate the workers. So I think we have an angle right here, right now.

**John Ladd:** Absolutely.

**Ken Peterson -** Just to following up on that, the role of foundations or any outside intermediaries owes money – we had a lot of success in Minnesota with a state funded program and trying to get others into it called LEAP just trying to assist individuals with

just getting to work, providing daycare, getting them a bus pass, fixing up their car. Some of this stuff is very on the ground. I can't afford a bus pass so I can't get to the worksite where I'm starting my first or second week as an apprentice or something's wrong with my kid and something's wrong with my daycare provider.

Those things are an intermediary role that takes a little bit of financing, a little bit of help to make a huge difference in just each individual's lives to get them moving along to apprenticeship. Too often we have just on the ground stuff, \$15 for a week bus pass or whatever it is can make a huge difference for somebody.

**Jill Wall:** What Ken Peterson just said, if we can find a way to streamline the process between when we had the returns in apprenticeship and continue to enhance that because there's a lot of benefits that are there that sometimes for employers there's just no way for employers to go through. It's too confusing and as he's talking about that stuff, I've got veterans that have come out and we can't get through the red tape but doing what he says, gets them and they're incredible workers once you get in the door.

**John Ladd:** Are you referring to the GI bill red tape?

**Jill Wall:** Well it's what your focus is going to be on? Is your focus going to be on veterans? Is it going to be on this? Is it going to be on that? My focus is on my business and I've got an obligation to my employees to do the best I can for them so I'm seeking what to do to help them develop. What I want to do is have a diverse employment base. To do some of those things, I'm aware of all of these programs that exist and they're out there to help me as employers move these things forward. It's just not easy to get a matrix put together that allows you to use and engage these services with a single stop. I've got to knock on 26 different doors to take advantage of 12 different things. We need to get it to where it's knock on 12 doors to take advantage of 12 things.

**John Ladd:** Yes, yes.

**Jill Wall:** And Gregory Chambers because he understands.

**John Ladd:** Right, and that is a big point we are making with our staff is that one of the biggest values that we can provide is to, brave that funding, make those connections to people to be that one stop door for employers so that they can understand that this is part of it and a tool in the toolbox that we can help connect you to whether it's WIOA, other resources, the GI bill and our folks need to be able to know what is that individual employer's needs and how do I create a unique package of benefits that make sense for them?

**Gregory Chambers:** Yes but don't make it a tool in the toolbox. Make it the most used tool in the toolbox because the problem is it's the tool of last resort right now for a lot of your small employers and most industries, particularly industries that aren't traditionally apprentice-able. What we need to do is we need to help employers understand the advantage of it to help their people.

The money piece is one thing. It's always going to be important. Remember the dignity of the worker and that's what we're trying to do with this above everything else. There is a reason for apprenticeship that's outside all of this funding stuff. I love the funding's. Bring the funding's but let's remember the dignity that we're trying to instill in people. That's got to be something that we're doing and part of the frustration with this is it's too hard to use this system if you're not employing tens of thousands of people.

**John Ladd:** Even within this brief conversation and the rich feedback we've gotten, I think people can see there's a lot in a strategic partnership bucket. There's a lot of different facets we could focus on depending on what our perspective is and our needs. I really do view registered apprenticeship as that diamond and we need a different approach for each facet that there's something for the four year university and there's something for the community based provider. But so there's a lot of room here and using just a little bit of feedback from conversation indicates to at least me how we need to approach strategic partnerships from a very broad perspective and also a very intentional perspective in terms of how we present which piece to who when. There's a lot around the system and the process improvements. There's a lot around explaining the value proposition to new employers.

**Connie Ashbrook:** I wanted to just echo Ken's comments about the importance of support services. The Women's Bureau right now is having a symposium downstairs on family leave. Just to bring home to me the huge importance on quality affordable daycare and elder care for our workforces today and to know that their family members are being well taken care of while they're at work and they can devote their time to work. Being a productive and quality worker is just an important issue in our society so I just wanted to further add that to the dialogue.

**Man: (Unintelligible)** our major attitudinal change for everyone because literally I think the one thing that's most critical here is whatever we put in place to reach these numbers can't operate at the speed of government. You've got to operate at the speed of your customers. If you don't, literally they're going to see no value, even though to produce the results they're going to say I don't have time for it and time is money so it's going to be a major attitudinal change.

**Lisa Ransom:** I just want to go back a tiny bit to the components of the RA system and I'm looking at the top and I'm seeing community colleges and rack and high school and then I'm looking at the bottom and I'm seeing diversity and inclusion and what I'm not seeing are minority serving institutions. And that's a significant component because if you're trying to be inclusive but you don't incorporate the 275 MSI's in this country then you're kind of opening up something that doesn't have an end game and currently the house just passed – I can't speak for the senate, but the house just passed the reauthorization for Perkins at 405 to 500 and they included a requirement that states that have MSI's are now required to engage them because quite frankly even though there's nothing that inhibits that participation, there's never been any inclusion of MSI's at Perkins. And so we're now seeing that in others as well and it doesn't make sense to talk about wanting diversity and

inclusion but not targeting a significant population where that training and certification can occur.

**John Ladd:** Great point and certainly not intentional to have left those out we are incredibly excited that one of our national equity partners is a minority serving institution so we're really excited about that connection so good, thank you for that catch. All right so with that I think we're going to forego going a little bit deeper on some of these other initiatives because that feedback was incredibly helpful and a good conversation. I think we're going to get you to lunch because we need to stay on target for our agenda for the afternoon as we have folks that'll be joining us so I think we are ready to adjourn for lunch. I'll turn it back over to you.

**Andrew Cortés:** Yes well, you know, that just means that as you say, we're officially adjourned so we're officially adjourned.

**John Ladd:** All right, we'll all meet back here at 1:30 please.

### ***-MEETING BREAK-***

**Andrew Cortés:** I'd like to officially call the meeting back to order. So please consider yourself called to order. Next on our agenda is the Ad hoc Workgroup on Women and Construction. Jill, would you like to offer a couple of framing comments.

**Jill Houser:** Yes, sure

**Andrew Cortés:** You know, there's a great body of work that's been done here. I know that folks got an advanced look at the "Blueprint to Increase the Number of Women in Apprenticeship" but initially folks on the building trades and basically we'd like to sort of break this discussion into three separate layers for your consideration.

- One, we have this exceptional blueprint that has a tremendous amount of resources and thoughtful input. Right now this is an inwardly facing document. These are recommendations for our consideration as a body and what we're feeling like at this point is that we need to spend a little bit more time especially in light of 2930's imminent arrival and solicit some folks from the group to help polish the final language to make this an outwardly facing document. However that being said, there's some excellent work within this that create actionable items for us right now.
- So pulled out from the blueprint document is this 1 1/2 page summary which is provided in your folder and these are ACA recommendations that we're going to ask folks to consider within their sector caucus groups after hearing the presentation from Jill and other members of the ACA around the work that's been done to date and while the blueprint document may need some language adjustments prior to

making it publicly available, we believe that the recommendations are ones that we can consider as a body tomorrow after discussion in our sector caucuses.

- The third layer is walking through the incredible progress and work that has been done to date and with that, I will turn it over to Jill who can walk us through the summary of that progress and how we got to these two documents here today.

**Jill Houser:** Thank you Andrew! So a quick progress – we met here in June where we – the discussion shifted from our focus specifically on women in construction to supporting wider diversity among other populations and in other industries. So we began on our second cut of this to broaden the scope to set the framework so we could create a document that could be used in the future adjusted to different industries and different population groups. We began to look at resources a little more broadly. So we’ve done a first brush at that. We still found consistently and we heard some of it this morning at the introduction that the areas of interest continue to be (1) recruitment and outreach (2) training and retention and then for going back to John’s three tiered slide that the Office of Apprenticeship still has an interest in (3) compliance as well as part of the work that we do. So we’ve tried to focus on those areas. I’m going to quickly go through the recommendations, specific recommendations on the slides I’ve pulled out of the draft document. The request that we’re making to the whole group is to focus on these recommendations that are boiled down and very much supported by the group of the ACA members who worked on the group and the subject matter experts that were involved.

### **Recruitment and Outreach**

**Greg Chambers:** The top three things in the recruiting and outreach we talked about were: (1) The need for targeted outreach and marketing materials; (2) Expand social media message to really get the word out there; (3) Targeting training resources for sponsors and partners and sharing best practices. There are so many great subject matter experts as part of that Ad Hoc Committee, I pretty much sat there and was taught and learned myself; we have got to get that message out.

**The problem is women are not educated about opportunities in the construction industry, some of the solutions that the group came up with:**

5. Create outreach materials that are targeted toward women with a gender lens
6. Implement a digital strategy
7. Collaborate with other agencies and the VA
8. Encourage career educational opportunities

This to me seems to be driving the outreach down further than just the post high school and the high school graduate level. You have to really get to the kids when they are in grade school and junior high at the very least. The next slide talks about the problem being state agency sponsored apprenticeship programs lacking knowledge. So if you look at the solutions underneath that, you can see that we want to develop an orientation curriculum for the state agencies, expand the number of technical assistance centers, provide links on



OA's website to organizations that represent or serve women and people of color. I think this is key; there is no need to reinvent the wheel. There are a lot of organizations and agencies out there that we can just link up with and either support their efforts or educate them, then they are the apostles to get the word out about apprenticeship. Provide references on OA's website and incorporate the materials developed by the grantees and publish contact information for organizations. Again just link up with things that are already existing and take advantage of what they know and what they can do. They already have an established clientele. Why do we need to reinvent something?

### **Women lack adequate preparation to enter the building trades, some of the solutions**

5. Technical Assistance Centers
6. Expand funding for Pre-Apprenticeship Programs
7. Encourage the Community Colleges and other post-secondary education institutions that have training programs to link to apprenticeship program
8. Get their programs aligned with reaching out to the women and eventually Dr. Biden and Secretary Perez's network for women opportunities.

### **Training and Retention**

**Jill Houser:** These are the general buckets that the training and retention strategies fell into:

12. Improve Training for All
13. Better Track the Related Instruction (on the job and in school)
14. Recognize that there may be some bias in teaching development teaching to address any inherent bias,
15. Support Women on the Job
16. Recognize Industry Leaders

Recognizing industry leaders we thought was broadly important because there are segments and sectors in geographic areas that are being tremendously successful and then there are other areas that are not. We really wanted to find ways to shine a light on the industry leaders and then creating safe classrooms and workplaces.

**Connie Ashbrook:** Yes, there are some (industry leaders) around the country that needs a brighter light shined on them and brought to greater attention in the apprenticeship community so we can learn from those best practices and I'll just give one example. The OA just put out a fabulous video on their women from industry speaking in their own words and they are just chiming with pride and confidence and I just can't wait for that video to get in front of a group of high school girls to really inspire them to think about a career in the trades and learn more about registered apprenticeship and then take that home to show their parents and to say mom and dad, I want to do this. Help me figure out how to do this. So this is what this document and these recommendations are all about, recognizing the best practices around the country, having the Office of Apprenticeship provide guidance and really bringing to the forefront all of the great work that is happening

so that we can learn from it as an apprenticeship community and adopt those practices and then bring them to scale.

- **Examine the Data** - For the most part diverse women and men of color had far fewer work hours on the job than their white male counterparts and so we thought we'd like to see this kind of comparison taken to scale for the numbers of work hours. Is it taking women longer to complete their apprenticeship because of the lack of on the job training hours and both for women in general and women of color specifically to disaggregate the data to make sure that both by race and gender to see what the data actually is. The same with the completion rates over all to really see what that data is so we can do some analysis and look at where the successes are so that we can showcase those successes.
- **TA to States** - Provided by the Office of Apprenticeship to develop a quality framework standard for retention and completion guidance document that would really guide that retention and completion work.
- **Guidance on Equitable Worksites**, conducting an online survey that would allow female apprentices to report in an anonymous manner on their working and school conditions and also do an exit survey of women that leave before their apprenticeship is over so we can gather some valuable data from that and see what solutions we need to come up with to increase that retention.
- **Other Guidance on Equitable Worksites** - training for Office of Apprenticeship staff, use of the website – really valuable tool that the Office of Apprenticeship has – and making sure that all of those tools are available. Having a component of training institutes to look at the best practices that support women's retention and then the Office of Apprenticeship could set standards, offer guidelines and promote professional development on retention for different things that sponsors could do.
- **Worksite Professional Development** - the Office of Apprenticeship could host webinars, workshops at regional or national convening's or how-to documents downloadable from the Office of Apprenticeship website all focused on the issues of retention.
- **Cultural Competency Training** - The Office of Apprenticeship could promote cultural competency training which is really just distinct from equal opportunity employment opportunity. Cultural competency training is more about the interpersonal and more about the culture of an organization. The Office of Apprenticeship could develop and deliver trainings and webinars for registered apprenticeship programs around cultural competency, monitoring of apprentices' work hours, on the job training activities, etcetera.
- **Recognition of Best Practices** - We also want to recommend some recognition because we think recognition is a way to grow the understanding of best practices

and really celebrate and appreciate those organizations that have done such a fabulous job of committing themselves to seeing women – diverse women being supported and retained in apprenticeship. So the recognition activities – to showcase those that have made the greatest improvement and completion rates of women, recognize those that have the lowest gap between women's hours and the hours overall, recognizing construction projects that have achieved high numbers of sturdy level women working on them providing recognition for the project owners, the general contractors and subcontractors in this exemplary performance. We also think – moving onto another topic is the topic of mentoring. We know that many times mentoring happens within families that are construction families and how can we take the type of mentoring that happens and make it a broader programmatic element that's embedded within an apprenticeship program so that all apprentices get mentored. So we could provide guidance to different employers or training agents to find a mentor on a job site to all apprentices including female apprentices. This is also important as we do get more young people into apprenticeship that do not have family members or friends that have worked in apprenticeship. There could be an orientation or boot camp that happens before the apprenticeship itself starts that provides a very thorough orientation and many apprenticeship programs are currently doing this and I'd love to hear you talk about your best practices and the results that have come from that and why you've decided to offer that kind of orientation. Many apprenticeship programs are starting women's committees or caucuses within their union or apprenticeship program that provide help for apprentices or concerns and that kind of mechanism is really shown to be very effective and we could see more of that. And then there could be a member assistance program that would help with connecting all workers to budgeting classes and others help with handling finances, childcare referrals and other assistance with some of those personal issues that keep apprentices from completing.

**Jill Houser:** Thank you Connie. As came up earlier, training and retention – it's a huge financial issue for employers. It's huge for pipeline development. It's huge for the progress of women professionally throughout the ranks of any organization. There's lots of things that have been tried, just lots of things that haven't worked. Many of them are not easy. It is about cultural change. I really encourage you if you have any free time to look at the resources. There are some really great tools available; especially I'll put a plug for Chicago Women in the Trades and the Midwest and Western toolkits. They're out there. Curriculum's been developed. Resources have been developed. There are funds now coming out to support the diversity grants. So there's technical assistance available for folks who want to take a deeper dive at any one or a few of the strategies that are out there. I really appreciate the work of folks bringing resources together, talking about what has worked for their organizations and allow us to take a broad look across what's going on nationally.

## Compliance

Again the main buckets are:

5. Communicating the Responsibilities around EEO
6. Sharing resources within NASTAD across all the OA states
7. Making sure we all have the Best Training and Resources Possible
8. Developing Guidance on Compliance Reviews

We are waiting to see what happens with 29.30. Can't do a whole lot in this area, once that happens, training will be put together or maybe I should say if and when that happens, training will be put together. We'll certainly work to provide technical assistance to support the sponsors as well as the apprenticeship system as a whole.

**Currently there are some current hiring training and employment practices that are contrary to 29.30 that we do sometimes find across the country.**

- So annually, a way to remind sponsors and partners about their obligations that would apply to OA and SAA states that were talking about a national system.
- Possibly having the Office of Apprenticeship and OFCCP join together even EEOC and the press could jointly engage in identifying and preventing discrimination in hiring. This is just a new initiative that OFCCP has announced recently on focusing on mega projects which would be an opportunity to pilot this type of joint training. Some of the current practices talking about training, federal agencies that have met with registered apprenticeship. So again you have OFCCP, Department of ED as we work more with youth apprenticeship and as we use community colleges as intermediaries, there's just more opportunities for inner facing educating folks about these are the parts that are included in our registered apprenticeship program. You probably have goals or things that you are working with around, let's line things up so we're not needing to repeat things and make things more complicated than they need to be.
- Creating online opportunities, training opportunities so anybody who had questions or wanted additional information could find some guidelines available online.
- Encouraging states to raise up their best practices; there are leaders in every community. Let's give them some credit for the good work that they're doing out there.
- Here's another reoccurring theme; the marketing piece. Let's include a strong and clear strand that apprenticeship is for everyone or however you want to present it that basically apprenticeship is going to look like America. It's ApprenticeshipUSA.

- Possibly hosting an employer roundtable to really hear from the employers of what the issues are and what would work for them. I've had that conversation.
- An opportunity to create multiple channels for feedback to hear from individuals that the current system isn't working for us so we can find kind of an anonymous way to find out, you know, where the problems are.

So that's the midlevel view of the recommendations that the group as a whole evolved and then this is a final distillation; less than 1 1/2 pages of recommendations that we think could be rolled out immediately to advance this piece while we continue to fine tune some of the background material behind it. Thank you.

**Andrew Cortés:** First and foremost I just wanted to thank the Ad Hoc committee. This is an exceptional amount of work. You've taken a scroll through this blueprint. It is very comprehensive. There is a ton of information within it and I just wanted to thank all of the various subject matter experts, trades women and others who have participated in this process. It is an exceptional resource and I know that we're going to make good use of this going forward so I just wanted to say thank you to the committee first and foremost. Secondly I would like to say that this is an exceptional document. We need to make sure that the resources are presented out to the world in the best way humanly possible so that we achieve the changes that we're looking to see. I think that if we take a look at this blueprint, you know, there's going to be some dialogue and some feedback and I would encourage members to help the committee finalize and do a final edit of this document so we can get this information out to folks but I do want to point out that from the blueprint in its condition now, there are some actionable items which the ACA could consider recommending that the Department of Labor implement and that's what the page and a half is here that's in front of you on outreach and recruitment; 1-7 on training and retention 1-11. There's 4 recommendations on compliance, 22 specific recommendations for consideration and discussion of the body today and tomorrow. So with that, let me just open it up for other folks comments, input and feedback.

**Pamela Moore:** Jill and Connie great work. I tried to stay on the workgroup but I was changing jobs so just great work. It is an exceptional document. Do we know the percentage of women currently registered as apprentices? I would love to know that number of the 500,000.

**Andrew Cortés:** Jill might have, we're getting data but probably about 3 1/2% in the construction.

**Jill Houser:** Right. If you're talking construction, it's right around three. Sometimes it's a little below, sometimes it's a little above. I think system wide we're over 10% for women. Healthcare's is doing a lot to bring that in.

**Andrew Cortés:** The military's also doing a lot.

**Connie Ashbrook:** Just to add a little bit of perspective to that, the apprenticeship programs we work most closely with are just over 9% women so that shows what can happen when a Community Based Organization with our registered apprenticeship program partners work together to increase the numbers. It's 9% and growing.

**Andrew Cortés:** Yes and further you do see quite a bit of variation from state to state so, you know, it just kind of underscores Connie's point that there are clearly some practices and best practices that are working and making an impact.

**Connie Ashbrook:** This is why I get excited about all of those new IT resources and us being able to use that to really identify the best practices that are out there.

**Andrew Cortés:** As we all know, even the great numbers of 10% or 9% are far short of the population distribution that we have in terms of gender, so we know that we have our work cut out for us. Other comments, feedback to the committee?

**Chris Haslinger:** A couple of things. One is in here a couple of different places where it references, studies have shown and people being given incorrect information and things like that. Is that something that's going to be shared like what studies we're referring to and what data because that's referenced a lot in here for different ones.

**Jill Houser:** Yes, I'll take responsibility for that as the person who was kind of collating all the documents and trying to get all of the edits done. I made the decision to try to complete the draft and the resource list so it's just more a matter of time. So the resources here are in fact the references that can be inserted into this document so it's all supported by data that hopefully gets improved in every rendition and certainly those references would be included for every single comment like that.

**Chris Haslinger:** Another thing that kind of caught my attention in different places throughout here, the title of it, increasing the blueprint to increasing the number of women in apprenticeship with initial focus on the building trades. Well for the unionized construction path we all belong to and have to the building trades, union or part of the AFL-CIO. When first reading and ask is this targeted just to the unionized construction crowds that are part of the building trades because that's what the organization is but then in different parts you see where it says construction or construction industry. So as a matter of wording or schematics if we're going to talk about the construction industry, can we say the construction industry, and it's construction and new retrofitted service as part of buildings. Can we kind of look at that because, part of it when I first read it with the title, that is what popped in my head right away. I don't think it was anything intentional in that. It's just more of a wording and we're using different words.

**Jill Houser:** Yes, certainly and thanks for that input. We can certainly do that.

**Andrew Cortés:** So I just want to make sure I capture the input. So after the committee in the final letter you're suggesting we broaden that perhaps construction occupations?

**Chris Haslinger:** I think if it's in construction occupations, you're covering new or retrofit or even service related to buildings and you're talking about the construction industry as a whole whether it's a union program, a non-union program, or whatever program it is that falls under what the construction industry that would be in that sense.

**Andrew Cortés:** Yes, that makes complete sense and then also just a note throughout all citations explained and footnotes provided, right? Any other feedback to the committee?

**Bernadette Oliveira-Rivera:** First, I do want to thank the committee for their work. It's clear that there's a lot of passion and a lot put forward in creating the document and we really appreciate it because it is a topic that we all I think are sort of committed to so thank you for the work. I also would like to say that having that condensed two page document is very helpful because I feel like, to echo what Chris Haslinger has said and what Andrew Cortes had mentioned earlier, there's some work yet to be done to refine this document in terms of the language used and the consistency of terminology throughout. I'm not going to belabor that point but I do feel like the number and type of recommendations that are being put forward are perhaps quite ambitious and some conversation around prioritizing these which I'm thinking is going to take place maybe tomorrow is going to be needed and certainly wanted to say thank you for the opportunity to look in more detail and have a chance to come back to it tomorrow because having glanced through it, I know that I have a lot of questions and certainly some areas of concern that I feel are going to need some clarification before we can move forward.

