

Approved Minutes of the

WISCONSIN APPRENTICESHIP ADVISORY COUNCIL

**Advisory to DWD, Bureau of Apprenticeship Standards
And
Wisconsin Technical College System Board**

August 7, 2014

Crowne Plaza Hotel
4402 E Washington Ave
Madison, WI

Members Present

Belanger, Wayne	Hayden, Terry	Pratt, Dawn	Watrud, Mary
Branson, Dave	Hurt, Henry	Scaffidi, Sue	Wieseke, Mark
Brolin, Julie	Jones, Dave	Tikkanen, Cathie	Wood, Marge
Bucio, Jose	Kindred, Brent	Tschillard, Clay	
Grohmann, Gert	Morgan, Karen	Vanden Bush, Dan	

Members Not Present

Buford, Earl	Engelke, Kilah	Reader, Chris	Wehrheim, Mary
--------------	----------------	---------------	----------------

Consultants and Guests

Berenthal, Jamie	Department of Workforce Development, Youth Apprenticeship
Cadotte, Bill	Lac Courte Oreilles Ojibwe
Cappetta, Darrel	BAS-VIP Coordinator
Cook, Jim	Madison Area Technical College
Foy, Mary	DWD- Bureau of Workforce Training
Rice, Vincent	DWD-Division of Employment & Training
Roberts, Katie	WI Technical College System Office
Schmit, Sandra	WI Technical College System Office
Smith, Owen	Bureau of Apprenticeship Standards
Weir, Tim	WI Technical College System Office

1. Call to Order

The meeting was called to order at 10:05 a.m. by Co-Chair Terry Hayden.

2. Welcome, Remarks and Announcements

Co-Chair Hayden welcomed members, consultants and guests. Attendees introduced themselves. Co-Chair Hayden then announced that Ms. Marge Wood will retire on September 5, 2014, and presented her with a bouquet of flowers, coordinated by Mr. Clay Tschillard, in honor of her hard work and dedication to the Wisconsin apprenticeship program and the Wisconsin Apprenticeship Advisory Council.

Ms. Wood commented that she will retire with complete confidence in the current state of apprenticeship and the leadership at the Wisconsin Technical College System. She noted that Vice President Sandy Schmit will take her seat on the Council. Ms. Schmit has a background in transportation, and in her previous position implemented a federally registered truck driver apprenticeship at Roehl Transport. Ms. Wood informed the Council that Mr. Tim Weir will serve as her interim replacement; Ms. Katie Roberts will direct service occupations; and Mr. Hal Zenisek of Worldwide Instructional Design System will continue to work on several current and future curriculum projects.

Last, Ms. Wood commented that the timing of her retirement demonstrates how her career has come full circle; WTCS President Morna Foy recently renewed the affirmative action policy that covers federal contracting, the Executive Order that allowed Ms. Wood to enter the trades as a plumber at the beginning of her career.

3. For action: Minutes of March 25, 2014

Members reviewed the minutes. Mr. Clay Tschillard suggested the following revisions:

- i. On page four, fourth paragraph, replace "journey workers" with "registered electricians"
- ii. On page 16, omit the second paragraph

***Action:** Mr. Tschillard motioned to approve the minutes with the noted revisions. The motion was seconded by Mr. Henry Hurt. The motion passed.*

4. Old Business

a. Preview of Skill Explorer

Ms. Morgan noted that, as discussed at the previous meeting, the Department of Workforce Development released Skill Explorer, a new website that allows individuals searching for employment to search for job openings by skills. Ms. Morgan then introduced Ms. Mary Foy, a Program and Policy Analyst with the Bureau of Workforce Training.

Ms. Foy projected the Skill Explorer homepage, and discussed the user options and noteworthy features. Skill Explorer uses the O*NET system, a federal occupation classification website and database, to analyze skills; Knowledge, Skills and Abilities

(KSAs); and work activities and their level of importance, within a given occupation. The relevance of skills to an occupation is expressed as a percent.

Ms. Foy demonstrated how to use the site using the occupation of plumber. First, the user enters a keyword describing current or past occupation or job experience, and Skill Explorer returns a list of relevant job titles. Second, the user selects the most relevant job title, and Skill Explorer returns a list of best job matches with shared skills. The job matches are rated by skill match relevance, expressed as a percent. Each match also includes typical earnings, entry level education requirements, and the number of current openings in the state. Third, when the user selects a particular match, Skill Explorer returns three pages for the occupation: an "Overview" of the occupation; "Skills and Education" for the occupation; and "Open Jobs."

The Overview page includes an occupation description; list of typical tasks; list of current job openings and an interactive map of current job openings by county; earnings data; and entry-level education, training and license requirements. Data for job openings is gathered from the Job Center of Wisconsin website and other search engines.