**Andrew Cortés:** Great, thank you, other comments.

**Brian Turner:** I'm kind of standing between multiple stools here so excuse my comment if they ramble a little bit. Obviously the question of getting rid of barriers to diversity in the American economy and American society has a long history and a lot of parts. We talked at the last meeting about trying to make sure that we weren't holding up the building trades. I use that term in my intended sense. The building trades weren't hung out there as the bad guys in this story. So we have a mixture, a combination of recommendations most of which apply to the economy as a whole, some of which apply as written to the building trades but they also really ought to apply to the economy as a whole. I think the ACA has to be concerned about the economy as a whole in all sectors and to further muddy the waters about all groups which have been denied equal access which is not just women. So I think the ACA has a responsibility here and I'm sorry if I'm slow and Connie Ashbrook I say this to you directly, I'm slow in formulating my thinking on this. Maybe I'm just a slow guy but I think the ACA has a responsibility to look at all of these pieces and be able to identify how this set of recommendations relates to the rest of our charge which covers all of it.

**Andrew Cortés:** That's an excellent point and well worth us reflecting on. I mean a lot of the challenge is how do you break things into pieces that are manageable, right because there's a complex problem but that must mean that there are pieces that we could take on a bit at a time and that balance is a hard one to strike. If I'm not mistaken what I'm understanding from the committee is that these recommendations specific to issues of increasing women in registered apprenticeship within construction occupations could be

provided now without any harm to the fact that we need to look at the whole but I appreciate the comment. I don't want to speak for the group but that's sort of the impression I got is that construction occupations because of the density of high quality programs that already exist there and made sense as first focus areas but you're right. It's a balancing act and I think that if the committee felt that these recommendations around increasing women's participation in registered apprenticeship went forward, there's no reason we couldn't turn around and utilize these as a blueprint going forward from a large more complex issue of the economy as a whole.

**Bernadette Oliveira-Rivera:** This is just a point of clarification, from the conversation that we had at our last meeting and I don't know if I'm recollecting it properly but I thought that the agreement was in fact that we were starting with construction as a place to get us going down this path but that the committee would in fact do this for all of the additional sectors that we are looking to focus on. So Manufacturing, IT, Healthcare and so forth so I just wanted to make sure that the commitment is there and that the next piece that we're going to see is going to be exactly like this but targeted at a different sector.

**Andrew Cortés:** It was my understanding that construction occupations were the first focus area for a broader discussion of diversity and inclusion in apprenticeship around women's participation rates and that's what I remember the minutes reflecting as well. So I do believe that was the conclusion of the group. It's just I do also recognize that a lot of these are very cross cutting, right. So they apply here in women's registration and construction but they also apply to areas across our economy and for consideration when we're looking at registered apprenticeship an increase in women's participation within it as a whole.

**Bernadette Oliveira-Rivera:** Which...

**Andrew Cortés:** The summary, the executive summary refers to that that this is more for construction than any of the other industry.

**Bernadette Oliveira-Rivera:** I did which is kind of why I wanted to confirm that because I do think that you are correct. A lot of the information that's here is crosscutting. What I might not feel so comfortable supporting is the work of an Ad Hoc group that is focused exclusively on one sector of the economy and nothing to follow targeting all the other sectors.

**Andrew Cortés:** Right. Yes and another reason that I bring this up is, you know, we want to consider how we are going to structure this work going forward and we all recognize that as a last thing we're looking at broadness, so this chapter and expand the larger chapter going forward and I think that's what the group is trying to do by providing these recommendations now. Please help us engage and do the final letter on the document as a whole and let's talk about how we move forward.

**Tom Haun:** Obviously CFR 29.30 has not been released and obviously I think that's going to drive more rules and regulations to apprenticeship which certainly I don't have a crystal



ball as John Ladd does, how much of this is going to kind of overlap some of that kind of stuff. I guess what I don't want to see is, and I don't think any of us, I don't want to use this term wrong but switching to wasted time and effort, I don't like to do anything twice especially when the first time we think we're going left and all of the sudden we can't, now we've got to go right. Now I don't know what that would be in here. I would hope very minimal if anything but there isn't some things that, you know, if you just look at – for example the one thing that I get and John Ladd to my knowledge your department does not track work hours on individual person's basis, does it?

**John Ladd:** Not at a macro level. I mean you would have to go down and capture that information through.

**Tom Haun:** Through the sponsor.

**John Ladd:** Right, through the sponsor.

**Tom Haun:** So I guess my question is how much more responsibility are we putting on a sponsor to look at for example this work hours ratio thing? And I understand it and I understand it to be of some concern but I'm going to tell you from the world of apprenticeship, 99.9% of the time apprentice has less hours then they're just not showing up for work. Their key help in the construction world and employer – when they can hire a journey person or a journey person has to replace an apprentice because we can't – they're screaming at us because we don't have enough practice or as it's called – M-O-N-E-Y. So there's always a reason why somebody misses work and certainly some of it's very justified and I'm not – I mean there's a million reasons. So I guess my question is just looking at numbers – it's not going to tell the whole story and I don't want to – in my opinion – this is (Tom)'s opinion. I think that could be skewed. I mean, yes numbers can tell a million stories. There's facts behind the numbers so I don't know where that – my number one question was we're going to charge our programs with person or gender by gender hours.

**Jill Houser:** I actually didn't see that in the recommendations. My view was as somebody who has in the past done compliance reviews on programs and three of those are guided by the current CFR 29.30 so it would be interesting to see what would shift. But during the compliance review, that is one of the measures that's taken – apprentices are tracked by our grid and we know that the gender and the race of those apprentices so we typically do a smart check to see, how they're fairing among the different subgroups of the population so that's what we're talking about looking at here. Some of the recommendations would certainly depend on what kind of data we had. We don't collect on an annual basis. So we look at completion rates.

**Bill Peterson:** Completion rates you could certainly do and that would be something you know based upon gender and based upon completion.

**John Ladd:** Right, right and we could probably do time to completion as well. We're getting in the weeds.

**Tom Haun:** Yes, I'm not saying that's a good or a bad thing. I'll reserve judgment on that whole downward path but I guess I want to make sure I understand what we're going to be recommending to you on what I'm now telling my programs they've got to do.

**Andrew Cortés:** Well let me just comment on Tom and then I'll get to Bill's point.

**Tom Haun:** Yes I'm sorry, that's part of one of the things as well as the blueprint needs, in my opinion, some cleaning up of some things that are stated in there and we talked about that so I'm sure we can do that. I don't see the things they're saying are contradictory to the call. The common good of it, we're all in favor of doing this. This isn't oh no, no, no and not that we're doing it. Are we doing it better today than we did yesterday? Absolutely. So, you know, this just comes into play on okay, maybe why in this particular area we're not doing that, we've got to find out why.

**Andrew Cortés:** So and I'll get to Bill in just a second but to Tom's point, I mean the way I heard that with my selective hearing was that we might want to rework on training and retention. There are 2, 5 and 6, both reference data analysis. So how that is stated needs to be shifted and condensed in light of potential burden we might be putting on sponsors and, you know, that's not the intent. The intent is to ask the department if you could take a look at this data and tell us these things, please do so. So how do we condense those recommendations to convey that point?

**Bill Peterson:** I was just going to state this goes back many, many years but it goes back to people tracking apprentices. We put four apprentices on at the same time – one minority, one female, two regular folks – and what happened was about the third year we got questioned about how come the females are falling behind. Well what happened was the female was pregnant and she went on maternity leave so she was off for, you know, three months and had the baby then came back and she got pregnant again and obviously she could only work so hard, but they did want to know what was going on with the female apprentice compared to everybody else. I mean it was a pretty simple answer, she was on a maternity leave and the doctor only let her work so far because, you know, the type of work she was performing. So I mean that does happen from time to time but that's the only tracking that I'm familiar with that fits in any of our programs.

**Andrew Cortés:** This may be asking for something that can't be provided so, you know, perform data analysis on apprentice work hours to the extent possible by gender and race, identify trends if possible, right

**Scott Kisting:** So we talked about the participation of women. Do we have the diverse women participation rates? Is that something that we can gather because I'd be interested to see how we understand that because that definitely helps us to understand that there's an improper skewing there as well. The second part for me is I am a big believer in the KISS method – keep it simple and smile a lot – because government doesn't work well when it's got a lot of things to do. Let's give it less to do. I think the list is too long. You've got to get down to a few crisp items that we're going to do extremely well and be very successful. We're struggling right now with apprenticeship particularly in new industries

because it's too hard for people to understand all of the pieces. Tear the pieces and parts down, get this simple so we can engage employers who are confused, intimidated, worried about government intervention – this that and the other thing – because when they go talk to someone at a state level, there's nothing but gobbledy-goo. You need to take this down. It's too much. You can't train what you've got.

**Chris Haslinger:** On the training and retention piece a couple of the items, where it talks about, like number one and two, provide the items on creating an equitable environment in apprenticeship classroom instruction and developing quality framework standards for gender and neutral and inclusion. You know, looking at that there and then reviewing back through here, we're talking about the different things, OA developing quality framework and things like that. I think we talked about this maybe and I think John Ladd at the last meeting I think we mentioned, I mentioned something about, there's another agency I think called the Department of Education somewhere around down here that, you know, isn't there some ways that we could look at incorporating or put some language in here instead of developing and providing all of this is working with, you know, the Department of Education and their resources to put these things out there. And maybe it's so much – I know right now we're just talking about the women in construction but as Bernadette talked about the other segments that are coming in, I also think that if you looked at the Department of Education, some of the resources could be broadened enough to where it also talks about, what resources are available for maybe individuals with disabilities or things like that because there's all these resources. So instead of having to create this why not utilize some of these tools that are already out there? Maybe these first few things or what's in here could be tweaked or put something like that in there, where it's, you know, provide or work with the resources available through the Department of Education on providing classroom instruction. Things like that that would cover not just the construction but would also be something if we do Manufacturing or, you know, Technology and other ones in that that were kind of combining – I don't want to say we're combining a couple but to me this would apply no matter what industry we're doing. I don't know if that make sense or not but I just think there's a lot of great resources out there that we could do rather than put – I know (John) you have a large staff and all kinds of resources (unintelligible) but maybe there's some economies here that we can share instead of creating some things. So that was one thing I thought maybe we could do or maybe reward those couple of things there. That's very helpful and it gets us down to 20 recommendations instead of 22.

**John Ladd:** I just had a quick comment to the point about 2930, you know, our plan ultimately would be whatever recommendations are passed that we would do some kind of crosswalk to make sure which of these recommendations are related to which provisions of 29.30 and make sure that those are aligned so that we're not going to do things twice. We'll make sure we've got that covered. I guess I have a broader question though. In the training and retention piece there's three references to quality framework, you know, one for construction, one for completion retention and completion and one for mentoring. So I guess I'm looking at our experience for the quality of framework for pre-apprenticeship and how long that took, you know. Has there been any initial thinking around what needs to go into those frameworks and do you have any sense of how we can accelerate that

process so, you know, we're not taking multiple years to get to that point or are there different mechanisms to achieve that, you know, those same goals? I'm just worried we'll get bogged down in another year long process to create those frameworks, right?

**Connie Ashbrook:** Well I think the quality framework for pre-apprenticeship was such a fantastic document that has laid the ground for just really important work going forward which is why I think the idea of developing quality framework guidance is a really important mechanism for the Office of Apprenticeship to use and yes, it is time consuming. And I am not sure what to suggest whether this is something that you would farm out to as part of the work plan of the other equity contractors to draft for you or whether it's something that the workgroup of the ACA would work on. So I think we have some options for how to take something but I think it really makes valuable guidance for practitioners to have in apprenticeship communities and these areas.

**Andrew Cortés:** Okay so some – the way I – to rephrase a little bit, what I'm hearing is that the committee did consider that it could take some time to develop those frameworks but felt like it was a valuable process and important enough to have that any sacrifice for time would be worth the value of having the clear guidance. Is that a fair statement?

Woman: Yes, with the coming change from administration obviously they will not be.

**Andrew Cortés:** Well but an important point though. I mean it may also be that these are recommendations of the ACA for the department in their consideration. Maybe there is something where we say or rework these and condense items a bit and say examine how quality of frameworks can be utilized or developed to address the following issues, right and we do that and we're not being so specific in terms of how of the department but what we're doing is giving a broad recommendation on what we think the department needs to address and in fact the quality of frameworks were a good tool to do that. So it sounds to me like there's a little condensing perhaps the group could do even before the sector caucus breakouts tomorrow and I saw (Bernadette) had a comment and I do want to get us a little bit back on track in terms of time. We're two minutes over now. (Bernadette).

**Bernadette Oliveira-Rivera:** I'll try to keep it as concise as I can. If there is a decision to actually move forward with development of the framework, I might suggest kind of piggybacking on what Chris has said that we work with the Department of Education and perhaps just adopt what they may already have in place for gender neutral instruction as well as for mentoring. I know that teacher indenture programs are, you know, really strong in terms of their operations so something to look at there. There is one item on here on the training and retention where I do feel like we need to give a little bit more thought and that's item number eight – developing feedback mechanisms and survey instruments for collecting feedback from individuals on their registered apprenticeship experience. I'm just wondering how exactly this would be both created and then because there are already various avenues for individuals to provide feedback, both working with existing sponsors as well as the state agencies and the OA in addition to all other sorts of grievance procedures at different places of employment. So I guess who vets this information? Who looks at it and how is this then used in how we determine the validity of the feedback that's

being provided. So just kind of wanting to understand a little bit more for the rationale here.

**Jill Houser:** I can give you a very quick response. There have been thousands and thousands of female apprentices and virtually no complaints filed yet there are many, many stories floating around in many different environments about things that go on. And so we're looking for a different mechanism to try to get a sense of what is actually happening in the field. So it's that simple. Complaints are not filed. So I think there's just the sense that that system may not be functional.

**Andrew Cortés:** Understood but also very helpful feedback because the question is, you know, how we collect this. How do we validate the data? Who uses it? What's it for? So this is really, really valuable input, right. There are a lot of good comments and feedback as they're presented. I heard some areas where some of these could be condensed, combined, perhaps relooked at based on the input of the body prior to the sector caucuses tomorrow. I did want to recognize and invite up to the table in fact Mr. Johan Uvin from the US Department of ED. I saw that his hand was raised and we would love to take his comment as we transition to our next event. So (Johan) would you like to come up to a mike?

**Johan Uvin:** I'll be very brief. You know, we've done a lot of work in the equity space in terms of guidance, technical assistance, model development – things of that nature – and we are very appreciative of the fact that the connection with our work is being made here and I'm offering here an opportunity to actually work together around some of these equity issues including the important issue of gender but also issues of race, ethnicity, disability and I can go on talking about the many subpopulations that typically do not have opportunities to higher quality education and training. I'm comfortable making that commitment here because the issues in high quality career and technical education access are the exact same issues as the ones that you are talking about. Girls and women and young women do not have access to the higher quality programs at a scale that should be the case. The issue is also through various sectors, we are partnering with leaders in advanced manufacturing to really change the views of that sector so that more women and particularly youth of color would consider opportunities in those sectors as well. So it's an offer. If you take us up on it, we'd be happy to partner around it.

**Andrew Cortés:** Sold. No question here. Thank you very much. And with that, I'd like to transition to our next item. Thank you very much for that robust discussion.

**Chris Haslinger:** Can I just ask a question. Tomorrow – unfortunately I have to fly out tonight but tomorrow after the second caucus will the vote be on just this sheet and a half here back on this document as what it is? It's just on this?

**Andrew Cortés:** That is correct.

**John Ladd:** I'd like to introduce Laura Ginsburg on our team. Laura is our new division director for our division of Promotion of Strategic Partnerships and many of you know Laura has been really the guiding force in establishing the RACC, leading on a lot of our

WIOA efforts and has now taken up the charge of helping us to think through how we might expand youth apprenticeship models across the country. So that's an area that we again want to continue to get your feedback on. I'm going to turn it over to Laura for a number of updates related to education.

**ACA Ad Hoc Workgroup Youth Apprenticeship:**

**Laura Ginsburg:** Thank you John and hello, everyone. It's really a pleasure to be with you again and welcome to all of the new members here and welcome to the older ones as well not older in age but in time serving – right. So I wanted to give you two updates and I'm going to be joined by Brian Turner and LeAnn Wilson who have been working very hard on the youth apprenticeship framework.

**RACC Update**

- I'm going to start out with a RACC update and for you new members; we have a registered apprenticeship college consortium which was born in this ACA group a few years ago. It was Bernadette and Tom who came to us and said, you know, we have these great apprenticeship programs and we get them evaluated by ACE – the American Council on Education – we pay a ton of money to have them evaluated for college credit and then we take them to colleges and they will not accept the registered apprenticeship experience. You know, Department of ED, Department of Labor help us. What can we do? So we got together. We had an ad hoc workgroup. It worked for a couple of years to get the policy together. We came up with the framework and then two years ago we actually had the launch. It was launched by Vice President, Biden because his administration saw that wow, this is a really important thing. It's going to help registered apprenticeship grads go on and get their college degree and it's also going to help with other goal of the Department of ED and that's to increase the number of college graduates. So I am extremely happy to say that this is a slide we did Friday. We now have 275 members – college members – so we have hit our goal. We're going for a few more this week just so we can exceed – we're going to exceed our goal – and we still have the 957 apprenticeship training centers. These are the registered apprenticeships centers across the country and then we have 15 national, regional and state organizations. So we have grown it quite a bit since we started so I think it's really your support and guidance in getting this going that the RACC is becoming quite a formidable network of colleges and registered apprenticeship programs so congratulations to you all.

**Tom Haun:** Congratulations to you Laura. Thank you.

**Laura Ginsburg:** We have a great partnership with the Department of ED. We are finalizing a memorandum of understanding and the management of the RACC and we do work very, very closely on the management of this and then it has also really enhanced some of the other areas that we're working on.

## Youth Framework

- I want to transition over to our youth apprenticeship framework. As I said, LeAnn Wilson and Brian Turner are going to chime in. I do not have a document today. We have been meeting monthly. We have been struggling and going back and forth and back and forth on a number of different concepts and really trying to get our heads wrapped around this.
- We will have something in a few weeks and I need the advice of Kenya to kind of help us. What is the best process for getting this material or this framework to you for you to respond to before our January meeting? And also since it is going to be a framework being issued by both Department of ED and the Department of Labor, we're working very, very closely with Johan's staff on this framework.
- So what we're focusing on is in-school youth – primarily junior and senior high school students – for the apprenticeship. It's basically those 16 and 17 year olds because to have an apprentice, you have to be at least 16 years old so that's part of our jumping off point. For out of school youth the 16 to 24 year olds, we look at pre-apprenticeship or registered apprenticeship although there are programs that do work to try to get those 16 to 18 year olds back into high school so we've tried to take that into consideration.
- As I mentioned, we've got this joint policy guidance that will be issued by both of the departments and then we also want to develop a lot of web-based materials and web portal – a web portal so that we're able to put a lot of information from the various states and the sponsors that are implementing youth registered apprenticeship.
- We've also had a lot of guidance from the states. Amy Firestone, who is new to our staff has been working diligently on this. She's been to Kentucky. She's been to a number of states. She's met with a lot of sponsors to get their input on what they're doing. We've worked with Karen Morgan in Wisconsin so we're trying to really get a full idea of all the variations of a model for youth apprentices.
- So I'd like to turn it over to LeAnn and Brian for anything that they would like to add to this presentation.

**LeAnn Wilson:** I would just like to recognize Laura, Amy, and John, just a great Ad Hoc workgroup. It's been a pleasure to be a part of it. I think when this committee does see the framework, they're going to be really excited about the goals, the principles, the guidelines that have been established. A lot of great discussion, a lot of great state models that were considered and I think just from the CTE world in particular just it is extra exciting for me just because again, you know, CTE covers both the secondary and post-secondary students' career success. I think that digging deeper and getting to people earlier – I know we mentioned that earlier – getting to the students at younger and younger ages is going to be a real key to kind of get us over some thresholds that may address some of the equity, you

know, it may – you may see it start to impact some of the other work and some of the other discussions that we’ve just had. So again I think we’ve done a lot of tweaking and a lot of word-smithing but I think it’s all been very important and I think you’ll be pleased with the framework once we’re able to share it. But just know that certainly there’s going to be more input that we’ll probably gather and but I think the overall goal of this project and just looking at youth apprenticeship is truly an exciting thing, especially like I said for the CTE community. So it’s been a pleasure to be a part of the committee.

**Brian Turner:** Thank you LeAnn. There’s a lot here and the general subject of linking work based learning and school-based learning which is the essence of apprenticeship anyhow is being translated in the work of this committee down to the junior high school and high school level and I want to say a couple of things. Number one, it really opened doors for diversity. If anybody’s going to say they’re having problems with finding diversity in their apprenticeship recruits if you go to a place like Cardoza High School here in Washington DC, 99% of the kids qualify for free lunches – a very high percentage of minority kids – but you go to their – and they have programs that start with breakfast and end at like 5:30 in the evening so the kids are really working all day long. Half of the participants are women – more than 90% are people of color. We know from the research in CTE that these kids do better in their standardized test scores than kids in more general education so this is not the school for dummies. So lots of opportunities there to improve education for kids who have not been well served through CTE but also to make sure that we’re taking this as a springboard for their continuing education and not an endpoint. High school apprenticeship doesn’t or shouldn’t end when somebody is 17 or 18 years old but be a springboard into further education and further adult apprenticeship on articulation with apprenticeship or pre-apprenticeship so that we’re really putting people on an upward track that’s going to continue on for the rest of their lives. I think it’s very promising.

**Bernadette Oliveira-Rivera:** So again another amazing output. I understand we haven’t seen the framework yet and I am really personally looking forward to that because I think it’s going to be something that all of us are going to have a lot of interest and can really use so looking forward to that but you guys have been working and really have put forward some interesting concepts. I don’t know if these questions make sense and they probably reflect my own ignorance on this so I apologize right up front but the first is how do charter schools fit into this picture and would they be covered in some way through the development of this framework along with all of the other more traditional sort of educational institutions that serve youth. And then sort of on a completely different topic – the ROTC program and kind of thinking about how we can encourage youth that are interested in that particular path and maybe want to get into the military to consider apprenticeship as something that they can do once they’re out of that track or ways to kind of determine whether or not the skills they’re getting in one area are transferable to another. The last question that I have and I remember this was a conversation that we also had at our last meeting is around I hear youth in apprenticeship and youth apprenticeship and those are two different things and I feel like when you have a high school student, like the essence of apprenticeship is you are a fulltime employee and you’re getting your experience on the job and you are taking related instructions that you are working fulltime. That’s what an apprenticeship is. When you are in an educational environment, that is



more of a pre-apprenticeship and so if we're looking at this and we're putting together this framework, are we looking at if it is a pre-apprenticeship model, how is it then linking to the registered apprenticeship and is it following that pre-apprenticeship quality framework as well? How do those two kind of relate to one another?