The "Skills and Education" tab displays the shared skills and skill and knowledge gaps between the user's current and selected jobs. Shared skills are presented as a Venn diagram as well as a categorized list. Gaps are presented as skill areas in which workers in the selected occupation have a higher level than the current occupation. The skill areas appear in a list, and each area contains bar graphs that show the level of skill in the current and selected job. The levels of skill are also noted as "low," "medium," or "high."

Ms. Mary Watrud asked whether a user could use the site to explore potential careers by entering a desired skill. Ms. Foy replied that Skill Explorer functions by occupation title, so a user could explore careers by searching for a desired occupation, but not by desired skills. Future iterations of Skill Explorer might include a reverse search, but the discussions are in their early phases.

Mr. Tschillard noted that the website for the Workforce Development Board of South Central Wisconsin includes a search function by skill.

Ms. Foy concluded by handed out an informational brochure. Ms. Morgan and Co-Chair Hayden thanked her for her time.

b. VIP Program Update

Mr. Darrell Cappetta presented the background and current status of the new Veteran's in Piping program (VIP) program.

The program is sponsored by the Wisconsin Pipe Trades and Mechanical Contractors Association of Wisconsin. It provides veterans exiting the military and active reservists with 18 weeks of foundational skills training and in the piping trades, including plumbing,

steamfitting and HVAC service. Participants take six weeks of classroom training, or 40 hours at each of six UA training centers in the state. VIPs students do not receive pay during the six weeks of training, so most of their per diem costs are paid for by the Bureau and the UA. Governor Walker's budget included funding for supportive services for students. In addition, the Bureau provides employers with a form for a re-training grant through the the Wisconsin Department of Veterans Affairs that can reimburse the employer for providing veterans with structured, on-the-job training.

Students then complete up to 12 weeks of on-the-job training with a participating employer, which introduces them to the employer's specific operations and work processes, as well as job site skills. Upon successfully completing the program, participants may be offered a job by a participating employer, although employment is not guaranteed.

Mr. Cappetta announced that the entire first class graduated classroom training on July 31. He applauded Local 400 for the outstanding job it did hosting the ceremony, and for the support of Locals 75, 118, 183, 434 and 601. Co-Chair Hayden presided and his speech nearly brought many students to tears. All students were selected by employers and begin on-the-job learning today. Mr. Cappetta commemorated the students for their exceptional performance and attitude, commenting that many students arrived to class before the instructor. He thanked Mr. Hayden for coordinating a meet-and-greet event between students and employers, which facilitated the students' hiring into on-the-job learning. Responses from students and employers have been very positive.

Some students did not meet the entrance requirement for the Accuplacer test, but were permitted to participate if they received tutoring throughout the program. This offered a lesson learned and program coordinators will monitor the availability of Accuplacer testing more closely.

Mr. Cappetta concluded by stating that the program coordinators meet on September 11 to begin planning for the second class. The first class went so well that adjustments for the second class are projected to be minimal.

Co-Chair Hayden commented that the intent of the program is to create pathways for veterans into the apprenticeship program. He complimented Darrell for hitting the ground running and supporting the vets throughout the initial phase of training. Mr. Hayden noted that the employers not only selected the students for on-the-job learning, they were very eager to do so. Many strong employee-employer relationships have been formed already.

Ms. Cathie Tikkanen asked for the number of applicants and participants in the first class. Mr. Cappetta replied that 15 individuals applied and six were accepted, which is the maximum limit to ensure placement in the on-the-job learning portion. The size of future classes will increase if the number of participating employers increases. Ages of participants range from 27-45.

The discussion concluded with Co-Chair Hayden noting that one student asked the coordinators to please continue the program, because it gives veterans hope.

c. Apprenticeship Completion Award Update

Ms. Karen Morgan presented a summary and current update on the Apprenticeship Completion Award Program (ACAP).

i. Background

ACAP was signed by Govern Walker last year, and partially reimburses apprentices, employers, and sponsors for tuition, books and material required for apprenticeship paid related instruction. The program was allocated \$450,000 from June 2, 2014 to June 30, 2015.

Two eligibility events allow for reimbursement: the apprentice successfully completes the one-year anniversary of the start date of his or her current contract or the apprentice successfully completes the entire apprenticeship program. When the Bureau's database recognizes that an apprentice has met an eligibility event, the database will automatically mail an eligibility notice and reimbursement request forms to the apprentice and a courtesy copy to the employer and sponsor. The Bureau will rely on the sponsor to verify successful completion of either event.

ii. Update

The first mailing included 508 eligibility notices, all but 100 of which were for the first year reimbursement. The mailing did not occur until late June. The number of notices mailed has been increasing rapidly, but no payments have been issued due to a programming need to record the fiscal year in which the funds were disbursed.

The most frequently asked question is, "Why are public sector sponsors excluded?" The answer is because public sector sponsors are funded by public money and thus the governmental unit is already receiving tax dollars.

iii. Questions

Ms. Cathie Tikkanen asked whether ACAP reimburses other training expenses such as on-the-job learning. Ms. Morgan clarified that ACAP is strictly for related instruction expenses, such as tuition, books and required materials; and the reimbursement goes to the party or parties that incurred the costs. Training trusts are not party to the contract, but the sponsor, as a party to the contract, can request reimbursement and designate the trust as the payee. All parties that request reimbursement must submit valid receipts.

There is no advance reimbursement or shortcuts, Ms. Morgan reminded, and each party that requests reimbursement must submit an individual request. All parties must wait for the apprentice to become eligible; sponsors cannot submit a list of potentially eligible apprentices to the Bureau in advance or a single form to request reimbursements for multiple apprentices.

The legislation was originally written to reimburse apprentice graduates, DWD successfully argued for the inclusion of first-year graduates, because that is the period of training when wages are the lowest.

Mr. Gert Gorhamm asked for the specific reimbursement caps. The reimbursement for the first year is up to \$250. The reimbursement for completing the entire apprenticeship is 25% of all related instruction expenses up to \$1,000.

5. Sub-Committee Reports

a. Education Linkages and Marketing

Ms. Morgan led discussions on various outreach materials in development.

i. "The Road to Apprenticeship" online video game

Ms. Morgan stated that the online video game will be ready to roll-out by the next Council meeting. It was originally projected to be completed by this meeting, but development was delayed by the May "event" at DWD. The developer's Limited Term Employment position has since expired, and the Bureau is in the process of re-hiring him to complete the project.

ii. "Comparing Career Pathways" and a "Parent Piece," from the State of Washington

Ms. Morgan explained the Bureau used two print publication concepts from the State of Washington, added data from Wisconsin, and revised the designs. She shared the first drafts.

The first draft publication is "Comparing Career Pathways," a one-page flier that generally compares a typical four-year apprenticeship with a typical four-year college degree in the categories of preparation, work experience, debt, and five and ten years into the future. The flier also provides a detailed cost and earnings comparison.

Mr. Henry Hurt commented that both apprenticeship and colleges program want the same candidates. The purpose of the flier is not to communicate the downsides of attending college, but to present apprenticeship as one of the many valid and viable options for post-secondary education.

Mr. Brett Kindred supported the one-page length of the flier and how it helps dispel rumors and myths about apprenticeship, in part by using solid financial data. University is a great option for many students, but many valid options exist that are more feasible for many demographics of students.

Co-Chair Pratt supported a wide distribution plan for the flier, including the BAS website and a mass mailing by the Department of Public Instruction. Ms. Morgan agreed that posting the final versions would not be enough, and reported that the subcommittee would discuss the distribution plan at its future meetings.

The Council then reviewed the first draft of the "Parent Piece" pamphlet, which discusses the educational, financial and career benefits of apprenticeship training, and details available programs in construction, manufacturing, and service sectors. Mr. Owen Smith noted that the goal of the first draft was to establish 80% of the layout, design and body content, so some body copy is noticeably draft.

The Council suggested the following revisions:

- On page five, add a vertical building contractor to the list of construction sponsors
- Include the apprenticeship website on every page
- Use "ever-expanding" to refer to ongoing efforts to expand apprenticeship into new sectors

Mr. Gert Grohmann expressed concern over the draft flier. The comparisons of an apprentice and college graduate five and ten years after graduation are unbalanced and exaggerated, which might cause the reader to dismiss the overall message out of hand.

Action: *Mr. Clay Tschillard recommended that both draft publications be sent back to the subcommittee for further discussions and revisions. The Council concurred.*

iii. Wisconsin Career Pathways website

Mr. Brett Kindred discussed the Wisconsin Career Pathways website, and introduced it as a fantastic opportunity to get high school persons, parents and counselors interested in the skilled trades, and into the career pipeline. It allows users to explore potential careers in each of the sixteen career clusters. He noted, however, that apprenticeship is currently not included on the website as a training method.

To navigate the site, the user identifies as one of three user groups on the homepage: educators, youth and adults. Currently, the site is developed for the youth user only. Additional funding is being sought to develop the remaining user paths.

The youth user is directed to a second page and asked to select one of 17 career clusters. Each career cluster links directly to an individual page, which features an introductory video and a pie chart of career categories. Each career category links to a table of available careers, as well as icons for education and training paths. The icons for education and training paths link to programs of study at high schools, technical colleges, and universities throughout the state.