**Laura Ginsburg:** So I think I can answer your questions. I think the framework that we're creating does address school mode. We're looking first at high schools. Charter schools can be high schools. We're also looking at 16 and 17 year olds so I think that this framework charter school will fit under that. On the ROTC that's not something that we really addressed. We're, you know, there were some areas that we were not able to take on. For example homeschooling was brought up and I think that's just, you know, I guess if you're homeschooling then you get your instruction at home and then you would go into an apprenticeship program but we did not address that. The issue of youth in an apprenticeship and then youth apprenticeship – I think what we've done is we have looked at all of the models and they are:

**We found that they are basically three different models out there:**

- One is the pre-apprenticeship which is covered by our pre-apprenticeship framework and I think part of that model is a school to apprenticeship where they're doing some sort of preparation for their apprenticeship. It could be coursework. It might be, you know, taking a safety course – whatever – but it would be, you know, they're not fully registered yet. So upon graduation then they would take an exam and they would go into an apprenticeship program.
- The other two models we see are where they're registered. So the youth are either finishing their apprenticeship when they finish their high school diploma and this is something I know we had a big discussion here that we really do want to, you know, not encourage that model. But we've also seen a model where they start their registered apprenticeship and they are registered and then they finish it when they finish high school or they'll go into an associate's degree and they generally finish their associates and finish their registered apprenticeship programs.
- So those are the basic models that we are – that we have observed and studied across the country. So we're going to address the criteria and what are all of the components for each of those models and really look forward to your input into that because I'm sure, you know, no matter how many great minds are looking at this and coming up with it, you know, I'm sure that, you know, there's a lot more, you know, that we can consider.

**Bernadette Oliveira-Rivera:** I want to understand as it relates to CTE. I clearly get the starting point in junior high school but I don't get an apprenticeship at the starting age of 16 because that is not a junior high school age. So what are we doing in junior high school?

**Laura Ginsburg:** I think Brian mentioned junior high. We're not starting an apprenticeship until 16.

**Bernadette Oliveira-Rivera:** Well I'm noting it says focus on in-school youth apprenticeship, junior and senior high school students. That's why I asked the question.

**Brian Turner:** Juniors.

**Laura Ginsburg:** Oh, juniors.

**Bernadette Oliveira-Rivera:** And seniors.

**Laura Ginsburg:** Oh, 11th and 12th graders.

**Bernadette Oliveira-Rivera:** Thanks.

**Man:** So Bernadette brought up the charge goals have very little thought given to reaching out to the Lutheran church and the Catholic church because those two faiths – a couple of them like that – they have a tremendous number of high schools throughout the country and they've got a real desire to help identify people that might benefit from something like this. Has there been thought given to reaching out to them at a national level to say hey, we've got the public schools aware of this. Are you guys aware of it? And this is something you need to be taking advantage of for your students.

**Laura Ginsburg:** That's really interesting. We've not started focusing on that. I mean we're just trying to put the policy in place right now and kind of with the rack model we put the policy in place and then we did the big outreach after we had the policy but I think that's an area that we would want to consider:

- Two areas that we're working on are the high school bachelorette – schools that provide that. There's a lot of interest from the organization that does these – the ID programs –the international bachelorette.
- And then the other one was advanced placement by the College Board. We're in discussion with them to link those courses with registered apprenticeship programs. So we've not reached out to any of the faith based schools but that's a great idea.

**Man:** Well I mean the homeschooling – you brought that up – that's difficult because who knows where they're all at. You know, it's good from an educational standpoint but if you looked at the catholic one as an example – you get to that point – you just ask to address the UCCB to save yourself some time, make one plea and let them filter it down.

**Andrew Cortés:** All right, let's get a final comment from Chris.

**Chris Haslinger:** Laura, a question, the framework and everything that's going on – is there also regular dialogue? Are we bringing in like Department of Education or guidance counselors in that on setting up this so that, you know, again we're not duplicating things here but we're trying to use those resources as well and if so, has the feedback been good or what things are possibly coming that can try and get to folks involved in Department of Education or guidance counselors more about apprenticeships and why it is something to recommend during, you know, to either junior in high school because a lot of the guidance counselors are rated on how many, you know, students went to college, you know. That's what they're looked at and that, you know, is that driven from Department of Education or wherever with a certain – is that going on right now as well?

**Laura Ginsburg:** Yes, we have someone from Johan's staff on the committee, Robin Utz, representatives for the school counselors, they have been sitting on the ad hoc workgroup as subject matter experts and we are creating a partnership with them. We're going to a couple of their conferences. We went to their national conference. We're going to some regional conferences. We're also working with the – it's now called advanced CTE – and it's the group of CTE directors in each state so we're working with them. They're sitting on the ad hoc workgroup so we're trying to get all of the various stakeholders working on the workgroup as subject matter experts to help us make sure that this framework meets everyone's needs because remember this is going to be issued by both of our departments. But if you have any other suggestions for any other groups that should be involved, please let us know.

**John Ladd:** Just quickly, I know we want to get to a break, obviously there's a lot of urgency around this issue. You know, Johan left. He's a man in demand right now. Perkins reauthorization is being considered on the hill as we speak. The house passed their version. It'll be interesting to see whether the senate passes their version this year. We'd love to see something in that new legislation that creates stronger linkages between apprenticeship and CTE so there's urgency there. There's urgency, many of the states are moving forward on this as they should. They shouldn't wait for us, Kentucky's been doing great work in this area for a while. The Secretary of Labor was just out in Colorado. They've launched a major initiative. States are very, very interested in this arena and a lot of times they just have a lot of basic questions about, what are the chat labor laws that relate to this. What are the various advantages of doing registered apprenticeship in this context? So I just want to underscore this community's been doing great work but there's certainly an urgency to get information out to help support, you know, the work and innovation that's going on across the country.

**Andrew Cortés:** All right, well thank you very much Laura. It's very exciting work. I mean I remember in 2012 the state of Washington report that started our ball rolling on the public investment on apprenticeship said one dollar returned 23 for registered apprenticeship. The second highest was secondary level career and technical education – one dollar returning nine. So I remember that well and just a quick plug for the rack which is an incredible group. I know that we have three Rhode Island universities and our community college involved. If you are truly at 275 now, I want to deliver you one more Rhode Island college afterwards just to push us over the top. Incredible work on all fronts. So with that, I

would like to adjourn for a very brief 15 minute break. Our next presenter has some time constraints so if we could be back here at 3:15, I would appreciate it. Thank you.

***-MEETING BREAK-***

**Andrew Cortés:** All right, excellent. Thank you all for being so prompt. I'd just like to call the meeting formally back to order at 3:22 p.m. and we have an exciting next section. We are looking at different ways we can look at building innovative apprenticeship models and we have a special guest with us today Diane Jones – who's with the Urban Institute working with Robert Lerman who many of us know as well and I'll just turn it directly over to you.

**Building Innovative Apprenticeship Models**

**Diane Jones:** Thank you. I'm really excited to be here today to tell you about our project. We have officially ended our first year and I feel really good about the progress that we made and looking forward to next year. We are a technical assistance contractor to the Department of Labor to OA and our job was to try to create competency based occupational framework that would have a national applicability.

- So instead of working with one particular company, we're using a number of resources – international standards, multiple companies, looking at licensure exams, working with trade associations. We're taking a very broad look at certain occupations and trying to develop overarching frameworks that would work for anybody. So anybody in this field would be able to use the frameworks and create an apprenticeship. We're asked to do eight or ten this year. We've done 13 thanks to the partnerships that we've enjoyed with some of the trade, you know, with Brian Turner's group, with Susan's group.
- So we will be soon ready to post 13 of these frameworks and we've already started five into year two. The idea to put information out there that's a resource for companies and for related instruction providers to make sure that there's some degree of consistency across programs and also to speed up the process so that if the new employer wants to come into the program and they can – and their program is consistent with the national framework – they can get expedited review and approval because we're hearing in the field people saying, you know, I have employers. They're ready to go. And if you have them wait for too long then they go find something else. So that's the background.
- I did an apprenticeship, my father did an apprenticeship, my son did an apprenticeship but I spent 30 years in higher ED and I was the assistant secretary for postsecondary ED over at the department of ED. So I've had 30 years in higher ED doing curriculum development and writing standards but I got my start at an apprenticeship as a nursing assistant and it was that job that paid for my way through college, medical school and graduate school so I have a real personal fondness for the apprenticeship program.

- We're focusing on competency based programs but, you know, many have said and I agree, a competency based program can very easily become a time-based program or a hybrid program. You can always find a way to assign time to competencies but the point of a competency based program is to be very clear and detailed about all of the different things somebody should be able to do to demonstrate that they are able to function in a particular job.
- What we think the benefits of competency based programs are, first, these programs acknowledge what somebody already knows. If you have somebody who's been in a job in high school or an adult who's doing a career change, often times these people bring tremendous skills to the apprenticeship and they get frustrated if they're asked to repeat them and they feel like, you know, I already know this. I'd like to spend my time learning what I don't know. Competency-based programs allow us to acknowledge what somebody already knows, give them credit for it and let them move. It creates learning efficiencies by eliminating much of the extraneous information that really just confuses the learner and isn't directly applicable to the job. The pace can align with the individual learner, you know. Each one of us has a different pace and where click on some things is slower than the others and so competency base allows us to move at the pace that works for us.
- We think it reduces the time to productivity. You can get an apprentice who is productive and confident in some particular skill so that they can become productive very quickly rather than working as opposed to a more traditional model where you learn, you learn, you learn and then only at the end of it do you actually become confident and productive in applying that knowledge.
- Our focus is on filling gaps. The other thing that we can do is we really can validate that the apprenticeship is a high quality learning opportunity because if anybody questions well what did that apprentice do on the apprenticeship, well here's my transcript, you know. I have 5, 6, 7 pages that show you all the things that I show that I can do.
- We think that this will help with the efforts with the rack colleges. You know, the truth of the matter is only faculty can approve transfer credits and faculty can be persnickety from time to time and but we think if we have these transcripts, it will be much harder for the department chair or a faculty member to say no, we can't give credit for this when we can saw well here's the transcript and here's the syllabus. Look how much overlap.
- Finally we think that this helps with credential portability. If an employer can look at a fairly detailed transcript to see all of the things you learned in your prior apprenticeship, they might say oh there's one thing missing that's the secret sauce in our company but you can just go learn the secret sauce. You don't have to start over.

- The way that we're making these frameworks – John just used the term, meta-analysis and that's exactly what it is. We take information from a number of different resources so we're looking at international standards and we have partners in the UK and Australia who have quite a bit of experience and have worked with many employers.
- We look at the existing work process schedules and in fact have moved all of them onto our website and are doing an analysis of those as well. We're working with trade and industry groups. I mean our partnership with transportation learning center. I don't know what we would do without those partnerships. And so we can get a lot done and we know that it's great work when we're working directly with trade associations.
- The AAI grantees have been a rich source in part because they're calling us saying help us get these things approved and on the other hand they bring employers that we know are interested in apprenticeship. So we have multiple ways and frankly sometimes I mean it's kind of been a joke but, the initial work on bus mechanic that done, you know, transportation learning, etc came in to help us. I mean I was literally reading manuals on repairing brakes right, and not that I could go out and repair a brake but I mean we dig really deep to try to find resources and then of course when we find the experts, they say no that's not how it is. So that's why we need to bring the experts in to really know how to do the job.
- We create the framework in the green box and some of our frameworks are just the work process schedules so job functions and competencies but for others we're going as far as to develop curricular recommendations – not meaning lesson plans but high level. These are the curricular components that might be relevant as well as assessment.
- So if you want to assess the apprentice's competency, here are some suggested assessment tools that you can use. So some of them will only be the work process schedule when they are made available and others will be the full framework.
- Once we have those, we vet them. Again, you know, we need your help. We've reached out to businesses and some have been willing to help and some have been busy and the more eyes on these, the better. We are working with LEADERS and I've been to most of the accelerators. We're working with trade associations, labor organizations, OA staff, additional employees and again the AAI grantees.
- Once we put these frameworks forward, you know, we'll let the Department of Labor know out of our 13 frameworks I have a high degree of confidence in 8 of them and others we still need to have some input. We still need to have a few more employees. I don't feel like I've gotten rich enough feedback to be able to say yes, you know, I'm good with this.

- The other thing is as these frameworks get posted on our website, they get embedded in a chat function essentially so that anybody who looks at the framework and wants to give us feedback, they can provide us feedback by email but they can also put it out there in a discussion board and it can become part of a discussion within a community of experts.
- Ultimately once we have these completed, the job functions and the competencies will, connect the pipes, they will ultimately then be fed into standards builder so that when an employer is going in to create the apprenticeship, when they get to the work process schedule, it's literally a series of pull-down menus. This job function is important to me. Yes, this one, no not so much. Where there – where employers have told us that something is an absolute critical you got to have it, you know, you've got to have a commercial driver's license, you've got to have the CPR course – the employer will not be able to not click on that. There won't be an option.
- But where there are things where employers have said, you know, some do it this way, some do it that, you know, there will be options. And in addition everybody will have the opportunity to customize so our goal is, you know, the 80/20 rule. If we can get 80% of the employers 80% of the way there, we'll feel really good about it but we know every employer's going to want to customize to some degree because every company's a little bit different.
- As I said before, when you get the national occupational framework, the first page is a job overview. We think this is helpful in marketing to potential apprentices. This is where you get a lot of information about the career, the career path, job opportunities. The work process schedule then functions and the competencies that relate to that job function – the curriculum is then a series of contextual – it's really the contextual information – what are the – what is the knowledge. What are the skills? What are the chosen technologies that you need to know to be able to become confident? So that really is the curriculum and much of that would come through related instruction.
- Finally, how do I distinguish between somebody who is confident in this job function, moderately confident, not very confident? And so we have a series of assessment questions essentially that the mentor – the reviewer – could use to guide their assessment of the apprentice.
- The frameworks that we were working on in this first year were selected by the Department of Labor based on fees reports. We've thrown a few extra ones in just because we were hearing from AAI grantees that they needed our help in these areas so we have four in healthcare.
- The frameworks that are italicized are the frameworks that are complete. The ones that are not italicized are the ones that just display work process schedules.

- So we have foreign healthcare. We have three in transportation. We have energy line worker. I really need employers to take a look at this so if you know of any, let us know. Advanced manufacturing – we’ve worked closely with Jim Wall at NIMS but I do need more employers there. It’s been really difficult to get the employers to give us feedback.
- I think some people call it the power line workers so people who work on the lines – transformers, delivery lines above ground and underground and for each one of these we’ve indicated in the overview page different titles for different jobs because sometimes they’re called different things but here I just tried to use a generic term of energy line worker.
- We have three in information technology and one of them is a newly apprentice-able occupation which is the cyber-security analyst. You know, this is something that the AAI grantees said please, please, please, you know, they’re trying to develop novel apprenticeships in newly apprentice-able occupations and we’re really trying to help them move that forward.
- Here we’ve had the good fortune that the Department of Defense, NIST and the Department of Homeland Security have recently published their nice framework and so we’ve been able to map our framework to theirs to make sure that we use the same language that they do.
- So imagine two different government agencies trying to share the same language so that we look like we’re doing things together as opposed to doing things, you know, in opposite to each other. When you look at our framework, it’s a subset of the nice framework, you know, we’re not writing for chief information officers but the subset that we find is also pulled from the nice framework and we’ve identified where in the nice framework that those matches come so that somebody can go back and make references.

**Man:** A couple of comments on the information technology. It would be helpful if we could develop some standards in different occupations than the ones I’ve seen listed. We’d be happy to share those.

**Diane Jones:** Wonderful.

**Man:** I was actually hoping that maybe Todd Stafford had some input on the energy line worker.

**Todd Stafford:** Electricity as far as the skillsets already taught in an apprenticeship. What does this do as far as breaking down or fragmenting an apprenticeship model that’s already developed?



**Diane Jones:** Presumably if we really get it right and we have looked at all of the metadata and we've gotten the feedback, the framework would work for anybody that already has a program but it would be developed. The idea is to be comprehensive enough that any program out there would fit into it or could evolve from it. So we're not telling somebody get rid of your program, you have to do this. But, you know, if we found that the framework was very inconsistent with programs that were already there, we would certainly look at our framework and say, you know, what did we miss.

**Man:** And these are tied to our existing principle occupations. I think that the name there is confusing people.

**Todd Stafford:** To the whole apprenticeship model what we refer to as the outside transmission distribution apprenticeship is what we use. As a competency based program of which no learning skills, no classroom models

**Diane Jones:** Yes, so I mean we're not dictating how it gets implemented. We're not saying that the related instruction provider has to be this, that or the other. It's really a very high level, what would everybody in this occupation agree that somebody with this job title needs to be able to do. And so it's not that we're dictating to any one company how to set up an apprenticeship, right. These are just guidelines – voluntary guidelines.

- This is community health worker for example. I know you can't read it but I just wanted to show you on the left-hand side would be the job functions and then there are competencies underlying job functions and you could then click on the job function and that would take you to the curriculum material. You could click on the competencies and that would guide you to assessment questions.
- The idea is to make it very user friendly with accordion menus so that you could look at it as little as you wanted or as much. Some people only want to see the job functions. The related instruction provider probably wants to (unintelligible) all the way down so we're making it an interactive website so that you can see what you want and then hide what you don't want.
- This just shows you that for the curriculum again these are not lesson plans but these are things that a related instruction provider would use to say okay, these are the things we need to incorporate into our related instruction and then going back if you clicked on a competency for example, this would show you – so if I clicked on job function ones, competency ones, I get this pull-down menu. These are the kinds of assessment questions that would be on the website as, you know, guidelines or a suggestion of how you might want to evaluate the person's readiness.
- In general then, you know, to summarize the idea is to improve consistency across apprenticeships, you know, insure the rest of the world that this is a very rigorous form of training and education, make it easier for new employers to enter into the apprenticeship program and to help expedite the, you know, the approval of nearly

apprentice-able occupations by working with a broad range of employers and resources.

**John Ladd:** All right so I think that last point is really critical there, right. I mean what we've heard consistently over and over again is and often the criticism we hear is that it takes so long to develop a new apprenticeship program, right. So the idea here was what can we do to help jumpstart that process rather than kind of waiting for and being kind of reactive and waiting for an industry to come to us and say, you know, in Oklahoma we want to do this. In Wyoming we want to do this and everybody's kind of out there independently kind of stirring the pot, developing their own frameworks and models for their apprenticeship programs.

- We're trying to, put our arms around this and bring people together to help us to start that process with a broader industry input and to have something that then can be used as the building blocks for any apprenticeship program moving forward so we really are trying to be a little bit more proactive in that area and then also trying to improve the quality of our existing work process schedules but as we started to build the electronic standards builder, you know, we found just huge discrepancies between the quality of these – of what's available to our staff to help build these programs.
- Literally some of them are half a page and really tell you almost nothing and others are, you know, volumes and volumes of really thoughtful work. So, you know, what can we do to help create a consistent set of curricula and framework that people can use that it can be a pull-down approach that people can adapt and develop their programs and put them together more quickly. So that's kind of our initial intent and hope with this in that this would be a clearing house that would build and grow over time.

**Diane Jones:** The clearing house, [innovativeapprenticeship.org](http://innovativeapprenticeship.org) is the website that we're using to create the clearinghouse. It's still under construction and it will continue to evolve. So if you go there now the frameworks are there. They haven't been through the final vetting process but if you go there now what you will see is you can find international standards, you can find military standards, you can find the existing word processes and they're organized by occupational clusters.

- We are going to realign the clusters so that they match with the fees, you know, these clusters were preexisting but the idea is to put as many resources out there as possible so [innovativeapprenticeship.org](http://innovativeapprenticeship.org) is where you'll be able to find these frameworks and provide feedback to them.

**Todd Stafford:** Thank you and just continuing on the lines of discussion, maybe I'm lost. I don't understand what we're doing in building but an apprenticeship model to me even if it is a competency based model and a competency based model can only be built on something that's repetitious, right. I know there has to be repetition included with that to

be able to build a tinted task to repeat a task over and over. That's what you're building in a competency model. But it's something the existing worker has the apprenticeship in that industry to go through an apprentice in the industry learning that every job, every task is different. There's not only repetition. Well maybe how I set up my piece of equipment might be the same but that's not an apprentice in and of itself. That's not an apprenticeship within itself. That's a task within a model. So I don't understand about building in competencies. Maybe I've got to dig into it and find out a lot of what you have here but I don't see that model working in certain applications of the construction industry in particular we're looking for but everything – every job, every task is different based upon what conditions, what environment, what knowledge requirements that you had to go back and learn to study to be able to employ before you could actual do a task.

**Diane Jones:** Well that's why the comprehensive, it includes knowledge skills, tools and technology...

**Todd Stafford:** Then that gets into teaching knowledge.

**Diane Jones:** Of course.

**Todd Stafford:** I didn't think, I though the competency model was based without teaching.

**Diane Jones:** No, no, no. It...

**Todd Stafford:** It can be included on the job site.

**Diane Jones:** It can be related instruction at a community college. It can be related instruction at an independent provider. It can be on the job. The competency is demonstrating the ability to do it. How you arrive at the competency involved on the job training, repetition, potentially classroom instructions. This is really when you think about a competency based apprenticeship; I mean it's really thinking more about an assessment framework.

**Todd Stafford:** That's why I was thinking, you described it along the assessment line rather than the other. We actually need to work as well on that but we have what we call a craft certification model already built for testing for a lot of that. Maybe we can kind of share ideas and see.

**Diane Jones:** We'd love to get you involved and connected. We'd love your input. It can only make this better. T

**Cheryl Feldman:** I could see this being really helpful in actually convincing employers to get on board with apprenticeship because at least in healthcare what we've experienced is even though we may show the employers what the competencies are, it's not always linked to the skills knowledge tools, you know. The depth of this I think could be very convincing to a healthcare employee that this is worth engaging in. So I'd like to get more involved.