Co-Chair Pratt noted that the education and training icons—high school, college and career—are misleading because they do not include apprenticeship, which is on-the-job training. She stated that she will not support promoting the website until it represents apprenticeship entirely, such as inserting apprenticeship in the education and training icons, between high school and college. As an example, she noted that apprenticeship will be featured prominently in a web portal for job seekers in development by the Council for

Workforce Investment. Ms. Sandy Schmit explained that the educator portion will include links to the technical college apprenticeship programs. Mr. Tschillard concurred with Co-Chair Pratt, and stated that the subcommittee agreed that the site needs to include the Bureau of Apprenticeship logo.

Ms. Wood concluded her report by informing the Council that the next meeting between WTCS district career counselors and high school guidance counselors will be October 23 in Madison. WTCS calls the meeting periodically so discuss career information and plan job fairs. The agenda for the upcoming meeting will include a presentation on apprenticeship by the Educational Linkages Subcommittee.

Ms. Morgan concluded the discussion on the website by complementing its overall design and content, and noting that the website will better represent apprenticeship by the time the CWI releases its career pathway portal. DWD will likely fund the necessary programming. She noted that the Bureau and the subcommittee will also be developing an overall apprenticeship program guide, similar to those used by technical colleges, for guidance counselors to use while discussing post-secondary education and career choices with students.

b. Equal Access Subcommittee

i. Interview Guide for Apprentices

Mr. Hurt introduced the draft "*Interview Guide for Apprentices*," a pamphlet that discusses and provides advice for overcoming common challenges and succeeding in each phase of the interview process. On behalf of the subcommittee, he asked the Council for feedback. Once finished, the piece will be given to community based organizations and other stakeholders that help applicants prepare for interviews.

Ms. Morgan added that the subcommittee developed the *Interview Guide* because apprentice applicants must obtain a job (i.e. Letter of Introduction), because employment is the first requirement of an apprenticeship, and the many applicants do not receive training on resume writing or interviewing, and seek the training from Job Centers or similar entities. The Interviewing Guide is intended to be a straightforward booklet, formed by 8.5 x 11' paper folded in half, and not be fancy, full-color piece. It will, though, be formatted differently than the draft.

Council members provided minor spelling corrections, and agreed to review the document further and forward revisions to the Bureau.

ii. Apprenticeship Prep Programs

Ms. Morgan led an initial discussion of whether to develop standardized benchmarks for apprenticeship prep programs in Wisconsin, using program standards from the State of Oregon as an example.

Many states have similar standards, but they are mandated by state law to regulate apprenticeship prep programs; Wisconsin does not. The Council voted not to add such regulations into state apprenticeship regulations during discussions of CFR 29.29.

Ms. Morgan asked the Council to discuss whether the Bureau should include the Oregon standards as its starting point. The Bureau is often asked to sign off on related grants by writing a letter of endorsement. Although the Bureau is not legally required to endorse a program, it does to help promote apprenticeship prep programs standards as they become more mainstream. The Bureau bases its endorsement on a general review of the program and its history; the review does not have official guidelines that are endorsed by the Council.

Mr. Tschillard asked whether federal funding is anticipated for pre-apprenticeship or apprenticeship prep programs. Ms. Morgan stated that it is possible as the result of the new the Workforce Innovation and Opportunity Act (WIOA). Mr. Tschillard and many members voiced support for adopting the program standards to establish ground work to recognize future programs as legitimate.

Co-Chair Pratt asked whether apprenticeship sponsors would have to award credit to apprentices who graduated a preparatory program. Ms. Morgan stated that credit has nothing to do with the discussion at this point.

Ms. Wood commented that she had often brought similar standards before the Council for its consideration and approval, and was rejected by the Council each time on the grounds that preparatory standards were outside of the Council's purview. The standards she proposed included the following requirements: the preparatory program must have a representative from the trade(s) to which it is training; industry-approved curriculum; wrap-around services for participants and follow-up services for graduates; and cannot have on-the-job training that supplants workers. In light of the current conversation, Ms. Wood requested that the Council consider the standards she had proposed rather than adopt boiler plate standards upfront.

Ms. Morgan clarified that she is asking the Council to consider the concept, not the content. Ms. Wood continued that the State of Oregon standards are probably the closest to the Wisconsin apprenticeship model. A primary difference, though, is that the Oregon Apprenticeship Advisory Council reviews every new apprenticeship program, which the Wisconsin Council has never done.

Ms. Morgan clarified that State Apprenticeship Advisory Council (SAAC) states can have one of two types of councils; an advisory council, in which case the state is final authority or a regulatory council, which serves as the final authority.

Co-Chair Hayden asked members for their comments and questions. Ms. Mary Watrud commented that, from the standpoint of a community based organization, standards for

apprenticeship preparatory programs would be helpful to show to funders and donors proof of endorsement.

Guest Mr. Vincent Rice asked whether apprenticeship preparatory programs would be approved and validated only by the Bureau or Council or whether other organizations would be authorized to do so. Ms. Morgan answered that she would suggest that all approvals go through the Bureau and the Council and that the program receive the endorsement from the Advisory Council to show the connection between the preparatory program and registered apprenticeship programs, as opposed to the many organizations that operate apprenticeship preparatory programs that do not collaborate with apprenticeship sponsors or align with industry needs.

Mr. Henry Hurt requested that Ms. Wood email the review checklist to the Council before she retires. Ms. Wood commented that efforts are moving slowly beyond identifying program checklists to enforcement, or identifying programs that train to industry needs versus those that merely claim to.

Mr. Tschillard added that currently many trades work with preparatory programs that have no connection to apprenticeship and train and graduate participants with skills that have no connection to the related apprenticeship program. He recommended distributing the standards to employer through the state committees, once the standards have been agreed upon.

Ms. Morgan noted that the project would be led by the Council's Equal Access Subcommittee.

Mr. Jose Bucio expressed support for developing the standards because they apply towards a majority of the building trades, and asked whether something similar could be developed for preparatory programs in the industrial sector. Ms. Morgan responded that she suggests that, if the Council agrees to take on the project, that it addresses apprenticeship preparatory programs for all sectors.

Ms. Wood stated that Mr. Hal Zenisek was in attendance to learn more about the current projects of the Council, because the Wisconsin Technical College System has secure funding for curriculum development related to apprenticeship, which could relate to sector-based pre-apprenticeship program efforts, such as convening stakeholders to identify common skills in an apprenticeship.

Action: *Mr. Dave Jones motioned that the Council develop standardized benchmarks for apprenticeship preparatory programs in Wisconsin using the program standards from the State of Oregon as a model. The motion was seconded by Mr. Hurt. The motion passed.*

The Council broke for lunch.

6. Bureau of Apprenticeship Standards Update

a. State Committee Report

When the meeting resumed, Mr. Owen Smith distributed a summary of topics discussed at the 2014 spring state committee meetings and discussed several items.

The summary included key topics discussed with all or most state committees, key topics discussed with several related state committees, and key topics by individual committee.

Key topics discussed with all or most state committees were the Apprenticeship Completion Award Program, the Apprenticeship Awareness Toolkit, and veteran employment grants.

Several topics were discussed with only specific groups of state committees. The Helmets to Hardhats campaign and direct entry provisions for veterans in the state standards were discussed with construction committees. An update on the Veterans in Piping program was presented to the Plumbing, Steamfitting and Sprinklerfitting state committees. Job books for hybrid model apprenticeships were developed by the Electric Utility, Electrical & Instrumentation, Glazing, Industrial Mechanical & Fluid Maintenance, Painting & Decorating and Wastewater Treatment Plant Operator state committees. Last, the DWD Division of Vocational Rehabilitation staff presented an overview of their services to the Barber & Cosmetology, Construction Craft Laborer, Masonry and Plumbing state committees.

Co-Chair Pratt asked whether the primary benefit of a hybrid apprenticeship model is that an apprentice can complete the program earlier by demonstrating the required competencies once he or she is proficient in them rather than waiting to complete additional hours. Mr. Smith replied no, and in fact, members of several state committees had argued that the potential for early completion was, in fact, a potential drawback to hybrid programs; and the primary benefit of the hybrid apprenticeship model is that it requires apprentices to demonstrate competencies as well as satisfy time requirements.

Ms. Wood asked whether the Bureau would release the job books in electronic format as well as print. Mr. Smith replied that the Bureau is planning to produce print copies only, at the current time, until further discussions are held about the most effective electronic format. Early in the development of one job book, an official draft had been obtained, modified and adopted by a non-sponsoring contractor.

Mr. Tschillard requested that the Bureau request a one-page summary of services from the Division of Vocational Rehabilitation and provide it to all construction state committees.

b. Planning Committee

Ms. Morgan announced that she selected a planning committee to operate from July 1, 2014 – June 30, 2015, to oversee multiple activities.

First, the planning committee will oversee Wisconsin's application for and implementation of federal American Apprenticeship Grants. The competitive grants are the result of \$100 million allocated by President Obama to the U.S. Department of Labor to expand registered apprenticeship in one or more of the following areas:

- launch apprenticeship models in new fields, such as advanced manufacturing and health care;
- align apprenticeships to career pathways by rewarding workplace learning with college credit or linking to pre-apprenticeship programs;
- scale apprenticeship models that work by marketing the value of apprenticeship, or building national and regional partnerships to expand apprenticeships

More specific details are not known at this time. The grant announcements are projected to be released by the end of calendar year 2014. The grants must be awarded to public-private partnerships, and the maximum award is \$6 M.