**Diane Jones:** We can help you.

**Cheryl Feldman:** Yes, I think it helps there because right now it's nontraditional for healthcare employers working on the ways that we could use this with employers, you know. It might be a game changer. Who knows?

- Especially because of the assessment piece and maybe drilling down more on the assessment than at least what I see here. I'm sure there's more because employers in healthcare need to be able to assess that people are doing their jobs related to those competencies.
- Thanks. I'd like to have you join us and, you know, one of the things we, you know, we've spent a lot of time thinking about, you know, how do we set this up, how do we organize it. And frankly a lot of what we see that's called competency based is simply an instructional outline. It's a list of topics. It's not a list of competencies. We felt like to convince employers, you know, they said they don't really care about the curriculum outline. They want to know, you know, when this person comes into my business, what they can do for me. And so we try to pick job functions that speak to an employer because at the end of the day, you know, I've gone to these accelerators, it's the employers that we're having the hardest time to convince. Policy makers are on board. The intermediaries are on board, community colleges – everybody's on board. It's the sales job to the employer. And so we felt it really important to speak their language and to be able to show them, you know, they literally could write a positions description by looking at the job functions that we've developed and so that – that really was the decision that we came to and we hope it was the right decision.

**Scott Kisting:** I want to be a little bit selfish here. Forgive me. If you go to our graphic that you have here – what the box is – we've got the top green box done. We've got the vetting box in place. We've got the user communities. We're stuck on the middle green box and the standard filters. How do I get myself and the 20 employers that we've got signed up to become a part of apprenticeship involved with you intimately to be able to take our three boxes and complete the other three? I want time. Can we just get together? Can we set an appointment now?

**Diane Jones:** We can set an appointment. I mean frankly when we started off, we built budget money to bring employers to Washington. What we have found is that they don't have time, they don't want to so we have reversed it and I go to them.

**Scott Kisting:** We'll come to you. I mean we're stuck. We are flat out stuck.

**Diane Jones:** What is your area?

**Scott Kisting:** Telecommunications.

**Diane Jones:** Yes, great.

**Scott Kisting:** Yes, sorry but let me know where you want me.

**Diane Jones:** Djones@urban.org.

**John Ladd:** This is an area that we expect our industry intermediary contracts to help as well to help bring those employers together to move them through the process. That's another resource that brings more capacity to Diane and her team.

**Diane Jones:** I have cards that I can share.

**Bernadette Oliveira-Rivera:** Thank you for sharing that information with us. I'm really, really excited about the functionality of the website or what I perceived to be the functionality because I think it will be incredibly helpful to anyone who's looking to start an apprenticeship program. My comments may be more sort of forward looking because I recognize that a big part of this effort is time sensitive and really trying to incentivize an individual to be able to move through the process quickly but I think there is a unique opportunity here in that we'd be remised not to explore it – one being that there are international standards for how to actually develop skill standards which is what we're talking about here. I know that you're following a very close model to what is out there as it relates to accreditation and certification of personnel but really maybe thinking about having formal job task analysis where all of that data that you are collecting from the employers is analyzed and the end result being an actual skill standard which is going to have all of the components of the framework but is actually going to be validated. The reason why I feel this is important, one is of course it insures consistency and that level of quality but it also insures inclusivity and I think at the tail end when we talk about assessment, I know you discussed having these questions that can be answered to try to determine someone's competency. That feels a little bit loose and I know that we don't want to be prescriptive and we're not necessarily talking about life here but if we are going to put forward assessments then we need to make sure that those are impartial that they are in fact – that they actually have been validated so that they're – the other aspect of what we were talking about this morning was making sure that everything is fair and inclusive for all audiences gets a direct on that tail end. Maybe something to consider that we bump it up one more level, make it actually skill standards. Make it compliant with industry best practices for validation reliability and kind of look at performances and maybe looking at performance assessment in addition to just knowledge assessment.

**Diane Jones:** Well the assessment is a performance assessment so it is the performance criteria so it's not knowledge questions. It's performance. So, you know, how do I evaluate, you know, what does a competent worker, you know, look like versus somebody who's not quite there and so it is not about knowledge tests. It's about observational. You know, we tried to align really closely with the international model. We've tried to align with things that have been done in this country for National Skills standards but at the end of the day we have a very limited amount of money and so we could either do one occupation and do it the way they do it in England – ad \$1 million of occupation – or we could, you know, really do this meta-analysis with people who have a lot of experience in this and try to at

least get through a number of frameworks. Now, you know, I think that, you know, once we get out there and we get, you know, the open forum will allow us to continuously get feedback but while agree with you that we want to get it right, after having – after spending 30 years in these battles, we could wait a long time and get to the end like the National Skills Board and not have agreement. I'm not disagreeing with you. I guess I'm old and I'm getting close to retirement and I'm taking a very pragmatic look at, you know, how can we get 50 of these done and done well and done accurately but done and as a younger woman I might have had more time.

**Brian Turner:** Diane already answered my question. People need to know how to follow-up with her so her contact information would be great.

**Mike Donta:** Well I appreciate your work. My name's Mike Donta. I don't think we've met but I represent the SAAs, a group of the independent states. None of us really want to tackle this subject which is extremely tough and we appreciate what you've done with it. Moving forward though I would like to see the missing piece of the puzzle here for me and that's the input from the 27 states that run their independent programs, you know. They have to accept these and have to have the buy-in and we're working hard on developing a closer relationship and partnership with the SAAs. So with this critical piece of apprenticeship moving forward, I think it's very critical also to include those SAA's.

**Diane Jones:** We tried to get ourselves onto the agenda of the meeting last month. What we're doing now – and you're absolutely right that the state has to be part of it. You know, we've reached out to some states and, you know, so we're working with the state of Maryland and so, you know, we've got to change the law to be able to look at anything other than a certain number of occupations. The baby steps we're taking is that as you watch the [innovativeapprenticeship.org](http://innovativeapprenticeship.org) website evolve and it will evolve, right – the language that's on there – it's not well written. I'm going to be honest with you. It's not well written right now. It's written. It's not well written. Some of the functionality is still behind the scenes and not, you know, to the user we're trying to work really quickly through this but when you go there, it's not well written. I will tell you that right now. It's there but one of the things that we're doing is we're also adding to the inventory as many state approved standards – SAA standards – so we're starting with the ones that are available online and then we're going to move into conversations but one of the ways that we're trying to tiptoe into this is to also include the SAA standards on the website. Where they've been available to us, we've used them as part of our meta-analysis. So of course we can't impose these upon the states but we sure are looking for the partnership and hope that these will be useful.

**John Ladd:** You have our commitment on that as well and we've also reached out, you know, we did talk about creating a better clearing house for the existing frameworks that we have and Urban's helping us with that as well so it absolutely has to be a partnership on that.

**Mike Donta:** I can just follow-up on that. I know when you gave us the site, I pulled it up and it's good to see when you anticipate those will be finalized – at least the 13 that you've done that we can release those to the states.

**Diane Jones:** I think they've come to a very reasonable process where if we can show that our meta-analysis meets the standard of apprentice-ability, you know, it's a somewhat different process, you know, I think we had a great conversation. So, you know, I can't guarantee but I think we're all thinking sooner rather than later for at least eight of the 13. Like I said, I'm not ready to release a couple of them yet. I'm happy to release them in draft form but I would not release them as a final product. And just so everybody knows, we are not looking at any of the occupations in the construction trades we just – that were not doing those right now, you know. There are great programs out there that are preexisting. We tried to focus on occupations where there maybe weren't large national organizations that had already developed, you know. We don't need to reinvent wheels and so we're trying to go for occupations where there hasn't been a large effective national presence.

**John Ladd:** So a part of our process that we talked about is making sure that we get additional input on any of these and make sure we flag any issues or industry concerns. We will make sure that we have these broadly vetted before they're advanced forward.

**Chris Haslinger:** On your slide you talked about the benefits of competency based programs. There's two things that I have questions about. On the credential portability and the confidences, as you're putting this together this national clearing house for things to put in or for people to pull from it.

- When you talk about credential portability and the confidence that made whatever is needed for that credential, is there some sort of a check and balance, to me when you look at a credential such as OSHA, Red Cross, CPR, you think you have something like that versus, you know, pipe certification or Chris's, electrical, that may mean a lot for somebody.
- You could have the potential to really add all of these things. So is there going to be some sort of a check and balance or what's the process that's going to go through because if somebody's starting a brand new apprenticeship or they want to do it and they see all of these things there and they click on something and they add that to it, that could be a good credential but is that a true and valid credential that's been vetted or is it somebody who is just, I hate saying this, but is selling their certifications for \$25. You can get a certification from Chris, I mean I'll gladly sell you my certification for \$20 that doesn't hold any value within the industry and it doesn't – hasn't been vetted. Is there something in place for that?

**Diane Jones:** I'm not sure if I understand exactly what you're asking, so if I answer a different question, let me know that I missed it. We're not a credential issuing body and we are not setting the standards for a credential issuing body but right now what happens is if Chris has an apprenticeship and maybe has a one page work process schedule, Chris's

apprentices get a registered apprenticeship certificate and nobody knows what that means other than Chris. The idea would be that, Chris is using the national occupational framework; there will be a fairly detailed transcript of all those things that are included in that framework so that behind that registered apprenticeship certificate would be a list of job functions, competencies and assessments. Now we're not dictating that. We're making it available to employers that want to use it. We've had conversations, John and I talked about it in our original proposal. We haven't gotten there yet. You know, is there some sort of technology base,, certainly in the UK there's technology that allows anybody to tap into it and say you know I want to retrieve my transcripts so to speak. So could an apprentice get to the point where instead of having to go to Chris to get his transcript because now he wants to go and work for Joe, is there some sort of national repository. We've had conversations about that but, that's not where we are right now.

**Andrew Cortés:** I think your question is more around vendors or others that sell their own certifications.

**Man:** You're talking about a competency based program. So to be a competency based program says that, to be able to have a community health worker. So with a community health worker there's maybe, a certain medical industry recognized by, one of the larger groups, there could also be a regionally based, certification authentication that may be needed or is utilized in that area and would be familiar in that area but is there something to keep where somebody just, says we're going to do a competency based program and if they earn this certificate that we just created ourselves, well that doesn't hold that individual any good when they go somewhere else because it was only recognized here. So when it says credential portability.

**John Ladd:** Yes, so I think on that side if someone inserted something into the framework that was outside of what had been approved, I think the check is that it still has to be approved by OA or an SAA person so we're still the reviewers. We're still the approvers of those standards, before it would get added into the clearing house.

**Man:** Right, and we would always as we do now with the Fed, is that a benefit to the apprentice to require that certification or is that benefit only to the employer and potentially unnecessary?

**Andrew Cortés:** I've got to take the chair's prerogative for just a moment. I know we have a couple of burning questions. I have some comments of my own but Diane's got a flight to catch and we cannot be the ones to make her late.

**Diane Jones:** I'm going to one of Brian Turner's events, right now.

**Andrew Cortés:** What this does reflect is this is an incredibly interesting topic to the body. I mean I know in our own work we are setting up hybrid programs more often than not because in the range of hours we want to see people get their performance measured but, obviously we want the online training, so there's a very, very rich area of discussion. I



would love to engage with you offline. I know there are a couple of questions and I could take a while, but I've been tasked to get her to the airplane so...

**John Ladd:** This should be a benefit not just for developing competency based programs but hybrid and even time-based programs as well. With that in mind if we could just thank Diane. I hate to curtail conversation. Please make sure you get Todd the information. If we could have Daniel and Zach and folks come on up, that would be great. I will see you tomorrow morning.

**Andrew Cortés:** All right, for those who did not hear, we had a request for updated reports based on this work and we will certainly stay on top of that. All right, so we get to welcome to the frontend of the table a familiar face, Mr. Daniel Villao. Nice to see you, Zach Boren and we have a great discussion around the apprentice-ability determination process so with that framework in mind, I'm just going to turn it directly over to Daniel to walk us through this next agenda item.

**Daniel Villao:** Sure and all I'm going to do is hand it off to Zach, but first I wanted to thank you all for your engagement with the advisory committee. As many of you know, I used to sit right there, so I really appreciate it, and have a special spot in my heart for the work that this body does and its relevance and importance to advancing the priorities of the Office of Apprenticeship and certainly caring for the framing of the opinions that the Secretary prioritizes. So I certainly appreciate your ongoing engagement. I'm looking forward to partnering and also being your champion inside of the office and I'm really excited about the potential in our ongoing work over the next few years and I will stop there in the interest of time. Zach Boren, who is the new chief of one of the bureaus that we've defined as the Division of Quality and Standards which was formerly headed by Franchella Kendall, and Zach has been doing an outstanding job. Him, Laura, and Mike Qualter now report to me. We're really excited about the level of professionalism that is in this office. I cannot tell you how happy I was not to find a bunch of people tweeting and playing video games when I came in here which is what I expected. I actually found a really high functioning organization and I'm busy trying not to get in their way. So with that, I will hand it over to Zach who's going to share with us his thoughts around apprentice-ability determination.

## **APPRENTICEABILITY DETERMINATION PROCESS**

**Zach Boren:** All right, great. Well killer topic for four o'clock, apprentice-ability determination, so we'll try to make it as painless as possible but it's a really important topic too. It's really how the department here determines, you know, kind of our path forward in new occupations and then ensuring that when new companies come to us and they want an apprenticeship that is not currently on the over 1,100 occupation list that we go through a process of reaching out to industry and figuring out what industry input we really need to ensure that apprentices in those occupations ultimately learn what they need to get out of that apprenticeship. This is where we start when thinking about an apprenticeship program. So it's important to understand what apprentice-ability is. The lawyers today told me is that a word and I said it's a new A word. It's not in the dictionary. So it's an occupation that's recognized by the industry at its core that includes a structured

systematic program, clearly identified, commonly recognized in the industry that in that occupation you obtain at least 2,000 hours of on the job training in that training you get related instruction. This is sort of the core basic definition of what is apprenticeship and then we determine that in a particular occupation.

- What's our responsibility? We really are the receiver from industry. So, for example, a lot of new companies are coming in the IT field these are fields where we typically haven't played in so we need to figure out is this an occupation that could be apprentice-able or are there other ways of proficiency in this occupation. We're the receiver of that request. If a company standards, whether it's a national program or local program, all across the country this is the same process.
- We do some industry and occupational research on our team to determine, what are the core competencies, what is the work process. Does it look right what the company's presenting to us? Then we do an inclusive inquiry of industries. We reach out and we have really odd rules but we can only reach out to nine entities so whatever those entities are if they're a union company or an industry association, that's who we reach out to to find out whether or not they consider that occupation apprentice-able. Then ultimately we'll provide a system not just to all of the OA states but also the SAA states that this occupation is indeed apprentice-able whether it's hybrid or a competency or a time-based program.
- We do a bit of an ONET review. We covered kind of those nine companies. We compiled that industry input. We hope that we get those nine industries to come back and say yes, we think that this occupation is apprentice-able and we're good with this going forward in the industry and we do that per each – today our process is we do this per each type of apprentice-ship – a little bit onerous – time based hybrid competency based so you could do this ultimately three times for an occupation. That's our current process.

### **So why do we need reform?**

- Frankly the process just takes too long, we're really getting stuck and really wanting to move companies forward and where our staff really gets frustrated in the field in that this is an extra hoop they have to jump through. If they're meeting with an employer they want this particular X occupation and we say well we could give you that occupation but maybe it fits better under our full list of this occupation.
- So we need a new process to make sure that we give companies what they need and not try to do a fit in the apprenticeship type of process and ultimately that moves at the speed of business.
- The other issue is really around transparency. I think our process is just sort of unknown to most people. It's particularly, if you work outside of this organization, I doubt anyone would be able to tell you how you get an apprentice-able occupation.

So what we're going to do is intending to make that process a little bit more transparent. It's also the question of the science of this approval. You know, we ask a series of questions that are often qualitative based and the responses we get back are not always clear cut so we wanted to make a system that was a little bit more clear-cut. We have unintended consequences. That's really one of the places where I wanted to hit was, you know, we try to fit it in a particular occupation but if it doesn't work, you know, how do we get that company to move forward with a new apprenticeship and we're often kind of a highly politicized environment.

- Depending on what occupations competitors may try to get remedies from OA regarding apprentice ability in those various occupations and politicize environment frankly just complicates our ability to complete that process in a timely manner.
- John really set out for us to, what we call an innovation solution team. That's a new way that we're really doing business by gathering different voices in our organization both within the OA states as well as the SAA states to really figure out a new process on a number of different topics but this one seems to really rank high among the importance for our staff to work with industries. He said do no harm, you know, make sure that when we approve new occupations that we do no harm to the existing industries that we currently are working and do no harm to those particular occupations.
- The second one is really around making sure that the process is more transparent to the public as well as the industry, being responsive and timely. That – I covered some of that. You know, sometimes our process – we try to really fall within about a 90 day approval process. I've heard of approvals going much, much longer than that and that's really what we're trying to avoid.
- Then leveraging other technologies and taxonomies so, you know, making this a little bit more transparent for the public on our website, on the internet somewhere figure out ways in which we can communicate that to our stakeholders and then ultimately I'll line it with other work. What else are we doing that we can ultimately leverage whether it's the C's. Is it our grantees? Is it the work that we're doing to really ramp up our technology? So we're really figuring out those pieces. So that's sort of the charter that he set out for us.
- The new process that we came up with, I'll try to describe it. We have this whole roadmap and I'm trying not to bore you with that but this is what we came up with that ultimately will be a timely process that within 85 days we'll be able to give companies clear assurances that their new apprenticeship can be approved because they in fact have the apprentice-able occupation and we provide those clear standards.

- We're providing a new way of reviewing. I think this gets to the innovative part, thinking about how our SEAs, LEADERS, and ACA members would ultimately provide input. What we came up with was a numeric form that basically would come out and ask you, a guiding document that would ask you a few questions.

- 1. Is the occupation clearly identified and commonly recognized?**
- 2. Does it involve the progressive attainment of 2000 hours?**
- 3. Is there related instruction up to 144 hours and gives numeric standards, which meets, does not meet or exceeds those standards?**

So ultimately what we're coming up with is a number at which we can feel comfortable where industry has said yes, at this threshold we feel comfortable that this is a new apprentice-able occupation. We want to leverage technology so putting this process, from start of request to us going through our process to reaching out to the SEAs and LEADERS and others to get their input and then ultimately to the recognition, we want to have all of that process listed online really providing greater transparency that I think everyone's really looking for.

So that's, the topline changes that we're proposing. Doug, anything else out of that group that you want to mention, you know, talk a little bit about what you all were able to accomplish?

**Douglass McPherson:** I think Zach has done an outstanding job laying out our workgroup. It's an all-inclusive workgroup. It's comprised of OA and SAA team members and soon we'll be taking a deeper dive doing what we call our phase three 45 day sprint where we'll begin to lay out the framework for implementation.

**Daniel Villao:** Thanks Zach. So yes, he sort of laid that out. What's next, you know, input from you all. We want to hear from you what are your challenges with apprentice-ability, are we headed in the right direction? Give us some of that feedback today. Doug mentioned the 45 day sprint where we're really going to go towards implementation, putting out some policy guidance, putting out webinars, putting out tools to really think about where we want to go next with this process and also thinking about incorporating Diane's work in all of this because she's going to be looking at new competency based apprenticeship so how do we recognize the work that she's doing in cyber security for example will be a good question about how we move forward. Rolling out the technology and then rolling it out to all of our staff as a new process and ultimately the industry to be able to get new apprentice-able occupations.

- One thing that we're really going to have to think about during this whole process is really we've got 1,100 apprentice-able occupations. Most countries like Germany and Switzerland and England have somewhere between 300 and 400. We're way over the mark. How do we call down that list to really, identify those occupations that are most used and maybe not sorcerer or blacksmith or these sorts of

occupations that are no longer usable in our current society. Just throwing a couple out! Candle maker, you know.

- So ultimately we'll have to do some thinking about where we go next. So future considerations, I'm glad to see NASTAD's here, we really need to do some greater alignment around what occupations we have approved as folks may or may not know. States can approve their own apprentice-able occupations so sometimes those are in alignment and sometimes they're not.
- Consolidation of the apprentice-able occupation list – we talked a little bit about that. You know, thinking about additional flexibilities and improvements that we can make along the way to really make this more of a seamless process and then thinking about what I had mentioned earlier – looking across overseas thinking about, you know, the way Canada's done it, the way Switzerland has approved their occupations, gotten industry input – thinking about how we build that framework and those organizations are going to be required for a well-functioning system. So I think those are some future considerations for us. I think I'll stop there and see if, Doug, did I miss anything? And just open it up for any questions.

**James Wall:** Well I know I'd like to jump in there with the first question or at least a comment. So I operated in an SAA state so therefore our process for determination on the apprentice-ability of an occupation is the employer presenting to the State Apprenticeship Council (SAC). There's industry representation there. There's a vetting process. It has to go with the rationale to the director of labor training who either approves or denies the apprentice-ability of the occupation. I'm wondering, and then I ran into RAPIDS and I noticed when I tried to put in an occupation that has been apprenticed before that it's considered a new occupation based on type. I'm wondering if you're going to reduce your number of apprentice-able occupations recognized by a third just by recognition of it's an occupational approval, not an occupation by type of apprenticeship. So competency based programs, time-based programs, hybrid programs – each of those would be considered a new occupation when registering those of a different type. So that's one issue and it looked like you were going to address that.

**Daniel Villao:** Yes, I think that's our direction. It is really a headache for a lot of you, just hearing from the manufacturing industry in particular. We'll have a competency based program approved for a machinist but, you know, this organization is looking for say time based and, you know, it's just not on the list and so it really delays implementation and their ability to put, you know, pedal to the metal and get apprentices in their program. I think moving forward when we approve an occupation; we're really looking to prove it across all of the three different program types.

**James Wall:** I guess I bring it up because I was surprised that was even the case. When you determine the apprentice-ability of an occupation, it should be to the occupation as a whole, not based on the type of apprenticeship structure you use to train somebody to be occupationally proficient.

**Daniel Villao:** No, I'm not shy. So another interesting case, this is just an ideal example from my perspective that I did run into this. We approved the occupation by medical equipment technician because it was already in the system but again it was a different type of program. This is a hybrid-based program that has an embedded community college, related technical instruction, leads to a full associate's degree plus industry-recognized credential training. It's beautifully wrapped up into a nice package – everything we would want to see in a new apprenticeship program.