Second, the planning committee will prepare and hold the Wisconsin Apprenticeship Summit on January 28-30, 2015, at the Wingspread in Racine in partnership with the Johnson Foundation.

Third, the planning committee will examine possibilities for expanding registered apprenticeship in several areas: new sectors, such as information technology, health care, and transportation; identify where employer training needs are not being met, such as not training workers quickly enough; and identify training solutions.

Next, the planning committee will implement a bridge between registered apprenticeship and youth apprenticeship.

Last, it will examine the infrastructure of the Wisconsin registered apprenticeship program to identify areas that could be improved and how.

The committee will consist of six to eight members in order to coordinate meetings nimbly. All recommendation by the committee will be brought to the full Council for approval.

c. Wisconsin Career Pathway Subcommittee

Members reviewed a draft paper of proposed linkages from youth apprenticeship programs for manufacturing occupations to their registered apprenticeship programs.

Ms. Morgan reviewed the background of discussions for linking youth and registered apprenticeship programs. In general, youth apprenticeship programs train high school juniors and seniors in the foundational skills of several skilled trades; registered apprenticeship trains an individual in the entire scope of a specific trade.

Many industrial employers in the Lakeshore Technical College area sponsor both programs, so the Bureau and stakeholders created a pilot program to bridge the programs for machine

tool occupations through employment opportunities and advanced credit. The pilot left the employment and credit determinations to the discretion of the employer; some employers granted youth apprentice graduates credit towards a registered apprenticeship program and other employers gave graduates preference for future registered apprenticeship employment openings.

The pilot was successful as several youth apprentices accepted into registered apprenticeship programs. As a result, the Department of Workforce Development now wants to expand the pilot statewide by recruiting more machine tool sponsors and perhaps expanding the program into additional manufacturing occupations; such as, industrial electricians, industrial manufacturing technicians and welder-fabricators.

The Bureau of Apprenticeship Standards and Youth Apprenticeship leadership believed the expansion would be best overseen by an advisory committee. Rather than form an independent advisory committee, DWD has elected to ask the Council to create a new subcommittee to oversee the expansion.

The game plan is to crosswalk the skills standards checklist used by the youth apprenticeship program with the Job Book and Exhibit A used by the similar registered apprenticeship program to determine overlap and possibility award advanced standing for matching competencies.

The partnership has the potential for lots of synergy and to be mutually beneficial for both the Youth Apprenticeship (YA) Program and the Registered Apprenticeship (RA) Program. The Sub-committee would guide the effort. In manufacturing both programs are very active. The RA construction sector has the greatest number of apprentices and YA is in the process of implementing a new construction program. RA has no programs in information technology and health care but youth apprenticeship offers several. Much of the initial planning assumed crosswalks between the programs do not exist; if they do, then the process would be accelerated.

The current plan is to recruit members for the subcommittee from both the YA and RA programs and hold the first meeting in November. The committee would begin contacting potential sponsors in December.

Ms. Morgan concluded by asking the Council to endorse the creation of the Wisconsin Career Pathway Subcommittee to oversee the bridging of youth apprenticeship and registered apprenticeship. The subcommittee would be co-lead by representatives of the Youth Apprenticeship and Bureau of Apprenticeship Standards..

Co-Chair Pratt strongly urged the Council to create the subcommittee so that its purpose is not undertaken by less qualified, less experienced stakeholders.

Mr. Tschillard inquired into the status of the new Architecture and Construction youth apprenticeship program because four industry feedback sessions were held over the summer. Mr. Jamie Berenthal of the Youth Apprenticeship staff clarified that the program is not new; rather, this summer the existing program was significantly expanded to include curriculum for more construction trades. The curriculum is almost ready for review and approval by the YA staff. Mr. Berenthal added that the YA staff would be interested in researching a crosswalk between curriculum for the Architecture and Construction youth apprenticeship program and construction apprenticeship programs.

Mr. Brent Kindred added that the high school system is having many conversations about how to increase the pipeline, and a significant question has become, "What is the incentive?" Parents and teachers want to know where the value is added. In nearly all other subjects, students can receive advanced standing, transcribed credit or advanced placement credit. Similar incentives for pursuing a youth apprenticeship program or career and technical education would increase the potential for a pipeline program into registered apprenticeship.

Co-Chair Hayden stated that it is only logical for the Council to be involved in the creation of linkages between youth and registered apprenticeship.

Mr. Tschillard commented that a problem with many other preparatory methods for high school students, except youth apprenticeship, is that the participants lack formal education and/or hands-on experience. As a result, the electrical apprenticeship programs do not award many graduates credit for prior experience or education. Youth apprenticeship offers both formal education and on-the-job training, so it creates more potential for prior credit. Ms. Watrud added that youth apprentices are also paid during their program, which is a huge incentive. Ms. Wood commented that the success of youth apprenticeship programs is judged by the percentage of graduates that are offered a job.

Mr. Berenthal stated that youth apprenticeship has programs in 10 of the 16 career clusters. Currently, 400 students participate in agriculture and natural resources programs; 450 in health care occupations; 300 in hospital programs; 200 in lodging and tourism; 200 in transportation; and 200 in finance. He believes manufacturing and construction occupations would be the most likely to crosswalk between the YA and RA programs.

A motion to create the Wisconsin Career Pathway Subcommittee to further study and explore a bridge between youth apprenticeship and registered apprenticeship was made by Mr. Kindred. The motion was seconded by Ms. Wood.

Discussion continued.

Mr. Wayne Belanger voiced his support for the Subcommittee, but cautioned the Council to ensure that the sponsors involved are able and interested in hiring the youth apprentice graduates, so that the Subcommittee does not set itself up for failure. Mr. Bucio argued that

the best possible outcome for a youth apprentice graduate would be to earn a job as a registered apprentice. Therefore, a program that cannot offer that does not incentivize parents to support a career in the skilled trades. He seconded Mr. Belanger's concern that the Council might approve a program that cannot guarantee employment. Ms. Morgan responded that the youth apprentice program is designed to expose students to a broad number of construction occupations and skills, not track students into a particular occupation.

Mr. Bucio asked how many of the 520 youth apprentice graduates obtained employment as a registered apprentice. Mr. Berenthal replied that the Youth Apprenticeship staff does not measure that outcome, because it is not an official part of the program.

***Action:** The motion was called to a vote by Co-Chair Hayden. The motion passed. The Bureau and the Council will create and convene the new Wisconsin Career Pathway Subcommittee.*

d. National attention and innovative approaches

Ms. Morgan discussed how the creation of the new subcommittee is evidence of necessary changes resulting from increased national attention on workforce training, particularly apprenticeship. She directed attendees' attention to two national reports in their packet: "Ready to Work: Job-Driven Training and American Opportunity" and "What Works in Job Training: A Synthesis of the Evidence."

Apprenticeship is becoming a very popular option for employers and a very popular solution within workforce development, she continued. Although apprenticeship stakeholders have known about it and have been administering it for years, many discussions on innovatively expanding the apprenticeship model are being driven by individuals to whom apprenticeship is new. Therefore, it is very important that the Council becomes aware of the national climate surrounding workforce training and apprenticeship so it can ensure that it takes the lead in adapting Wisconsin apprenticeship to the times. For example, the planning committee is hoping that the report authors attend the Wisconsin Apprenticeship Summit to help the participants develop a framework and budget for innovative changes.

7. WTCS Update

i. Great Lakes Higher Education Foundation "Tools of the Trade" Scholarship

Mr. Ben Dobner from the Great Lakes Higher Education Foundation introduced himself. The Foundation has a large philanthropic mission: fund college access and success, to which it has committed \$100 million since 2006. When a member of the board, Jim Elliot, retired last year, the Foundation honored his service by committing to provide 20 \$1,000 scholarships to Milwaukee Area Technical College construction apprentices for the next five years. This year, a pilot between the Foundation and the Wisconsin Technical College System expands the program in several ways: overall, 150 \$1,000 scholarships to construction and industrial apprentices across all 16 technical colleges.

The eligibility criteria are as broad as possible and the application is as easy as possible. The student must answer two questions, submit a check stub, and meet income requirement of 300% of poverty guidelines. The instructor must sign off that the apprentice is in good standing. The Wisconsin Technical College System selects the recipients. The check goes directly to the apprentice.

The Council thanks Mr. Dobner for his presentation.

ii. Registered Apprenticeship College Consortium

Ms. Wood distributed apprenticeship related instruction hand-outs from the Wisconsin Technical College System, including an update on the Registered Apprenticeship College Consortium from the website of the U.S. Department of Labor Employment and Training Administration. The pilot project is establishing a national database of educational institutions that award credit for the completion of a registered apprenticeship. Participating schools can recognize up to 39 credits for completion of a registered apprenticeship program.

iii. Curriculum Committee

Mr. Jim Cook reported that the WTCS apprenticeship curriculum committee has reformed after a lengthy hiatus and held two meetings, in January and June. It consists of technical college apprenticeship coordinators and Bureau of Apprenticeship staff. The committee sets the priorities for curriculum development in the interest of statewide alignment.