- The thing that I often worry about with competency based programs is the wording in 29.5, the program standards where it says industry recognized normally takes 2,000 hours to become occupationally proficient. We have to justify the case on well an industry norm, it takes at least one year of on the job training to become proficient in this occupation but the competency model is something I've always worried about is what if somebody says an unscrupulous employer looking to get in the system comes in and says here is an occupation that customarily takes 2,000 hours to become proficient and I'm a competency based program. I put in my apprentice. Look at that. I took the test and they were able to succeed and it was less than 2,000 hours in total. I'm curious if there are any discussions happening around since it is supposed to be customarily 2000 hours, how does that work with competency base and where are those discussions at?
- I think we're still looking at some policy that's already out that you can sort of go, if you had a 3,000 hour – let's skip the 2,000 hour for a minute. Let's say you have 3,000 hours, you can go 25% above or 25% below but you can't go both ways to really get a set of standards approved.
- I think the issue that we're facing now is you do see some companies and organizations coming in that want to get below that 2,000 hour mark – that threshold that we currently have – and frankly we've tried to hold the line as much as we can and we continue to do that.
- Competency based is going to be, you know, it's going to be an issue kind of looking forward because there are going to be some apprentices that will finish in less than a year and whether or not that is, you know, for us we'll have to insure that we're really providing that extra value to that employer by doing the quality checks, insuring that, you know, they've followed their standards and that's really where we fall back on is insuring that folks in the field are out doing those quality checks and insuring that, you know, employers did what they set out to do and said what they were going to do.

**John Ladd:** Part of the thinking here is that our office is tasked and Zach's office specifically is tasked with ensuring that the competencies that are recognized, the certifications, the licensing, whatever components of these hybrid and competency based models that are recognized actually do deliver a value to the participant and a value that actually generates an opportunity to move into a career track, right.

That is not just, you know, like somebody said earlier, Chris's certification that's being sold for \$25 that's bundled into this apprentice occupation.

**Bill Peterson:** Over the years, we ended up with our own set of standards and, you know, we look at your set of standards. Not much changed. Some language changed after 2008 but what I found very, very efficient to help our employers that want to speed up the apprenticeship is that when I go there, I give them our set of standards. I'll ask them before I get there what occupations they may be looking for if they know what they might be. I'll go in and do a plan review. I'll make a decision what trades they can have. I'll give them the form 2000. There's some ATR's you can give them or you can't. Sometimes they'll accept your apprenticeship without it. Sometimes they won't. I'll go through the set of standards with them. I have an addendum for that OJL and the RTI and so all I have to do is go on my computer and hit it, you know, no it's not for that particular company but it's going to be close enough that they've got, you know, they've got some of the same equipment and some of the same electricians. Whatever it may be, we're going to – and then we'll have a curriculum from that community college in that area that has that covered.

- So normally by the end of the day – by the time I'm done two or three hours later, they've got pretty much a whole set of standards. They're not going oh my god, what am I going to do. I've got to put all of this stuff together because trust me if you tried a piece meal and they do, it isn't going to happen. So I go in there and I give them that whole package and sometimes I get it done in three months and sometimes it takes six months. Now the only reason it might take longer than that is because somebody's dragging their feet and it's not on our side. It's on the employer or the apprenticeship committee or whoever it may be. But I've taken the time from when we start until the time we finish to do a whole lot and I've had some problems with some ATR's rejecting, you know, a program that I just got approved by some other ATR – the same language, the same stuff – and all of the sudden I get this letter saying no, you need this. You need to change this and I'm like, you know, and I know, you know, so I just did it but that took another four weeks, five weeks and it was a question about how many hours you can have the schooling. The employer wanted quite a bit and I added some of the hours to the end of the apprenticeship so it's going to be more than 8000 hours but the DOL rejected it and I thought to myself – I was like why the hell are they rejecting this? You know, we're putting more schooling in but we're adding more time to the end of the apprenticeship. What's the big deal?
- But then it took another, you know, and they didn't talk to me first. They just rejected it with the company so the company was up in arms and then called, you know. I mean stuff like that really ought to be, you know, why ATR would, you know, I mean by the time they're done they're going to get an associate's degree. What do we care? I mean it kind of ties into, you know, the career lattice and making apprenticeship a college degree. What's wrong with that? So I mean there's some things like that but most of the time I'm getting those programs between three and six months. Six months is long unless somebody says, you know, and another factor

is, you know, I'll work with one HR director. I'll get it almost there and then come to find out when I call back to ask where the signatures are, she'll go oh I don't work at that plant. I'm working at the other sister plant. You know, you've got to go back and talk, you know, if they called me and texted me and said hey look, you know, by the way I'm leaving. I'm going to another plant. You need to follow-up with so and so and so and so. And it wasn't until I called to see and the nurse said yes, we're on the signature page right now and I had to call back. So for consistency...

**Man:** Consistency across the system is what I'm hearing.

**Man:** Pretty much, pretty much.

**Daniel Villao:** Yes, that's what you're pointing to and that's what Zach is diligently working on with his team is trying to create as much uniformity across our systems as possible. We're partnered obviously with our NASTAD partners in the SAA states to try and create as much uniformity wherever it's available to us as rapidly as possible and this is obviously, you know, there's 80 years of stuff out there. So, you know, this is an overwhelming task but I think we've got the right guy and the right team on it.

**Bill Peterson:** No, I mean I was just giving you some hints of what I do now to try to shorten that whole thing up.

**Man:** It's a cheat sheet on things that need to be fixed, right?

**Brian Turner:** Yes, this is good follow-up. We developed; we had a five year project with the transportation research board on the national economy of sciences – 25 employers, 25 local unions developing an apprenticeship training program for transit real vehicle maintainers. You all approved – I won't say how long it took but you all approved the apprenticeship. Then we go into Ohio and we're trying to implement this thing locally and the Ohio – I hope I'm not embarrassing anybody here, the Ohio state apprenticeship agency says well we have 1935 for railroad car maintainers. Why don't you use that one?

**Man:** Wow.

**Man:** So my question is how does, what's the primacy, is there a primacy of the federal system over the state systems or what's their relationship and can you fix it for us?

**Daniel Villao:** Yes, next week. I mean the sense, and you can correct me if I'm wrong, we approve it at the federal level, the states can accept it?

**Man:** What if they don't want to?

**Daniel Villao:** Well they also run their own systems so that is part of the partnership that we have with certain state apprenticeship agencies and it can be – it can definitely be a stickler when you have folks especially doing national guideline standards and being able to pick those up and put those in an SAA state, you know, sometimes there's that secondary



process that a lot of companies don't expect that once they have one set of standards, oh wait. We have to go do this; you know, a million times to actually complete the process all across the country.

**Brian Turner:** It does tend to cool the order of the employer. When they participated in a five year project funded by the friggig national economy of sciences and then they're told well that's not good enough.

**Daniel Villao:** Sure.

**Zach Boren:** One of the things that came up on our workgroup regarding the occupations is that we don't currently have like a central repository of all of the occupations approved by the SAA but that's something that I hope that we get, that way we can see those occupations that the SAA's have and kind of compare them and do a crosswalk with what we have approved so that those kinds of situations won't continue to happen.

**Daniel Villao:** Right, Brian what you're pointing to is this kind of balancing act that our office is tasked with. We have, you know, half of the states that are under our authority and are, you know, working within the Department of Labor system, the Office of Apprenticeship system – and then we have our state partners who have all autonomously said hey, we want to run our own system. Just, you know, send us a check and we'll take care of it and they have the authority to do that. And so we have to balance this – a very delicate conversation with our employer partners – our sponsor partners especially when we're talking about multi-state programming because they do run into this hurdle that you're describing where, you know, they're okay in three states but the other two states they have to go through two additional independent processes because they happen to be SAA states and they have some other criteria that has to be met or they have to be independently registered in all of those states because they are SAA partners. So one of the things that Zach and the team are doing is technical assistance training for all of our ATR's out there so including the SAA partners that they can participate in so that we have the ability to transfer this knowledge well in advance as people are going through these processes – the ability to equip them to understand hey, I'm an employer that's going to be in seven states. Six of them are always states. I'm going to have to do this extra process piece in this one other state, you know. We want to equip them to be able to understand that and understand what those processes could potentially mean and then plug them into our SAA partners so that they can work as proactively as possible as we're moving these processes forward.

**Andrew Cortés:** I think we've identified an issue that we know we want to get at because we do also recognize that SAA's are state apprenticeship agencies who are approved to operate the federal apprenticeship system for federal purposes. So there is as balancing act but we want to make sure that we're addressing it but we've got a lineup of questions. Scott, Bernadette, Tom, and then Greg.

**Scott Kisting:** I just want to say one thing, thanks, on the competency based side something unique happened with our industry when the team worked with us as to what we had to do with the competency based testing. We started to uncover the myriad of time it takes for individuals to actually learn how to do a skill because some people were passing through and able to take the company very efficiently very soon. Others we had some people that it took a much longer period of time so it was kind of nice working through that whole process and not to beat a dead drum or a dead horse but I've got two states where I've told my HR department to suspend activities with the state plan because the stuff they're asking for is so far beyond what I have approved and working in other states. I just needed to take a deep breath and pause so just to beat that drum one more time.

**Bernadette Oliveira-Rivera:** Thank you for sharing the information Zach. We definitely appreciate what you're trying to do in terms of streamlining and getting us to a place where clearly more efficiency can be had. You asked earlier what some of the challenges we face in terms of looking at an occupation and trying to provide feedback on whether or not we believe it is apprentice-able. I think one of the things that we found is occasionally when there is sort of this submittal for consideration that management level skills are included – sort of higher level skills that are obtained later on in one's career so sort of mid-level to higher level, not necessarily executive level skills but sort of midlevel and beyond which aren't really part of what would constitute an apprentice-able occupation if you will. That's my understanding is that apprentice-able is sort of a base level of what it takes to get someone from ground zero to competent but not necessarily high level functioning. So I'm not even exactly sure how one would look at that but it is a consideration if you are going to put together a survey that's going to go out to folks to try to answer the question of whether or not something should be apprentice-able and you're assigning a scale or a numerical scale.

- How one accounts for that within that survey is maybe something to think about. Then I just have some questions on process which they may be premature and I'm not sure how far along the department is on these things but if you are trying to utilize these stakeholders that are listed here, so the SEAS, the LEADERS, ACA members and others – as the vehicle for collecting this feedback and you're looking to do that via surveys which is kind of what I understood from the presentation, what is your minimal threshold of response that you're looking for and then kind of thinking about timeframes because at least from my personal experience the response on surveys and the timeliness of those responses can be really challenging. I'm not sure how much gain you're going to really see with this evidence so I'm just kind of curious if you guys have thought about that, if you have a minimum amount of responses that you're looking for from these different stakeholders to kind of get that process going.
- I'll make a not so popular comment and this is kind of going back to something I had said when Diane did her presentation and it piggybacks on what Andrew brought up in terms of a competency based program. There is a reason why England spends that much money on putting these frameworks together because if you are truly

developing a real competency based program, the key is not only accurately and reliably identifying the competencies. There has to be a mechanism that is valid and reliable that goes along with that that looks at both performance and who are not put in the position later on of having someone who is granted a credential that truly hasn't earned it. So I think that there is a lesson to be had here and just something to kind of think about as you consider competency based models.

**Daniel Villao:** I'll try to hit a lot of points. The first time management well taken, you know, we definitely wanted to make that part of our kind of initial review that we can weed out any occupations that clearly are not going to be apprentice-able or pass muster so that's kind of part of our initial review of what we do.

- I think secondly, when we currently do our process of providing open ended questions, I don't think folks really look at this as oh gosh, I just have another task to do. What we've done is really revised it to where someone could really take a look at this within ten minutes and make a pretty good assessment. So we hope that that will really drive the numbers up so that, you know, when we feel when we have – it's sort of like we haven't really set a numeric amount that we will say yes, at 80% we will say that this is passable for apprentice-able. So it'd be one of those kind of phase three – what Doug referred to as phase three determinations that we'll really need to make.
- Then lastly on your last competent comment on the competency based models is that that's really part of – the assessment part is really part of what Urban is doing and so they'll have those assessment vehicles on their website as well so that will definitely be a check that we have when looking at and approving those competency based programs.

**John Ladd:** Right but I think what she's alluding to is a much more comprehensive independent third party testing mechanism which no one has agreed to engage in at this point because it would require significant investment. We're trying to create alternatives that help us get there in the best way possible, sailing a perfect testing third party evaluation system. So we're going to continue to work on that and I did want to make one comment on the first point which is advanced leadership type roles included in apprenticeship. We are engaged with organizations, sponsors and employers who do want to take advanced learners and move them into apprentice-able occupations that are typically start at the, you know, graduate level study. So building onto a bachelor's degree for example in a technical apprenticeship environment that would, you know, almost equate to a graduate level degree. Often in those models you're going to see some senior level authority type competencies or word processes included in that. I don't want to gloss over the fact that we're probably going to see some occupations that to include some roles or work processes that would normally be assessed as management level types of work processes. That is completely distinguished or separate and apart from what we normally focus on in apprenticeship which is, you know, an entry level pathway into a career that

starts with zero knowledge and no educational or minimal educational acumen and moves people through. I just want to make that distinction and provide that clarity.

**Andrew Cortés:** Yes, great. Thank you. You know, I mean one of the beauties of the competency based, hybrid, or time-based model is you have a performance based assessment that is provided by the employer who is the person who ultimately needs the value from the apprenticeship. So I mean I think of that is the feedback you're getting back overwhelming is we don't want to lose that beautiful component of apprenticeship where not only are your knowledge and skills being demonstrated but your performance is being assessed in a way that's validated specifically by the person who needs to benefit from your apprenticeship – your employer, but I'm behind. So let me get to Tom and then Greg and then Bill.

**Thomas Haun:** Zach and Doug a couple of points that I would like to bring up. So number one, I hope Zach you've taken Diane's mode that construction is not one you're going to start unfortunately because it sounds like they already are. The point is this. As much as you say you want to, and I think I'm hearing this right. You want to slim down the number of principle occupations. You can only slim it down so far in the construction and I hope you don't – and here's the point that we had. We had an entity that wanted to take a piece of our work and not the full body and make it apprentice-able. You guys turned it down but guess what the states did. They approved it. And this is where Brian Turner to your point I've been screaming this since I've been on this committee for years who's the parent and who's the child and I look at John and say how does this happen! You guys say it isn't and they say it is and to me that shouldn't happen, period. So now my question, Doug you mentioned a cross reference. You're going to get these things. Now you're going to look at that program that's approved as half of my industry and what are you going to do when somebody comes to you federally? Say it's okay? If you guys do, I'm out of here. I mean there's things that work and have had worked and again I'm saying please leave construction alone. We fight those jurisdictional issues and have settled them a hundred years ago of what an insulator is, what a theme setter is, what an electrician is. But were somebody to come in and start taking those and either shrinking them and or combining them and calling it a themed insulator now that's going to be doing both, I hope that doesn't happen. But that's part of what we try to weed out by doing the apprentice ability determination processes insuring that we're not splitting off occupation. Or not combining new occupations when the industry doesn't want to recognize them. We don't move forward until the industry tells us yes .

**Daniel Villao:** Believe me, you guys contacted us when it came about and obviously you listened to what we had to say and we said hey, you're not doing this right. Again I get back to that individual apprentice. Now that individual apprentice thinks he's an insulator in this industry when he got taught half of the industry. So we don't want – we don't want this group to leave this room with the impression that the hybrid or the competency models are designed to peel off components of existing occupations and make it easier for folks to cheat or whatever. Remember that from our perspective and I think those of you that know me in the room know that this is the truth. From my perspective on the construction

side and specifically the labor management partnership model is the gold standard of registered apprenticeship. That's what we strive for is that collaborative interaction between the workforce and the employer to make sure that an occupation is being trained for at the cutting edge – that ability for a manufacturer to participate in the RTI delivery and the incorporation of that into the practices has been modeled for, you know, over 80 years – 100 plus depending on who you ask, right – and it's worked for a reason. Now the industries that are – that apprenticeship is now moving into, evolving into have different criteria, different requirements. In the IT industry specifically we look at employers who say look, I just need somebody to be able to code and I can teach them that in 90 days, right and then I need them to code this and to code that and to code X, right. So we can begin to build a model that works for that employer. That's completely a different model than the type of practices that many of the voices around this table have been accustomed to and have built as the kind of highest level standard. We believe and I certainly believe that Zach and his team can bring a higher level to those types of trainings that are currently kind of piece milled all over the place depending on what state, where, you know, what location, what employer, you know, who their training partner is, etc. What we're trying to do is say hey look Mr. and Mrs. Employer, here's an opportunity for you to strengthen your industry. Look at the registered apprenticeship model and what it's done and take that opportunity. We know that your requirement for full saturation and your particular occupations may be less than the stringent technical requirements in these three, four and five year programs but we still believe that the quality criteria can be built into that and that people can leave your particular employment model two or three years down the road with the full ability to stay saturated in that industry. That's what we're trying to equip this team to do that kind of pathway work. So I know it makes you nervous, I know it makes you nervous but we're certainly not going to peel off.

**Andrew Cortés:** I don't think anybody's arguing about that. I think that, you know, people are looking for a consistent apprentice-ability standard and its consistent application. So you're hearing that feedback from around the room but let me get to Greg and then to Bill because we are definitely over.

**Gregory Chambers:** Perfect segue, Andrew because that's what I was going to ask Zach, Doug, and Daniel, are you guys going to establish a helpdesk or something because you are the gatekeepers. You are – step one is apprentice-ability is where people start whether or not it's a principle. So is it going to be an easy way to get their answers? I mean are you guys going to set something up where one number can call or get an answer or do they still got to go to that 202 number and get switched around four times and wait until they get the right person?

**Daniel Villao:** Well the process is still going to be kind of similar to what your current experience is. You reach out to an ATR, you work with that ATR, here's my new occupation I want to try. That gets submitted up to us for approval but what we've done is basically streamlined the process and made it more transparent by putting it all online as we go through that process so an employer knows where they are each step of the way. Is that...

**Gregory Chambers:** It answers the question but it doesn't give a good answer.

**Daniel Villao:** Okay.

**Gregory Chambers:** For example we've gone from probably a dozen ATR's down to where we'll have one and that'll be a multistate ATR. So for expansion purposes if we really are serious about that, I think they – you need to make it easier to get answers versus having them go through an ATR when you only got one in the whole state of Pennsylvania.

**Daniel Villao:** Well what you heard earlier today is that we are investing in a significant amount of technical tools, IT platforms and tools that will help. First of all core to all of these elements is stakeholder education, right – the ability to equip an employer with the tools to make decisions about what direction they want to move in and whether or not apprenticeship is right for them in the first place. So we're creating a significant number of layers of informational tools. We're partnering with organizations that are helping us create communication that will help an employer move through these processes a lot faster and also free up our ATR's to really tackle the difficult problems so that even though you only have one regional ATR in place, by the time there's enough resources around that ATR hopefully down the road when we're done with this – there's enough resources around that ATR that an employer can get to a place where, you know, by the time they're interacting with the ATR, the questions are core components that have to be dealt with by someone directly.

**Gregory Chambers:** My third is I mean there's been a lot of changing on the nomenclature changes within the department. Will you guys ever give us an org chart or contact list?

**Daniel Villao:** As soon as we know it, you'll have it.

**Zach Boren:** As I mentioned earlier, our workgroup will be taking a deeper dive in the next couple of weeks as a matter of fact to begin phase three and we'll start to hammer out like an electronic infrastructure to go to Daniel's point to make that ATR much more efficient.

**Daniel Villao:** And we are hiring Greg so if you want to help us fill out that org chart.

**Man:** I'll try to make it quick. Greg if you need help, since I'm one of our leader teams, you call me. If you want to fly me out to Pennsylvania, I'll come out and take care of your problems, number one. Number two as Diane talked about traditional apprenticeships, you know, you'll learn here, I'm quoting her. Then you become productive. Now regular apprenticeships, that's not the way it goes. I don't know, the competency based is nice. I mean I understand all of that but no, in our traditional 8,000 hour apprenticeships you learn and you produce and you learn and you produce and you learn. So I mean I just wanted, I don't know if somebody wants to share that with her. I was going to share it with her because that's not – I don't know. You know, I served a traditional apprenticeship. I will as soon as I learn how to grind dye, I was grinding dyes. As soon as I learned how to take them apart and start fixing them, I did it. As soon as I learned how to run the jig bar, I was doing it. So I just wanted to make sure that now the competency based – I'm not going to put them in any of my programs but that's here nor there because in a way I already have – I have competency based tests at 4000 hours and at 8000 hours and when in

finished my – in Wisconsin we learn a little slow. It took me 10,000 hours to tool a dye but I had to build it – at the end of my apprenticeship I had to build a dye by myself. I couldn't help – nobody could help me. I had to take the dye. I had to take the prints. I had to get all of the material. Now by the time I – probably from the time I started until the time I finished technology improved so much that I was handing off maybe some of my dye blocks to somebody else to put a plaque in or I was, you know, I was going to wire EDM which I had already spent six months in her ear learning about but, you know, there's certain things that we do in some of our plants. We don't have outside people coming in to test our apprentices, you know. Our plant decides what do they need to know after the second year, you know. What do they need to know when they're done? We just get – they have to test out. If they don't if there's something that they screw up, they've got to go back and retest – redo the training.

**Daniel Villao:** We'll share that. We'll share that.

**Andrew Cortés:** So I'm going to turn it over to Chris for one final comment and then we are going to wrap up this discussion.

**Chris Haslinger:** Just real quick I say for Zach, I give you guys a lot of credit for trying to speed the process up and I know if we're truly talking about wanting to grow apprenticeship and create apprenticeships in areas that have not been there and you guys are working to condense this down. That's great, and you can get it down to this period and I'll applaud you for all that but there's going to be a frustration level. If you have a sponsor and employer who operate in multiple areas and goes back – I'm going to jump on what Tom said again. If they can get it through, you know, the process here with the federal system and X number of days and the state can do this and this state can do this and this state can do that, we're not going to grow the apprenticeship to what they do because there's going to be a frustration, you know, level that gets there of why should I bother. This one will accept it here. Brian gave the example and I've been through with Ohio numerous times. It's just going to be there and I'm not, I give you guys credit for what you're doing but until there's more communication and working together, we are not going to grow what you're looking for. I'm just saying.