Currently, the committee is developing the curriculum infrastructure, Ms. Wood explained. Mr. Zenisek reported that the Worldwide Instructional Design System is using new software to create curriculum standards models, which he is sharing with the state apprenticeship advisory committees. The model captures what curriculum is being offered today, which then informs the discussion on how to align. It is understood that local committees and technical colleges might implement curriculum differently depending on local needs and personnel. The Bureau is involved with selecting the programs for which models are created.

Ms. Wood then shared the WTCS Plan of Work for FY 2014-15, which began July 1. The report is still draft and a work in progress. The WTCS is still working with the Bureau to identify priorities. Ms. Wood invited trades interested in having their curriculum reviewed to contact Mr. Zenisek. All future determinations are made by the Bureau and WTCS.

iv. New WTCS Council representative

Ms. Wood introduced Sandy Schmit, the Vice President of Instruction for WTCS, who will replace her on the Council. Ms. Schmit commented that listening today has been very valuable. Three educational director positions are currently open. The directors work in clusters. Ms. Wood's replacement will work with Architecture and Construction occupational clusters, and the WTCS is working with the Office of Safety and Employment Relations to

build the position. In the interim, Tim Wier will serve as acting education director for the cluster.

A second director will work with Manufacturing and Public Safety. Ms. Katie Roberts will work with the Hospitality and Tourism cluster. The new directors will have occupational expertise as well as apprenticeship expertise.

8. DPI Update

Mr. Brent Kindred presented a draft of a new poster for the Skills USA competition that is co-branded between Skills USA and the Bureau of Apprenticeship.

Next, Mr. Kindred presented the Manufacturing day website. get partnership and mission/purpose from website). A link to the site is also included in the Apprenticeship Awareness Toolkit website.

Mr. Kindred encouraged Council members to pursue any opportunity to promote Manufacturing Month with their area high schools and chambers of commerce, towards the goal of dismissing the misperceptions of manufacturing and increasing interested individuals in the pipeline.

The website will be disseminated weekly between September and October to get the K-12 partners involved. Individuals or organizations interested in participating should contact Mr. Kindred.

The Department of Public Instruction is producing an outreach video for Manufacturing Month that features State Superintendent Tony Evers and Lucy, a youth apprentice at EK Machine in Fall River, WI. Lucy recently completed the first year of her welding youth apprenticeship, and is now between her junior and senior year of high school. She also competed in Skills USA.

Co-Chair Pratt recommended that DPI also place the Bureau's manufacturing outreach video on the website as well.

Mr. Kindred stated that the Department of Public Instruction and high schools will continue to pursue Wisconsin Fast Forward grants, which are awarded to high schools that partner with technical colleges that partner with businesses. For example, West Salem High School received \$20 million for a technical engineering project that will provide diesel and automotive technician training to 15 students through Western Technical College. Trainees will receive industry certifications and will be provided placement opportunities at ten local businesses.

General discussions on previous topics followed. Ms. Wood asked whether the projected attendance at the Wisconsin Apprenticeship Summit would increase now that the location

will be Wingspread. Ms. Morgan stated that the projected attendance did not increase; it will still be 30. Ms. Morgan invited individuals interested in being on the new subcommittee to email her. Ms. Wood nominated Ann Westrick from the WTCS.

8. Apprenticeship in WI, Statistically Speaking

i. Summary

In Kathy Wellington's absence, Karen announced that the bottom line of her statistical update is that registered apprenticeship participation is increasing slightly. In the past five years, new contracts overall have increased by 75%. Over the same timeframe, new service contracts have increased by 80%; new industrial contracts have increased by 136%; and new construction contracts have increased by 151%.

Sponsor activity between July 1 and August 1 of this year is as follows: construction committees decreased by 3%; and non-construction employers increased by 8%.

Key points on active contracts were:

- Active construction contracts in CY14 exceeded CY13 in all eight months year-to-date. However, active construction contracts on August 1, 2014, were down 24.5% from August 1, 2009.
- Active industrial contracts in CY14 exceeded CY13 in all eight months year-to-date, and active industrial contracts on August 1, 2014, were up 30% over August 1, 2009.
- Active service contracts on August 1, 2014, were up 10% over August 1, 2013, and up two percent over August 1, 2009.

ii. Discussion

General discussions on additional, unrelated topics followed. Ms. Watrud distributed a flier for upcoming construction career information sessions presented by Chicago Women in the Trades and Construction Instruction Inc., a Madison-based company. She asked Council members to distribute the fliers.

9. Next Meeting Date

A motion to adjourn was made by Mr. Hurt and seconded by Mr. Tschillard. The motion passed.

The Council adjourned at 2:40 p.m.