**John Ladd:** Maybe Mike and I can take this up as we work on our federal partnership. You know, this is part of what we did in Columbus over the summer and so really think about how our one system and that looking at how we approve occupations across the board so maybe this is a part where we can take another look and see is there a way that, you know, when we approve, you know, is there a way for SAA's to easily recognize or these sorts of issues. But let us take it – let us take that back and think about it a little bit further on how we really create one system for approving occupation. Go ahead Mike.

**Scott Kisting:** When you and Mike are working on that, it's not just that piece. Make sure there's consistency in it because sometimes what happens with the states is they water down what was approved and we're looking at quality and safety as we get these things approved. That watering down is a real concern.

**Mike Donta:** Well I'm going to be defenseless on one of our independent states. I guess that's why they pay me big bucks to be here but keep in mind that apprenticeship started 80 years ago in this country and laws were being developed 80 years ago in this country and most states have to abide by those, not that they necessarily agree with it but, you know, it just didn't happen overnight. It's going to take a while to fix it so be patient but I think you have commitment from the independent states and the OA to start working better together and try to alleviate these problems. If there are specific issues that are happening now, feel free to reach back to me and I will try to work with that state director and see if we can't make things happen but we can't change the laws and neither can the state director.

**Andrew Cortés:** It's a great call for unity to wrap us up for the day so thank you Mike. Well I mean the point is that we are all part of one system. We're here for one model and that's registered apprenticeship. We want to see the quality remain high, it be consistently applied and people all rise up through the use of the registered apprenticeship model. So with that in mind, I just wanted to offer a couple of closing comments. I mean one, thank you very much for the feedback. Two, the ad hoc women's group, I think that that was important feedback and from what I heard there is going to be some slight modifications potentially to those described here deliberations in the morning but we'll see if that gets distributed out to you folks in the morning. So I would hope that we are able to take some action on that very important issue.

- Second, it's the close of the federal fiscal year so we really have to bring our hotel receipt back with us in the morning. I mean that Friday is the close of the period so it's really, really tight. Not only do we want to get reimbursed but we don't want to make a nightmare for our good friends here at the Office of Apprenticeship so please make sure to submit all receipts necessary and bring the hotel lodging receipts with you tomorrow morning.
- Three, thank you. This was a great first day. We have tomorrow to break out into our sector caucuses, to deliberate on the issues, to elect some co-chairs so I'm not so lonely up here and to continue the good work. So a lot of good feedback to the department today on both the competency model as well as the apprentice-ability discussion, the women's group and the movement as a whole. So with that, I will call this meeting to a close.
- We're here at 8:30 tomorrow morning again in the same space.
- All right, see you all then and we are adjourned.

**Coordinator:** This concludes today's conference. Thank you for participating. You may disconnect at this time.



## September 28, 2016 - Day Two

**Andrew Cortés:** All right, welcome back, everybody. I'd like to call the meeting to order and let the minutes reflect that a quorum is present. I thought yesterday was an exciting day, I thought we accomplished a lot, and today is our day to close the conversations that we started yesterday, to discuss our future actions in terms of what we want to present to the administration around the excitement of registered apprenticeship. We have a revised version of recommendations from the ad hoc group on women in construction for review during the sector caucus, and we have a lot of exciting updates if we have time for them, and we should be joined at the close of the day by Assistant Secretary Portia Wu. Let me turn this over to John Ladd and make sure that I am not forgetting anything.

**John Ladd:** No, I think that's everything. We will do a break at 10 o'clock, and again just a reminder that both the employer and laborer caucuses need to elect new co-chairs, so that will be an important part of your business in addition to reviewing the recommendations from the women in construction ad hoc group, as well as our morning topic of recommendations that you all would like to provide to the next administration. It would be very helpful for us to have the reflection of this group to understand what you all see as working well, what's been successful over the past two years, what work has not yet been taken up, if there have been gaps in some of the work that we've been doing over the past few years, and if – obviously anything could be done better or differently, we really feel like that's important for us to hear that and to think about that as we move forward. So that's going to be the important work of the morning and then we'll wrap up and get you out of here.

**Andrew Cortés:** All right, we are actually back on track in terms of our agenda timeline; we will get everything done that we need to. I don't mind walking us through our next section. This is for the ACA recommendations for future action to the administration, and within your packet you'll see a five-page briefing. I have gotten some good feedback around specific additions, generalized tone, but let me walk through the document in its entirety and then solicit some conversation and discussion so we can figure out how we want to take action on this item.

- So the executive summary is an executive summary. We've all read them before, but basically we want to point out the importance of registered apprenticeship as one of the solutions that works. If we are really looking to have the workforce development system which supports our people and businesses effectively, the innovative models for registered apprenticeship are the ones that need to be replicated easily, and spread across the country. That's what the first paragraph is really getting at.
- Second paragraph we're talking about our role and the model itself, how it's been elevated. Basically summarized some of the key areas of work that this body has done and the department has done over the past five to six years really, and then we call out specifically the ApprenticeshipUSA initiative and some of its components.

We talk about our past recommendations, and then there is a highlight of key long-term recommendations below, the first of which in this draft document is

### **High-Level Summary of the Proposed Recommendations:**

9. Expand current goal of doubling the number of apprentices by 2019
  10. An executive order on Registered Apprenticeship
  11. Increase in and make permanent the apprenticeship programmatic funding
  12. Establishing a public private partnership to advance apprenticeship
  13. Incentivizing apprenticeship to a broad set of initiatives
  14. Focus on making opportunity and diversity in apprenticeship a key priority
  15. Embed apprenticeship prominently in key education and work force legislation, and create regulatory flexibility.
  16. Continued support from the administration, combined with the changes in the work force innovation and opportunity act (WIOA), will achieve unprecedented results with registered apprenticeship in partnership with the next administration.
- That's the executive summary. The next page is the current momentum and excitement to expand registered apprenticeship, a little bit about the remarkable times, the great work in terms of the addition of over 115,000 new registered apprentices since 2014 alone.
  - We set the stage for what a major tipping point we're actually coming up to given the amount of work and the momentum that's been built, and then we highlight some of the incredible work that's going on with the ApprenticeshipUSA initiative
  - We have new and expanded funding, partnerships and intermediaries are becoming increasingly important and playing a central role. We've really engaged employers in new industries, there's been a focus on diversity and inclusion and the transformation of apprenticeship is really beginning, and especially around the processes that we heard so much coming up as a recurring theme yesterday, making things faster, easier, more streamlined, and providing that great echo assistance especially through electronic tools. There's no reason that many of the processes that were paper-based and a little bit mysterious in the past can't be elevated up, made transparent, and much more expedient. Then we get to our recommendations, given the momentum we are proposing 6 short term actions.

### **Short Term Action Items:**

7. Make national apprenticeship week permanent by a Presidential proclamation
8. Establish inter-agency work group on apprenticeship
9. Develop recognition programs for apprentices and employer sponsors
10. Engage governors and support the states as they expand registered apprenticeship
11. Host international apprenticeship summit in the US
12. Create international apprenticeship exchange program.

- Then we go into the longer term items that we highlighted in the executive summary, so the longer term structural changes we are recommending in this draft document, again it's just giving a little more depth to the items that I read out in the executive summary.

### **Long Term Action Items:**

1. We want to expand the current goal of doubling the number of apprentices, because doubling's not enough. It's leaving us far behind other countries, and we really need to increase our national goal to reflect the rapid expansion and benchmark ourselves against similarly complex world economies.
2. Provided an executive order. The reason is we want to promote registered apprenticeship in the federal government and its programs, in particular policy changes that encourage registered apprenticeship among stakeholders, we can incentivize registered apprenticeship in procurement and grants, and we can promote apprenticeship through personnel policies in federal agencies itself.
3. Dramatically increasing and making permanent the apprenticeship funding, it's working. It's pretty simple. We need to keep those programmatic dollars flowing and make it permanent so we're not guessing on what the budget for this apprenticeship work is going forward.
4. Exploring how we might be able to establish public private partnerships. Partnerships with organizations outside of government may be an effective, flexible and responsive way to expand, and there's lots of different ways that can happen. What we're recommending within this draft is that we explore and finalize what version makes sense.
5. How we can incentivize apprenticeship through a broad set of initiatives. Now we're not laying out all of the possible initiatives that can incent apprenticeship development, but we are calling out for the federal tax credit, could be helpful as we've seen through a couple of different studies. State tax credits have brought employers to the table, and generally once they're at the table they stay. It doesn't actually subsidize the entire cost of one apprentice moving through the program. The point is that it's a hook, it gets people interested, they come to the table, when they find out about the value proposition that registered apprenticeship offers, they stay, they go through, even though their costs are knocked over by such small incentives, but it's enough.
6. Focus on making opportunity and diversity a key priority, no matter what strategy that we're approaching. We want to ensure that that lens is applied. And there's a lot of different ways that can happen. We don't need to get into the specifics of such a short, concise document. However we know that we want it to remain a focus area.

7. Embedding apprenticeship prominently in key education work force legislation, this is similar and beyond the work force innovation and opportunity act. We could add emphasis on apprenticeship, registered apprenticeship in Perkins and other workforce related legislation. I think that from what I've heard from this body that's pretty much a no brainer
8. Securing the regulatory flexibility, and there's a lot of guesswork that's happening right now in terms of you know, we're all waiting for 29, 30, but what we do know is we want to have the regulatory flexibility to adapt the model as necessary to the changing landscape. If we don't have that flexibility, you know, how are we going to keep up with the apprenticeship movement expanding at the speed of business? So we want to ensure that we have enough tools in our toolbox in terms of the regulatory flexibility, and those comprise our recommendations.

The next section of the document is context and background on us, can't help but tell the next administration who we are and why we're all gathered. So, none of this I think is new information, but what the document is trying to do is say this is what we're here for, these are the strategic areas that we advise in, we provide a diverse array of expertise and perspectives to moving and improving this system and I would like to say that we do that pretty well as a body. I have been very impressed and honored to serve with this body since 2010. It's pretty impressive the amount of work that we have managed to put out.

Finally the last section is a summary of our progress to date. Really just scan back over five years, because it's a short document, but just to highlight especially given that we have some new members, in 2011 there were three major recommendations that came out of the advisory committee on apprenticeship.

1. **The revisions to equal employment opportunity and apprenticeship**, which was last revised in 1978, so this body came to a 30-person consensus vote on the recommendations that went in, which was pretty impressive.
2. **The second major accomplishment in 2011 was defining Pre-Apprenticeship and establishing a quality framework for the programs**, which has now turned into training employment notice (TEN)13.12. It took a couple years before that was out of the regulatory, subregulatory process, but it is improving the field, and I think we have a lot to be proud of there.
3. **Third, we really facilitated the collaboration between registered apprenticeship and the public work force system.** There is a really critical white paper that this body produced around at the time the workforce investment act and registered apprenticeship and how we needed to foster collaboration between the two and also advising on changes that we could see. I think that we see a lot of that reflected a lot more in the Workforce Innovation Opportunity Act (WIOA), and I would like to think that we played a small part in raising registered apprenticeship up as one of those solutions that works.

4. **Additionally, we also provided advice around the 75th anniversary, and the trailblazers and innovators** to look at integration and examples, and different programmatic areas around the country. The trailblazers and innovators who were highlighted at the event really sort of showed us what can be done with the registered apprenticeship system as a partner.
5. **The 21st Century Vision Paper in 2013**, we were challenged to provide a comprehensive set of recommendations on how to advance apprenticeship, and we particularly focused on how we could expand the successful apprenticeships that exist as well as develop innovative models for new occupations, and within that maintain our focus on underrepresented populations moving into and succeeding through registered apprenticeship.
6. **Four goals that we set in the series of white papers** that help support those goals, the you know, the goals were (1) to increase the number of businesses and additional industries who are using the registered apprenticeship system, (2) that Americans will seek and find registered apprenticeship as a valuable post-secondary pathway, (3) that diverse populations of the US work force will have access to growing opportunities, (4) and that public policy will increasingly reflect the power and value of registered apprenticeship to address these economic and workforce development challenges.
7. **Significant white paper and other forms of recommendation to the department** establishing partnerships between registered apprenticeship programs and community based organizations, that was an important white paper that came out around fostering those connections, again always essential to partner these strong registered apprenticeship systems with community based non-profits because that helps extend the reach of the power of the apprenticeship model to populations that may otherwise not be able to access it.
8. **Transitioning Veterans from active service to employment as registered apprenticeships.** Many of you will remember that we examined this issue quite a bit with the seven branches of military, culminating in a summit that we held in the Pentagon with all seven branches participating, and as a result of those, the culmination and a white paper around the writing recommendations that were fairly detailed on how to increase veterans transitioning out of active service into registered apprenticeships.
9. **The Registered Apprenticeship College Consortium (RACC).** We want to ensure that there are easy and predictable ways in which college credit can be provided through registered apprenticeship, and fourth was fairly recent.
10. **We were asked to provide some advice on how to establish ratios** between apprentices to journey workers specifically within some hazardous occupations, and the tricky elements of how do we look at this fairly, objectively and provide some

guidance to the office of apprenticeship as they consider ratio determinations on the local or state level?

I know I spoke very quickly. However, what I really want to do is open this up to dialogue. Let me just pause for a moment and see if there's some initial feedback and thoughts regarding at least the right recommendations, have we captured this correctly, do we like the document format, how do we feel about this piece of work?

**Bernadette Oliveira-Rivera:** Good morning, everyone. I think it is a great starting point, and I do want to say that when I read through it and looked back at the work that this committee has done, I was kind of impressed and somewhat proud in a very selfish way of having been a part of that, so it was nice to see that all of the time and effort that we've spent has actually resulted in some true progress being made. That makes me excited about looking at these recommendations and really trying to be thoughtful about what we put forward. I think overall these are definitely a great start. I do have a couple of areas of concern and maybe one recommendation that I would like to see considered for a potential addition to this. When I look at the long term structural changes that are being proposed and we say we want to expand beyond just doubling the number, I get a little nervous about that. We're making a lot of change very rapidly, and we can, if the focus is on numbers, we can very easily jeopardize quality and integrity.

- The recommendation I would have for potential addition here is one that can help with that, and that is we should do a study on the impact on industry, on economics, and on increased opportunity for individuals to the work that we have done to date before we go recommending additional focus on expansion and growth. I just feel like we need to make some investment in actually assessing the impact of what we're doing here before we bring it into an even larger scale than what we have.
- The other area where I think we need to be more thoughtful, maybe add a little bit of detail around what we mean by this is continuing to provide financial incentives for apprenticeship programs. And one of the big things that we've talked about is ensuring that there is skin in the game for these employers that are coming to the table. It is industry's responsibility and employers' responsibility to train their own workers, it is not the workers' responsibility to invest in their own training, and when you are setting up the system of taxation for subsidizing apprenticeship, you are essentially making the worker pay for it in one way or another.
- I think that incentives are definitely something to be considered, tax credits included, but if you're talking about offering tax credits to employers in addition to funding to subsidize a program, yes, you're getting them to the table, and you may be hooking them, but there isn't that direct investment, and there isn't a corporate responsibility element there, and potentially no long term sustainability. I think incentives to get people started is one thing and I

absolutely would feel comfortable recommending that. Beyond that, personally I think it's a strategy that would require a lot more thought before I'd be able to make that recommendation comfortably.

**Andrew Cortés:** Thank you, just a couple of really brief comments, so I'm curious if other folks feel the same way, any trepidation around recommending a goal increase.

**Man:** I'm worried because one of the things that I have responsibility for is the value of the apprentice, or the quality of that individual's education as they complete a program. By just simply increasing the numbers, I worry about the possibility of abuse, finding ways to incentivize employers in the program discredits without oversight, rules, and guidance to where there's going to be abuse that's going to happen, where apprentices will enter programs and all of a sudden they don't get the quality or the education or the credential they thought they were going to get when they started that program. That is a big concern I have about just saying let's double the numbers of apprentices.

**Andrew Cortés:** It's a very interesting point because when I read this or got this I actually wasn't thinking about the expansion of existing programs, I was thinking about our expansion into new occupations. So you know, that indicates to me that even though those questions are being raised, that we need to work on that and massage that a little bit.

**Thomas Haun:** To both points, the first paragraph on page 2 where you talked about 115,000 registered, to get to your point Bernadette, about what we tried to do since 2014 115,000 new apprentices. How many sponsors have we got? And John, I'm not trying to put anybody on the spot, but then of those sponsors how many new apprentices within those sponsors? I think it would be key to see are these things working, because again we start throwing more stuff in the game, we kind of lose track of what made the effect. You know what I mean? So I don't think anybody who's in this room is against expansion and growth.

- We want the federal government, we would all sign on right now, if the federal government said that everybody got a dollar out of the federal government's pockets, that in order to sell your service to us, whether it's construction, whether it's buying Coca-Cola you've got to have a registered apprenticeship program. You want to talk about government apprenticeship programs; you don't have enough in your budget.
- But to everybody's point, and I don't want to beat it to death, you know quality is – I always put my hat on as I'm the apprentice, I'm going through this. At the end of this term, the end of this contract, what do I add? Is it sustainable? Is it wasted four years of my life to get me nowhere? I think about that all the time, because life's too short, simply put. So again, not to – I didn't mean to dance around that, John, but I think that would help us see – and we've done great, again, I've been here a while too and it's amazing to see this in black and white and I think I'd take my hat off to any of

you, I mean, we have done a lot, and we kind of tend to lose focus on what we have done, but crawl before you walk, walk before you run.

**Andrew Cortés:** Understood, and then please recognize, and I'll get to (Ken) in just a moment, but another comment also around the incentives, so these are broad recommendations that to me I hear generalized agreement for but we need to fine-tune to make sure that we're getting the right message, and that was the point of this document, to give you as quotes to a complete draft that is almost passable so that we can massage this and fine-tune it. Please recall that our next meeting is virtual, so to me we need to really produce something where we're making fine-tuning tweaks for our virtual vote as opposed to our face to face where we really can discuss and engage this, and I just wanted to point out around that massaging, so by no means did I mean to suggest that we need to incentivize apprenticeship only through federal tax credits. I think procurement policy is equally as effective, and if not more effective, right? The power of the purse strings is important, and I tried to call that out but obviously it doesn't jump out at you, so that just means we need some modification.

**Man:** And we talked about certainly you know, the White House, right? Many, many times.

**Andrew Cortés:** Exactly, and by the way when I was going through the folders to try to figure out what to summarize, I had to cut a lot of our work out just to make it fit on the page, you guys really should feel very proud of the amount of work that this body has done, a more lengthy description of it, but there just wasn't room.

**Ken Peterson:** Does that depend on the other five or six items or what does the operation for both the federal government, I'm definitely worried about the states, and what does it mean for our operations? It means that we'll have aspirational goals, or will we have real goals? Will we have to change our operations? You know, funding's not – we have to have people to regulate every apprenticeship program. So I'm concerned about what it really means, to more than double.

**John Ladd:** Let me just quickly, one thought I had as I was hearing the recommendations, when we talk about sustaining the funding, I was kind of channeling my inner Mike Donta here, and I think part of the strength or part of the emphasis there is about maintaining that funding to make sure that we support the capacity at the state level and have that oversight to ensure the quality, and have – build up the infrastructure of the system to be able to support that goal. So I think connecting the role of the states needs to probably be strengthened in the recommendations regardless, but I think around the funding in particular is an area that we could focus on.

**Andrew Cortés:** That makes a lot of sense.

**Cheryl Feldman:** I'm a fairly new person on this group, this paper was so impressive and I am honored to be part of the ACA. But as someone trying to establish as I heard Scott Kisting say yesterday new apprentices in an area where it hasn't been done so much in healthcare, I would say that capacity building on the employer's side to make sure we



implement meaningful especially mentoring on the job, that will you know, identifying the mentors, training them. In addition to the work on apprentices because in my mind, the apprenticeship program is only going to be as good as the mentors are, right? And that takes a lot of capacity building, and so having some support for the employers to do that at least when we're starting out and doing that capacity building is really critical to the success of our ability to engage those new employers. So I would argue that capacity building funds at least to get it started for the first couple of years is essential to having a quality apprenticeship program and not just going through the notes, so that's what we're trying to do in the work we're doing and actually we're able to download some state money to try to do that capacity building, which has been great and I think the Feds are supporting the states as they're supporting programs like ours.

- The other point I wanted to make was under number four, I know we haven't gotten there yet, but I think we need to add intermediary roles as something that needs to be explored and supported, in addition to just saying public private, because again the work that an organization like mine, a labor management partnership is doing to create those public private partnerships is critical, and so adding that intermediary role I think would be important.

**Andrew Cortés:** So, I just want to make sure I catch your comments correctly, I mean it felt like you were looking to add some specificity and refine both what the programmatic funding is doing in terms of bulleting out some broad buckets of how those funds are supporting and second, establish the roles, and maybe that's public private partnerships have become the intermediary, but what are the intermediary's roles? So just fleshing those out, providing a little clarity.

**Brian Turner:** This is very important, and I thank you, we all thank you for putting this together. I find myself when I'm looking at drafts these days missing the statement at the beginning of why this matters, why it's important, and we tend in every organization, every field of work to talk to our colleagues, to have languages inside baseball.

- This has to be an outside baseball document, and when we say in the first sentence, registered apprenticeship is of exceptional importance, if we could throw in a few factoids to back that up, that registered apprenticeship improves productivity, quality, retention, earnings, and profitability, you know, blah blah blah, and incidentally the United States is catching up and is underinvesting hugely compared to other countries with more effective work force policies, okay? I mean that's – to me, that's the ground we're standing on, and so it's you know, why this is important, all that, also as you get into retirement boomers, industry change, flexibility, you know, there's just so much there that we could say rather than just saying it's important. I'm sure we believe that. I think one of the great things that's happened in recent years, not so much through the ACA particularly. I think this is about apprenticeship, it's not about the ACA, is learning from successes in the United States and other countries.

- Our international study missions, very important, in understanding what could work and the effect in the United States and could be replicated here or adapted here. On your recommendations you might think about the order of the short term recommendations. I'm not sure that making apprenticeship week a permanent thing is the most important thing. On your long-term structural changes, there are big changes taking place at OA and in the national apprenticeship system which need to be called out and hailed for continuation. One is much greater engagement with workplace stakeholders, employers and unions, partners like education, the CTE uptake partnership, all those things of you know, building a bigger circle around the campfire. You know, we need more of that.
- We also need just to continue the work of streamlining the communications technology and the compliance technology so that it's a user-friendly system, it's welcoming to current and future participants and not a big barrier as it's often perceived to be today.
- On procurement, I think some of us have some ideas about what you meant by the phrase such as procurement policies. If we could throw in a couple specifics, we could say for instance recognize apprenticeship training as an integral part of production of goods and services, or as an allowable capital investment cost in federal contracting, or you know, just some suggestions, not a proposal, but just a subject. Again, I think this is very good and we appreciate you're doing this all.

**Andrew Cortés:** Thank you, and I mean, I hope you guys are around next time I have to write a proposal. This has been some seriously good feedback, and I'll remind folks of the Mark Twain quote, I'd have read your sorted letter, if only I had time.

**Connie Ashbrook:** Well, I also have to thank you, Andrew, this is brilliant, and I really appreciate you putting these items together, important items together and reflecting our work over the last years, and like Bernadette I feel proud when I see it, so thank you for – when you're in the thick of it you don't really see the work happening and to reflect that is really valuable. So I want to echo a couple of things that people have said, one as we expand I have the concern that we're training apprentices with no jobs for journey level workers, that's always my concern and that there's sustainable employment and how we make that happen. I'd leave it to the policy people to figure out how to look for that. The study of the impact sounds like a great idea to me to make sure that people know the impact of the investments. I really like the idea of expanding registered apprenticeship through executive order and engaging those other federal agencies that do public work so that they are using registered apprenticeship as the way that they do their projects. The inter-agency work group seems like it will be very helpful in expanding apprenticeship through the federal system, and I also echo Brian Turner's thoughts about a bigger external circle with the work force intermediaries and other stakeholders in education. Of course the focus on making opportunity and diversity in apprenticeship a key priority is near and dear to my heart. I'd love to see it, the educated approach on opportunity and diversity being one of the short term recommendations so that we look at things through the lens or

we always say as we're looking at the other actions, what does this impact or how can we use this recommendation to further the opportunity and diversity that is so important in our nation's value of being diverse and fair and equitable to everybody. Thank you.

**Andrew Cortés:** Thank you and to Brian Turner's point, too, I know when you put numbers you indicate sort of a hierarchy or a prioritization. I didn't mean to on those – I should have used bullets on those short term recommendations, so point well taken. Can I ask for clarification, because it's come up twice now, this idea of a study, we are doing an evaluation of the AAI grants, but I think I'm hearing something different here. You're looking for a broader overall assessment of sort of the effectiveness and the impact of all the actions that have been taken over the past couple years, is that right?

**Connie Ashbrook:** Well I'd have to look to your recommendations for what you think would really demonstrate to our nation the impact of all the work that you've been doing with the expansion of apprenticeship.

**Andrew Cortés:** Which is printed out there, just a slightly different point.

**Bernadette Oliveira-Rivera:** I think it's all sort of very similar in nature. I don't believe that simply looking at what's happening under AAI is sufficient, because what we're trying to determine, or what I believe we would want to assess is what is the impact of what we're doing on industry, on income, and on opportunity. So if we're talking about increasing the number of apprentices, how much easier is it for someone to get into an apprenticeship program? Then what is the impact of that long-term? Are these individuals actually gaining greater wages? Are they gaining long-term employment? And are they able to remain within their industries more than what we have seen to date? And then what is the impact on industry? Is – has productivity increased? Has – have retention costs decreased? Have injuries decreased? So I think that there's a lot of different variables that we want to look at, but until such time as we're able to actually do this type of study, one we're not going to get the buy-in that we want from employers because we have nothing to kind of show the economic impact to them and to their business, nor are we able to determine whether or not what we're doing is actually benefiting the ultimate customer, which is that apprentice or that employer. So I do feel like it has to be broader, and that it's something that we should start thinking about right now as we're making these investments, and I know it's more of a longitudinal kind of a study, but I'd be more comfortable doing that before I would feel okay with saying yes, let's keep going the way we're going without an understanding of what it's actually doing.

**Scott Kisting:** I agree a lot, what Bernadette just said there, I want to echo what Brian Turner said. I don't think we're reaching the right customers, and in your opening statement it's fantastic what you've done, the way you facilitate these meetings, I really appreciate it. But our customer is the employer. Our investee is the employee; we're investing in our customer to help them invest in that employee. I really think we need to enunciate that from the very opening, that we're trying to address small businesses, large businesses, and industries that have not had the benefit of this. We need to help those employers understand this benefit, much to Bernadette's point.

- The only thing I'd add to your statement is safety. Safety is a critical part of what comes from this. In our industry I have some study data that we're starting to get because we're new, and we're starting to see that it is having an impact on retention, it is having an impact on safety, and it's having an impact on quality and efficiency as well. I think when you go to your six short term recommendations, I don't want to add to it, so let's figure out one to cross off because you know I hate adding. One of the things is where is the outreach to the employers. We need to have an employer education session by state, we need to figure out how do we work with Mike Donta's group, with the SAAs, and go out there and jointly meet with the employers to help them see this. I understand the concern with the doubling of apprentices. To me the way I read that is we're going to approach non-traditional industries. To do that we're going to have to do something different than what we've done, and we need to think about it this way.
- For my company personally when we put on my hat as an individual, what apprenticeship did for me was annoy the living bejeepers out of me, because it was so hard to navigate the system. I thought I had it right, I thought it worked. Stephanie Brewer who's my exec, a couple of the people here know her, we looked at training when we started going through it with your team, like, oh my God, we don't. We're not investing right in these people. As the employer I came to learn as I stumbled through this process as we tried to do something that hadn't been done before, we formed a public private partnership, we brought together the telecommunications industry and labor and said let's meet, let's figure out how to do this. We formed this board. We're trying to figure out how to do it, and the thing that's happening is stunning. We recognized we weren't training people right. We recognized we weren't investing in who that investee was, but we've got a real problem because when we talk to some of the people in different areas, I won't say whether it's states or federal, I don't care, they go this is apprenticeship in this box.
- My issue is in my industry; our death rate's 30 times that of construction. We need help from apprenticeship, we need to double the apprentices, we need to triple, quadruple, we need to take it tenfold in my industry because we have to get the knowledge in the hands of those men and women that are doing this work every day, remember who the investee is. I hear the concern. To that point and number one, let's modify the statement to say we are committed to doubling the apprentices as long as the level and quality of training and safety education is maintained for that investee.
- We have to figure out how to do this. This is not a passive thing, there are people that need this today, and it's taken too long. In traditional industries, you've got to. The only way it works. Non-traditional is what we're looking at, there's men and women that are dying for these jobs, literally.

**Andrew Cortés:** Thank you. Let me get to Mike and Bill, but just one brief comment, so it's going to be difficult to get everything across that we want to get across in just one

document. I just want to point out who I feel the audience is for this document, and that's the administration. So you're right, the ultimate customers are all these various people and we need to convey the importance to the next administration of addressing those customers. However, the audience I want to really – I want to – them to hear this loud and clear is the next administration so they understand why they need to continue this level of support.

**Scott Kisting:** Then help them see you're helping employers hire people.

**Mike Donta:** Great, John, I appreciate your acknowledgment, but I do think it's essential that this body recognize in this document that there is a dual system, that creates challenges for all of us. We're working on that system, working on those challenges, but sustained funding from the states is pretty much a critical piece of the puzzle so that we can assert the qualities there and continue to grow with the states has skin in the game. We've got to require or would hope that we would require them to continue, but many of us need help in the funding, and I know some of that's happening, but that's not reflected in this document, that's what I hope we can do.

**Bill Peterson:** Just want to make a counter thought, so we could possibly do a study on apprenticeships, and I find and obviously we've all had to grab for a year as of what, Saturday? But out of the 85 new programs that we put in since December of 2011, nobody's ever asked is there money in it for me, you know, is there a tax break in it for me? The reason these people, and obviously the auto industry programs they've been forever, some of them we had to redo because they had asked to register because they hadn't used them for quite the years, but we're going into military. We have stuff – we have designers and product engineers that put all the stuff in the nuclear submarines in Groton, Connecticut, not necessarily new apprenticeships in it, but it's not something that we normally would you know, fall under. We're starting to work on Lockheed and Honeywell and some of these other companies that have not had apprenticeships for the most, so we're working on it. But 85, 80% of those 85 we've done in the last like you said, five years. By far they went over so now what they need with employers, especially for the last year, and when I say one of my last fixes, oh by the way, I think (unintelligible) surprise for you, if you, you know – this is our brand, this is our goals. If you can you know, sign up for the apprenticeship, you can join us on the apprenticeship system, you know, we're going to do (unintelligible) and we'll take the money but then you know, we need – they can't find the people. I mean, and I'm telling you, it's all over. It's – it may be some parts to farm, but it's also people that make aluminum things for McDonald's windows and doors and things. I mean, it's all kinds of stuff, you know? We get the nuclear stuff, designs, we get some product designers and other things, so I just want to say from at least the last five years, you know, by far these employers, it doesn't make a difference. There was nothing there – well, up until just a year ago there was nothing there, and so I think it's part of, I think if we start promoting it more, I think it's just going to add that much because most of these folks are doing it based on their new hiring.

**John Ladd:** I'd like to get those comments actually because I think this point out incentivizing apprenticeship is going to mean different things to different people, and it's

not just about dollars. We are working with far more people who are coming to us because they're interested in the model and what the model can do for them as opposed to any sort of subsidized jumpstart. They're not interested. They're saying, this is a way for me to have a structured program which earns the credentials that my employees need, or the degree that they need or whatever the case may be. So I think a line between incentive and promotion is going to be an interesting one to flesh out going forward. And just two other quick points, I mean, remember the degree of any subsidization is quite small, I mean, we're talking you know, I think that – I can't remember if we kept it at five or eight or 10,000, but you know, when people talk about cost of apprenticeship, it's often in that, you know, minimum \$100,000, right? When you factor in the wages, so employers always have this vast majority of the skin in the game, and I think we're talking about you know, a little bit of incentive on that front end to do some of the things that Cheryl Feldman was talking about in terms of things that maybe that aren't in their wheelhouse in terms of things that they can't like (unintelligible) or experience that provide we hope that support. And then just lastly you know, the study that we're doing for AAI does have an ROI component, so I guess I'm hearing the economic analysis, I'm hearing a lot of the things that might come through an ROI analysis, and that's what we're going to get out of those grantees looking across a range of industries, so maybe we should be able to get to a lot of the factors that you've asked for.

**Andrew Cortés:** We'll get to Greg and then Brian.

**Gregory Chambers:** Just three suggestions, Andrew, but I think its great work. Number one, I think you need to put a line in here about the labor shortage, because really that's the macroeconomic picture. The only thing you hear about the labor shortage right now is basically H1B. Apprenticeship is part of the answer. We need to put one line in here just saying there's a huge labor shortage, but apprenticeship solves that problem, or at least addresses it. Second thing, I'm kind of concerned about us falling into the trap that the educational system has, the way we word it, first line, that you know, the educational system right now, their metrics are based on people going to college, but they're not based on people finishing college, so do we want to say doubling the number of apprentice graduates or journey workers? Because really what's going to impact us is people who finish. The third thing, on the educational piece number seven, I think we're selling ourselves a little bit short because we kind of specify education and work force legislation, maybe take those three words out, just make it key legislation, because really when you think about it our apprenticeship programs can be across all industry and all the regulated industries all have a requirement for competent employees. My goal ultimately would be to actually equate competent employees with apprentice graduates, so that in their legislation in their glossary of terms defining competent such as a graduate of a registered apprenticeship program. That kicks us into every agency, whether it's the department of Energy and Nuclear Regulatory, whether it's Health and Human Services and all the FDA requirements, but all of them have a requirement for competent employees producing that particular product. Let's equate registered apprentice graduates with competent employees. Then we're in, so if we can get rid of education and work force, I think we've got a lot more leverage than just those couple in there.

**Andrew Cortés:** Brian and then Bernadette.

**Brian Turner:** Very briefly, Bill Peterson and Gregory Chambers were just saying that had the advantage of always being in the general public consciousness, namely shortages of skilled workers. Apprenticeship is the best answer for that, if we could put that right up front, people will say oh yes, I know that, I saw that in the newspaper and while it's true that in particularly in cyclical industries like construction, there's a risk of over-production of skilled workers generating too many, in less cyclical industries and particularly at a time of you know, of fuller employment, the challenge is very much on the other side. They might want to have a nod to being careful not to overproduce, but in general there is a crisis of availability of skilled workers in this country.

**Bernadette Oliveira-Rivera:** I think Gregory Chambers may have addressed some of the feedback that I had wanted to offer which was on bullet #1. I might make just one slight adjustment to the recommendation which was that we focus on the output and doubling the number of journey workers that come through the system rather than number of apprentices. I might also look at maybe having a goal or some sort of a target of expansion into new industries. Then it's very clear that we're looking at this growth not only through the established programs, but also into the sectors, so maybe kind of broadening that a little bit, making it new industries. I do want to revisit something that Brian Turner said, because I do feel like it's important, and that is investment in technology and user friendly systems for accessing information and moving through the registration process. I do think that that's an important component of the growth that we're looking to support here, so I would say that. And then this is a small sort of in the weeds kind of point, and maybe not necessarily to be addressed here but more for the department's consideration, which is this idea of having an inter-agency or work group on apprenticeship has a lot of merit, and I do support that. I want to make sure that the individuals who are a part of that work group are all well-versed in registered apprenticeship, and in particular the different models of registered apprenticeship programs that are out there, because multi-sponsored employer programs currently hold the best majority of apprentices, but a lot of the information that's been coming out of the department group does not necessarily reflect the knowledge of how those programs operate. So I think it's important that whoever sits on this kind of be well-educated about it.

**Scott Kisting:** One thing, I just wanted to dovetail on what Brian Turner said, just for everybody to think about it, there are industries that overproduce workers because they're reactionary by nature, so it's just the economic climate brand. I think that's one of the strong benefits that's often not enunciated about a registered apprenticeship program. When you have industries that have to react quickly to onboarding, having a registered apprenticeship program employee in that industry helps us ensure the same feed and the quality of the infrastructure they're working on, so I just want to touch that because I know sometimes that point gets glossed over, what happens when we have these programs when we have to react to hiring people. There's the disciplined approach versus the kneejerk.

**Andrew Cortés:** Okay, other comments and thoughts?

**Man:** We have some new thoughts and viewpoints. I think they're a little new, but I want to make sure they have a chance to provide some input. This is a real problem. With the company, and I have them sold on the idea of an apprenticeship, and their next question to me is how do we stop other companies from stealing everybody that I just trained? I just met with a CEO, he owns two companies, and he says to me, I've lost 16 employees to Ford Motor Company in the last year. I said to him we can set up a sideline or do something different and say that if an employee leaves right after he finishes apprenticeship, they have to pay and he asks what am I going to do, sue those people? I replied, there are some folks that are suing people and they won't leave a year or two or three after they've done their service, but that is a major point, and other than trying to get a servitude and I know that's kind of an old word, but it is a major problem, and I mean, for our employer to lose 16 people all within less than a year, that's a lot of training, that's a lot of money they needed, and fortunately I was at that meeting, the president of the company stepped out and he went down to his office, I called Ford Motor Company and some folks that I know and knew them before, and I said what's going on that your stamping plant's stealing all these tool and dye makers? I said, we've got a great deal with Ford, they're going to put 12 of our new apprentices on, why are you stealing all these – I said you know, you're messing this guy's business up, he's been working on your dime for some of them. So I called, they called me back the plant that they'd been stealing said the documentation you are you know, journey workers and apprentice –the apprentices from these two small companies and they're going to on their own, but that doesn't always happen.

**Man:** The long term solution is trying to get all of those employers to do a partnership, so you're growing the pool. Then ultimately we hope that the data will show that if you are invested they are less likely to leave, right? Because they're leaving for probably a marginal difference in pay, right? Someone's going to pay them and sometimes it's marginal, sometimes it's – if you call \$4 an hour marginal.

**Man:** I've run into this one all the time myself when I'm out there pitching registered apprenticeship, and so I appreciate that concern, and honestly though, I was telling Cheryl offline yesterday, that's one of my favorite parts of the job. I actually find it very easy to sell employers on apprenticeship. Now I often don't want to do all the follow-up that that requires after you've been through your whole group of employers. However I mean, you know, the three lines, and when I say you know, why apprenticeship, it works. And then it's basically we're reducing risk, we're developing talent, and we're increasing loyalty, to those points. There's a lot that we need to do around how we message and promote apprenticeship because to me that's one of the most common concerns, what some companies I think their entire talent development strategy is poaching.

**Susan Hart-Hester:** Thank you very much I was telling myself to just be quiet, try to learn and listen, but I can't help myself. The comment about doubling the numbers – I just want to reiterate, you know, I'm on the same page with the comments that have been shared, because that really doesn't say anything if you're just looking at a number. It's important to look at, as Bernadette said, the actual sectors in the industries that are coming on board. So, you know, if you've got the kind of industry that's carrying all white – what does that



really say. If your goal is to actually drive apprenticeship to new sponsors, then you really want to be able to look and in depth in what that number really means.

**Andrew Cortés:** Thank you, Susan, any other final comments or thoughts on this.

**Gary Golka:** Yes, like Susan, I was just going to try and digest on the information. My two comments, they're echoes of other peoples, what if we don't make the current goal, do we really want to establish another that is even further out. So it would be nice to have a pause maybe and assess that we made it. The other thing is I echoed the part about making it easier for employers to understand and get an apprenticeship program going. If there is not one in their industry already, or not one in your neighborhood, getting one going is difficult. See if you could (be to sell) – I go out and tell people always do this all the time or in community calls, we used to do this all the time. Very difficult to get through the process – a lot of them give up for – they don't have the legs to make it. They try it and don't make it. So that – that process, we definitely need to make it easier. Thank you.

**Andrew Cortés:** I sort of want to wrap up this conversation and get us prepped for our sector breakouts. Let me just see if I'm summarizing your input accurately. Primarily, I have to admit I heard mostly agreement with this document which I was impressed by cause you guys are a tough group. So to me, if we're talking about massaging the five percent, really looking to refine some of the goals - how they're expressed - the tone of the paper - the need statement, the value proposition – how are we treating those. That feels to me like work that we can do in a small group in the interim between the next meeting. Does that feel more or less like must (do-ables). Because what I'd like to have you do within your sector caucus breakout is identify a volunteer from each sector who could work with me on refining the document so we can have a nice successful vote in our virtual meeting, in January and have it ready to go for the next administration. Does that sound more or less accurate?

**Gregory Chambers:** I think maybe we should put another line in here then that maybe the administration could increase funding so we don't have any more virtual meetings, we have to have physical meetings.

**Andrew Cortés:** I actually will echo that point to a certain extent, because one of the nice things about having in-person meetings, I don't open up my files and look back at the work, and I admit since we moved to virtual, I see slightly less production at this body and I really do feel like we accomplish a lot more in person. So I will also put in that suggestion to the administration that to the extent possible and feasible due to budgetary constraints, of course, we would love to meet in person because I think we could get a lot more done for the Secretary and the Department quick. So thank you.

**Gregory Chambers:** Somewhere else?

**Andrew Cortés:** Well, I'm not going that far. I'll let the Administration and the Department feel that one. However, does this feel like a good stopping point related to this

document and could I ask folks on the sector caucus to identify somebody who will work with me on this. It feels like we're almost there and it'll be great to take some action and have this ready for the next administration. So if you guys wouldn't mind considering that during your sector caucus that would be appreciated.

- The other item, before we take a break and move to our sector breakouts, we have the ad hoc group on women and construction provided us some revisions last night. There's been a further condensation of the recommendations. I think this is a far simpler document. So I'd like to distribute this out to folks – take one and pass it down. As we would really appreciate – I know that the group feels that this really reflects. I think that folks will like this document. I think it presents recommendations that are straight-forward, that reflect the feedback received yesterday that wrap up this phase of the work so that we can start to move to the next phases. So I'd appreciate folks' deliberations and I don't think that anyone is going to have a problem with this document, but if there are any fine tuning, please take a look during your sector breakout and suggest specific word changes.
- I feel that we are to the point now where these are recommendations that we've all discussed as a group that came out of the blueprint and feel actionable to me. Can you do that?

**Bernadette Oliveira-Rivera:** A question on next steps, the work that we're doing on this particular document, then we're coming back to the committee, which is it, will there be a vote on trying to get this approved and then if it does get approved, what's the next step. Is this then going to be compiled into a different type of a report that we get to look at before it's disseminated or what's the end goal, I guess.

**Andrew Cortés:** From my perspective these are the ETA's recommendations to the department on action items we recommend they implement now. This document doesn't really need to change format very much. These are just recommendations coming back. Now I would like to suggest that these recommendations which come from the blueprint itself I believe we want to refine further. But these action items from the blueprint I think are actionable now, and these are directed to the department.

**John Ladd:** Yes, as always any ETA recommendations, are recommendations direct to the department, but again I really think these will be incredibly helpful to us in those initial conversations with transition team, with the new administration to say, "Look, you know, this is what's been happening in the system over the past two years, and here's the info we received from our advisory committee on important recommendations moving forward."

**Thomas Haun:** I'm assuming you know what's in CFR 29.30. My point is, wasted time for your department on something that would go off the path, if it's not there. That's just so we don't come back – I hate double shock.

**John Ladd:** We'll look to align that work as much as possible but we didn't want to limit the work of the group when or direct the group of the work to preclude items that they

wanted to consider, you know, either way. We didn't provide any secret information to that group, so they did their work but will have to look at it like we would look at any set of recommendations and say, these is what we can adopt and therefore implement – these ones might have to be on hold – these we don't accept.

**Connie Ashbrook:** So before we move into our sector caucuses, I would like the caucuses to identify people to keep participating in this work with us. I'd like to have a brief discussion just to affirm our next step in the expansion of looking at the inclusion of women in transportation, in manufacturing careers. Also our work in looking at other under-represented groups and how we're going to develop similar blueprints so, you know, I don't have a recommendation formulated, so I just wanted to throw out that question. Maybe this is something that will – we can work on offline, but I wanted to at least start that dialog and have people think about it and have our sector people identify folks from their caucus as well participate in it.

**Andrew Cortés:** Thank you Connie I'd also like to thank Jill for the work last night on this document. I mean we've gone from 22, with good recommendations to a very nice simple list of 13, not bad. These are good solid recommendations that I feel represent some of the highlights from the blueprint and are very much actionable, so I just wanted to thank Connie and Jill for that work last night. And I agree, I think that in the interim between our meetings, we can have a discussion around how we want to frame the next steps for some of the charges and discussions that we had in our last meeting, in terms of the expense. They don't think that's necessarily something that we need to solve at this moment, but I appreciate you cueing it up. I agree that some caucus phase discussion around those topics would be very, very helpful. But what I do see here is some very good work from the ad hoc committee on women in construction that is actionable and so that's the attitude and framework I'd like to move into our sector breakouts in after our break. Any other comments or thoughts as we are intending to you remind folks the logistics of (room) and then kind of point people in general directions.

**Kenya Huckaby:** The Labor Caucus will be in the room right next door, public is going to be on the fifth floor and I can take folks up.

**Andrew Cortés:** Ok, any other comments before we take a 15-minute break and then return to our respective rooms for the sector breakouts?

### ***-MEETING BREAK-***

#### **Sector Caucus Report Outs**

**Andrew Cortés:** Well, I can start from the public sector caucus; ours is going to be quick because we didn't have an election. We'll hear from Bernadette and the Labor Sector first.

#### **(Labor Sector)**

**Bernadette Oliveira-Rivera:** Sure. We had a very rich and productive discussion, we elected a new labor Co-Chair, Chris Haslinger who is not here to defend himself (laugh), but this is how we roll. We also collected a participant to support and the recommendations to the new administration, so I was nominated for that task and will be excited to work with you on that. Then, Cheryl Feldman will be reporting out for us with Brian Turner on the women's – increasing opportunity for women in the construction sector document, and if you guys want to take it - thank you.

**Cheryl Feldman:** A great job – I know a lot was put into condensing this. I think overall there's a great support from the labor caucus on this and I think Brian Turner and myself will continue to work with you on the bigger document. The only question that was raised was point number four under, Training and Retention, about the feedback mechanisms and instruments. I think there remains a lack of clarity on how that info would be collected, how the complaints would be handled and so if you were open to tweaking that, the suggestion was that there be clear education of the RAP staff and women apprentices themselves about the mechanisms that are available to them to provide feedback, that it be clear that women are encouraged to use those existing systems to provide that feedback. So that was the thought.

**Connie Ashbrook:** That sounds great and – are you recommending passage – pending the clarification – then?

**Andrew Cortés:** I just want to make sure that we capture that correctly and I will ride folks fortunately or unfortunately depending on your perspective, we don't have the ability to tell the Department of Labor exactly how to do any of this. So please remember that we are advising the department on actions that we think would be in the best interest of the system. So that was inform sponsors and apprentices?

**Connie Ashbrook:** About the mechanisms available to them to provide feedback – which are and I think this is important with identifying and not in supporting and encouraging those women to use the existing system.

**Andrew Cortés:** Ok, all right, so we heard the proposed amendment there and we'll just continue with the report outs to see if there's any other adjustment that need to be made, but thank you very much. Anything else that we should be aware of from the Labor Caucus, you elected yourself co-chair, given us a great volunteer, provided good feedback so I'm not asking for more, just making sure.

### **(Employer Sector)**

**Gregory Chambers:** For the employers, our chair is going to be Jim Wall. We were eavesdropping in on the Labor sector and we thought that was a good model. Scott volunteered as Jim's alternate. As far as the recommendations, we voted to approved.

**Andrew Cortés:** Great, all right, and given that we have a proposed amendment, are you okay with the amendment as proposed.

**Gregory Chambers:** Not a problem.

**Andrew Cortés:** Excellent, anything else that I should be aware of, anything else from the employer caucus.

**Man:** On this we forgot to say that Bernadette will serve with Chris

**Andrew Cortés:** Excellent, all right. So we have co-chairs and alternates – I think that's a first time in ETA history as well – thank you very much. So from the public sector it's a pretty short report out, we were fine with the recommendations has presented. We will also find what the amendment has recommended from Labor, regarding Recommendation No. 4 under Training and Retention. Some of the discussion that we were having around the briefing paper, we did think it would make sense – and this is just feedback for the editing group to take a look at how we might be able to adjust the fifth and sixth short term action item around the international work and potentially condense – reduce – understand flush that out a little bit. Also figure out is there a way in the editing that we can lift up diversity and inclusion focus to a short term recommendation. We want to examine what actionable item, and this is something we can determine in the editing group. However, we were thinking, is around the framework, there's got to be a way that we can elevate and lift up the opportunity to have a short term focus on diversity and inclusion that fine-tuning is just an editing suggestion for the group as we get together in the interim between our next meeting.

- We were also discussing that it made sense to take a look at well, what sort of department of ED funds are there available for use, specifically towards CTE or otherwise that we should align, leverage, or coordinate with to increase the impact of the registered dependence system as a whole. And we also were looking forward to the discussion and I'm sure that it will be on the agenda next time, but we are looking forward to discussion on the use framework at our next meeting.
- So we're just looking at the topics ahead and some of the exciting issues that we're looking to address and just as an aside, we are also extremely pleased, Mike Donta was explaining some of the movements that's been happening around bringing together all of the various chairs of state apprenticeship councils -- that again is another first. I think it makes a ton of sense to do – an important part of the registered apprenticeship system and it helps foster those strong state away connections and we all thought that was great. So aside from that – that is the total of the public sector reports, so given a discussion, **I'd like to formally take a vote to adopt the revised recommendations from the ad hoc committee on Women and Construction as amended.** I don't know if we actually need to take formal motions. If everybody can signify by saying aye – I would appreciate it.

**(Group):**           Aye.

**Andrew Cortés:** Are there any opposed? All right, and the ayes have it. Excellent, thank you very much, that was a very important piece of work. I know that the committee is going to be very pleased and we look forward to the next considerations in refining that, larger blueprint document to make that an out facing document, figuring out the phasing of how we're going to approach the issues of women and apprenticeship going forward. All right, so that was a very brief report out from all of us because clearly we are feeling very, very efficient this morning.

**Bernadette Oliveira-Rivera:** Just as a closing statement, I do have a suggestion for how to raise sort of diversity and inclusion in this document, and I think if we look under the Short Term Goals, we have elevation and visibility of the benefits of registered apprenticeship programs. If we expand that visibility it benefits to the various constituencies, or the benefits of expanding it to all- that maybe that's one way in which we can address that idea of making diversity an inclusion part of the initial goals. So just something to think about and in terms of the conversations that happened within our Labor Caucus, there was a lot of energy and support and passion for the work that the women – increasing opportunity for women in construction. I think there was a general consensus that up-front support and education for apprenticeship applicants about the type of industries that they may be entering into and the types of position expectations that they're going to face is something that we should look at. So as you guys go forward and look at that work, I think that's something that we felt could be of benefit.

**John Ladd:** That's an excellent suggestion and thank you. I'm not going to put any of labor folks on the spot at this moment, but please consider whether or not there's good folks from Labor who would like to help out with the women's group refining the paper going forward.

**Connie Ashbrook:** Would love your high-level look at the next generation as it comes out.

**Andrew Cortés:** Thank you very much; again, an extremely efficient group. So I'd like to take advantage of the little bit of time that we have to do one or two things: (1) have a brief discussion around the next agenda going forward, or (2) go back and cover a little bit of the ground that we did not quite get caught up on in terms of the momentum and the report out from the department.

**John Ladd:** We have time for both, we are trying to work with Assistant Secretary's Portia Wu's office now; looks like we're ready to wrap up a little bit sooner, so we'll probably have time for both. I think it would be helpful to have a little bit of discussion of the agenda for the next meeting, and then if we have time we can do a few other quick breakouts.

**Andrew Cortés:** All right, so we already have one agenda item that's been queued up, the Framework and taking a look and a deeper dive into what sort of framework we may be establishing around Youth apprenticeship. Other topics that are bubbling up through conversation?

There was discussion earlier around potentially trying to define a study and the parameters of the study, primarily, from what I've heard there's both the ROI piece that John was mentioning that's being undertaken by a study of the AAI grantees, but I also heard and correct me if I am wrong, a suggestion from Bernadette around what is the impact of expansion – both as in existing and new apprenticeships.

**Bernadette Oliveira-Rivera:** I think what we are trying to assess is how are the changes that we're making now really impacting people, industry and economics. If those things are being captured in the ROI, then perhaps that's the appropriate vehicle. But without having an understanding of what's being done, I think it's not possible to really look at that or to know. Maybe the first step is to get an understanding of what's currently being assessed, how that data is collected, how it is going to be reported out and then make a determination on whether a different type of study is needed.

**Andrew Cortés:** Given that that came up in the discussion of how we might want to edit the briefing paper for the next Administration. I'd like to suggest that maybe we take that up in the editing group and see what bubbles up and if we need to have a separate agenda item, we can add that to the session in January. Otherwise we're going to be discussing it again anyway because of the briefing paper with use quality framework, the briefing paper. Any other topics that are jumping right up.

**Scott Kisting:** The customer is not so much the employer and employee but the economy and how do we help our economy. I think to that point more of the agenda items that we need to look at is:

- (1) What are the obstacles for employers to engage, particularly in new industries and the advantages of registered apprenticeship?**
- (2) How do we understand the obstacles, how do we understand the fears they may have**
- (3) What are we doing to message properly to them and help address those issues?**

I think, we need to start to take more of an employer-centric focus on how do we market this for lack of a better term, to those that aren't already involved and how do we understand what their perceived fears are versus the actual perks and address them. Does that seem appropriate?

**Andrew Cortés:** Great suggestion.

**Bernadette Oliveira-Rivera:** I would just build on that to say, again from the data that we already have and the experiences that we have in registered apprenticeship, we do see the value of labor management partnership and as a union member myself, union is not a dirty word where I come from. I would hate to see us move into a system of apprenticeship where that becomes the case. So, when we are trying to reach out to new industries and we are talking about engaging players, part of that conversation has to be, "This is a model that

exists – it is successful and organized labor can be a very valuable partner to you in supporting you and getting a registered apprenticeship program started and bring it to fruition. So I would just say as we look at that – that should be a consideration in part of that process.

**Andrew Cortés:** That makes a great deal of sense, so really at this point we've – had four major agenda items, review the framework, the briefing paper, we have the demonstrating opportunity/overcoming obstacles when looking at different markets and let's not forget, the report out on the next Generation of the Women in Apprenticeship Work.

**Gregory Chambers:** Anything above a high level? I spoke to Andrew. I don't know, John have we ever taken a look at the labor market, like from the Bureau of Labor Statistics and where their high unemployment high availability openings are and try to align them with whether or not there's an apprenticeship programs in those occupations, and just to try leverage our resources and target the ones that need it the most.

**John Ladd:** It's a great point and we haven't done anything at a sophisticated level and part of the issue is our penetration in those industries is so low. You can make an argument there is opportunities for partnership in every industry, right. But I do think some of the places where we informally get some of that work is where we initially targeted, particularly some of our Accelerator sessions, and the Transportation Learning Center in partnership with DOT, this group did amazing labor market analysis in terms of the occupations, the turnovers, the geographic areas where, you know, some of those occupations were in highest demand. That's the model that we would love to replicate for our range of industries. That included a space, a gap between the professional development programs, including but not limited to apprenticeship, but also including technical schools and the demand of growth in each occupation in these different transportation sectors. So I will stop here that could move us in that direction. I mean truck driver came out of this, the first in demand occupation in that industry. So, definitely enforced a lot of our decision making.

**John Ladd:** Portia Wu, Assistant Secretary for ETA has joined us and we are thrilled. We have our advisory committee here and we've been meeting for the past day and a half, so lots of great, great work. Why don't we go around and do a quick round of introductions, so Portia knows who everybody is and Mike Donta, you want to kick us off down there?

**Mike Donta:** Representing NASTAD

**Susan Hart-Hester:** American Health Information Management Association

**Yvette Chocolaad:** National Association of State Workforce Agencies

**Gary Golka:** Independent Electrical Contractors

**Gregory Chambers:** Oberg Industries Advanced Manufacturing



**Connie Ashbrook:** Oregon Tradeswomen

**Lisa Ransom:** NAPE

**Brian Turner:** Transportation Learning Center

**Todd Stafford:** Electrical Training ALLIANCE

**Scott Kisting:** MUTI, Communications Industry Registered Apprenticeship Program

**Jill Houser:** OA Regional Director

**Bill Peterson:** United Auto Workers

**Tom Haun:** Insulators International Union

**Debra Nobles:** American Electric Power

**Mark Butler:** George Department of Labor Commissioner also NASTAD

**Bernadette Oliveira-Rivera:** Laborers International Union of North America

**Pamela Moore:** Good morning Madame Secretary, Pamela Moore, Detroit Public School Foundation, but formerly with the Workforce Agency in Detroit.

**Andrew Cortés:** Portia, thank you so much for joining us. It's always a pleasure. Just to give you a brief high level overview of what the community has been discussing. We've really been looking at how is the momentum and movement of the registered apprenticeship investments has been going. Looking at how that expansion strategy has been playing out, but importantly we have also been taking a look and synthesizing some of the work that's been happening through an Ad Hoc group in Construction. Looking to increase those recommendations, increase the participation of women in construction. So this great group environment which is our ad hoc committee has created. From that we have extracted a series of recommendations that were commissioned by to the Department. Finally and very important, we want to ensure that the incoming Administration has been extremely good sense of why it makes so much sense to continue these investments and the momentum that it's going to go to. Also, ApprenticeshipUSA and the expansion of apprenticeship in non-traditional occupations. Just to give you a flavor of what we've been discussing and thank you so much for joining us. We always appreciate you coming and sharing with the body.

**Assistant Secretary Portia Wu:** Thanks so much Andrew. It's good to see everyone. I want to thank all of the members, welcome the new members; I want to thank ongoing members for all of your time and service. I know you are all busy in your day jobs so I appreciate your taking the time to share your expertise and your knowledge with us.

- I have sat on some other advisory committees and I am so impressed by this one and the level of committed work, just the thought and detail, your broad knowledge has really informed a lot of our work. It has made a tremendous difference to how we see things, the representation from the different perspectives, the local perspectives, employer perspectives, labor perspective, public perspective; it really makes a huge difference to us.
- Thank you; I'm glad you mentioned the issue of continuing this great work because of course that's something very much on our mind here at the Department of Labor. Tomorrow, Secretary Perez and I are going to be going over to an interagency meeting, and we have been doing a lot of interagency coordination on skills work in this administration. Overarching with the Vice President's Job Training report two years ago and we've sort of continued this group of agencies coordinating and working together. Many of you know that apprenticeship has been a huge focus of that group and one of our strategies going forward with the other federal agencies is to hand off of the baton to the career teams who will continue to be here.
- They have made very clear other agencies, Department of Energy, Department of Transportation, USDA, Commerce, they have made it very clear that registered apprenticeship is going to continue to be a central strategy for them. So one of the things we are trying to do is coordinate, so that not only the Department of Labor is carrying the message of the importance of this strategy, but that other federal agencies are as well and I think your body continuing to do that communication, as well as your other roles in the world, I think, together that creates a very powerful echo chain, so hopefully whoever comes in next to these seats will hear and understand.
- I thank you for your planning heading it that way. I know everyone's aware of the recent Equity and Industry contracts we put out. I hope that those partnerships will provide a great framework for some of the work the committee is going to continue to undertake, and we'll learn more from some of those approaches that can inform your work as well. I look forward to, and I think everyone looks forward to just having this ongoing dialog about the inclusion of women in a partnership and some expansion there. We still hope to get some regulations out to update our Equal Employment rules; they're very, very out of date at this point. Those wheels always turn a little slower, inevitably. As for me personally the subject of women in the apprenticeship is very interesting. Prior to coming to the Administration; I had been with the National Partnership for Women & Families, coordinating a lot of equal pay and family issues, so I've spent a lot of time with some of these organizations with a lot of individuals who had firsthand experience barriers. So I think figuring out a way to diversify our workforce and making sure that our economy is growing is including everyone in that growth and opportunities for learning and advancement in that growth. I think it's really, really critically important.
- The grants that are coming out shortly; we have been pleased that we got that support from Congress this past year and I think we hope we will see a lot of

exciting activity in the states as a result. Fingers crossed on the budget for next year. I think it's hard for anyone to know exactly what's going to happen. I've been hearing hour by hour maybe there's a deal. But of course that's only a short term, continuing resolution until December, then we kind of do this dance all over again, but I think the bi-partisan nature of support for this has been something we've been encouraged. We certainly hope we can find a way to continue that really supportive of bipartisan dialog.

- We have done a lot to move towards our goal and we could not have made it as far as we have without you and without all your advice, and I guess the charge I would leave with you is just, actively continue the support to move towards the goal of doubling the number of registered apprentices but also the expansion of involvement by industry and other stakeholders through the RACC, community college engagement, to the LEADERS program. I mean you really are the best ambassadors for apprenticeship because you are the ones doing the work out there in the world every day and your peers really listen to you.
- I think your help and leadership and continuing to strive for those goals and using these terrific tools that John and his team helped put together, and I want to thank John, I know a lot of work goes into these meetings.
- So I want to thank them for coordinating this right before the end of the fiscal year. It's a lot to do before the end of the year and their work and support has really made it such a success. So, thanks again, thank you for your vision and your leadership and rapport to continuing to work closely with you in the months and for some of us, years to come.

**John Ladd:** Thank you very much. Do folks have any questions or comments or reactions to activity, not just this meeting but other activity that the Department has been leading over the past year and a half or two years?

**Andrew Cortés:** I'll certainly open by saying thank you deeply. This has been unprecedented support for the best kept secret out there which is the registered apprenticeship system. It provides so much opportunity for all, you have an exceptional staff, an exceptional support groups from the top which is equaled exceptional results. So first and foremost, I'd just like to say thank you for your leadership and to the Office of Apprenticeship for everything that you guys do every day. We're just here to help move the system, you guys are the system so, thank you for that.

**John Ladd:** Other folks, any burning comments that you want to share?

**Pamela Moore:** Just overall this Administration and the commitment, especially to Detroit and the funding that Labor has provided over the years has just been unprecedented so thank you for that. Byron Zuidema, Eric Seleznow, and Secretary Perez and you, you all are always accessible and you come to our meetings and so we just appreciate it.

**Cheryl Feldman:** I can underscore that, to Portia, President Obama, and Secretary Perez really opening us up to non-traditional apprenticeship has been critical, especially in our industry of Healthcare. Having that support from the top has just made tremendous difference in our discussions with employers, in building management support, so I just specifically want to say thank you for that.

**Scott Kisting:** Again, thank you, I know there are long hours and hard-work that you guys do. As someone who has worked on these issues for a long time, I think what has distinguished the American workforce development system over many decades has been a focus on disadvantaged populations and low-income, and the focus on apprenticeship is looking at the system for everybody, the entire population. I think that really gets us to a much tighter connection with the economy. There's a hole in the future of the country, so an economic and social point of view including inclusion. I think this is just, strategically, very important work that can't wait so thank you, and thank you to Tom Perez, and John in helping to make that happen.

**Assistant Secretary Portia Wu:** Under WIOA, we have priority populations and limited funds, so that's where people must go under the law, but absolutely I think having the broader conversation and the broader link of their federal dollars. Actually we are a very small piece of the money that people are spending, or what federal spending looks like.

**Man:** Outside people are spending their own money, employers are spending, states are spending money, especially in this time of growth right now, taking advantage of that to get that federal alignment, I think, is really critical. Employers need that talent; I think it's such a really great time to talk about what are some different strategies to bring forth – to develop other paths to bring skilled workers to you; because you need work, so actually knowing how we are we working to do that.

**Gregory Chambers:** I was also going to just thank you and the Administration for having the courage to really turn the corner. You know, you're listening to your customers, you're actually plugging into the reality of the global economy. To address an issue that's bad now and bound to get worse as far as labor shortages and competency in the workforce. So I'm glad that you're actually doing something about it, not just business as usual. Doing something to change it, I want to commend you on that it's not easy for a government entity to elect that. So the answer to you saying no – we're going to change, so thank you for starting the change.

**Bernadette Oliveira-Rivera:** Good morning, Portia, thank you so much for taking the time to be here with us this morning and also just for the incredible work that your Department has done on Registered Apprenticeship and trying to advance this cause. I'd like to just echo what everyone has already said about the great investment that we see being made into Registered Apprenticeship, and just how strategic and thoughtful the Department has been around this issue in terms of how we can support with you, how we can thoughtfully grow and make it better and as broad as it needs to be to truly be successful.

I would like to emphasize a couple of areas that I think are going to be critical to the ongoing success. One is piggybacking on a comment you made earlier about interagency collaboration. I feel like that is a strategy that can really, really help grow and support Registered Apprenticeship. So thank you for already being on that path of encouraging the ongoing efforts in that area. We talked a little bit about the need to make apprenticeship a user-friendly system for employers and for all of the stakeholders, and understanding that Department resources are limited. Anything that can be done to continue the great work that you're doing so far around technological enhancements, I think is pretty important. But again, thank you so much for the work that has already been done. We certainly appreciate having had the opportunity to contribute in some way to the successes that we're experiencing, so thank you.

**Andrew Cortés:** We are an appreciative body.

**Assistant Secretary Portia Wu:** But I can't really, take any credit by myself, it's really been John, the team and they are the ones who come up with so many creative approaches. The different tools they have developed and hopefully will have continued support to keep pressuring these directions; they have shown a lot of yield already and I'm quite confident that we could continue on these paths and we could see even more benefit. We're just sort of getting critical momentum and it's exciting to see that our investments Secretary Perez announced the other day. Everyone loves a winner, right. So then suddenly everyone wants to jump in and have their own announcements and then have their own commitments which are terrific. It's really terrific!

**Man:** We know that the staff and leadership of the Department of Labor understands apprenticeship it's drilled into the structure of this building and we greatly appreciate your help as the leader of the Department, to push this into the structures of the other agencies which may not be as familiar, I think is one the lasting dips that could be given to the Registered Apprenticeship system and one that our nation is going to benefit from in years to come. So, with that...

**Assistant Secretary Portia Wu:** Thank you; thank everyone and safe travels to all of you, thank you very much.

**Andrew Cortés:** All right, with that, Mr. Ladd, anything else?

This concludes today's presentation. Thank you for your participation.

**CERTIFICATION**

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



Mr. Andrew Cortés  
ACA Chairperson