

**State Steamfitting Apprenticeship Advisory Committee Meeting**

**September 10, 2015**

Local 601 Training Center  
Madison, WI

<b>Members Present</b>	<b>Employer/Organization</b>
Christensen, Paul	H & H Industries
Edwards, Doug	Local 601
Knaus, Jeff	Local 400
Lauer, Joe	EGI Mechanical Inc
Stramowski, Gary	J.M. Brennan
Sturdivant, Mike (Co-Chair)	Tweet-Garot Mechanical
Weinfurter, Greg	Tweet-Garot Mechanical, Inc

<b>Members Absent</b>	<b>Employer/Organization</b>
Clark, Roger	UA Local 118
Hayden, Terry	Local 434
Zielke, Joel	Steamfitter Local 601

<b>Consultants &amp; Guests</b>	<b>Employer/Organization</b>
Cook, Jim	Madison Area Technical College
Ecker, Rob	Bureau of Apprenticeship Standards
Korn, Gary	UA Local 434
Morgan, Karen	Bureau of Apprenticeship Standards
Nakkoul, Nancy	Wisconsin Technical College System
Rice, Vincent	Bureau of Apprenticeship Standards
Rodencal, Judy	MCA-NC
Singer, Dave	Local 601
Walsh, Julie	MSC
Smith, Owen	BAS

1. The meeting was called to order at 10:00 a.m. by Mike Sturdivant, Committee Co-Chair, in conformance with the Wisconsin Open Meeting Law.
2. Roll call was conducted, and a sign-in sheet was circulated to record those in attendance.
3. The current roster was reviewed by committee members. Several members provided updates to their contact information.

#### **4. Old Business**

##### **a. Review the follow-up items from the previous meeting.**

The draft minutes from the previous meeting were approved as written.

*Action: the proposed revisions to the state Exhibit A's were approved. The revisions included the following statement in Special Provisions: "The apprentice shall obtain local committee-approved certifications..." Director Morgan asked the committee whether it did indeed want the phrase "local-committee approved" because it may not prevent fly-by-night certifications. The state committee confirmed that it preferred the leaving the certifications to the discretion of the local committees and did indeed prefer that language.*

The state committee discussed recommended changes to its applicant assessment procedure. Karen summarized that, effective beginning 2016, the Department of Public Instruction will require all high school students to take the ACT assessment test in order to graduate. The ACT assesses students in the same areas as the Accuplacer: reading, writing, arithmetic and algebra. Therefore, in the near future, local committees may receive applications from graduates that have been assessed via the ACT.

Karen suggested that the state committee continue using the Accuplacer and, in addition, adopt the ACT as the assessment of choice. Another consideration is that there might be a gap between when the applicant took the test and the time they apply to the apprenticeship program. Therefore, she recommended that the state committee also discuss a maximum timeframe in which scores would be allowed. For example, most two and four-year institutions accept ACT scores for three to five years.

Last, Karen suggested that the state committee consider adopting statewide uniform minimum scores for the Accuplacer and ACT. Statewide uniform minimums would mean that all local committees would have to use the same assessment tests, assess applicants in the same subject areas, and use the same minimum scores. Karen noted that this measure would help ensure the integrity and portability of the credential. The industry has grown much in the last five years; many employers have merged and operate across the state. So, the Bureau wants to make entrance requirements into an occupation as uniform as possible so it doesn't run into any legal issues between different requirements in different areas of the state. Many smaller trades are doing this to ensure the portability of their credential.

Karen noted that she encourages the local committees to discuss these suggestions amongst themselves before the next state committee meeting.

The committee asked the following questions:

- How will adding the ACT affect veterans?  
It will not affect veterans any differently than other candidates. If a veteran has taken the ACT within the timeframe, he or she can submit those scores. If not, the veteran can take the Accuplacer.
- *How will the ACT affect the Accuplacer?*  
The inclusion of the ACT will not affect the Accuplacer. The main point for including the ACT is that high school graduates will apply to the trade having taken the ACT, so why make them retest? In addition, registered apprenticeship occupations need to recruit younger applicants, so it is wide to accept their recent scores and adopt uniform standards.
- *What if our local committee uses STANINE?*  
That is okay. STANINE scores are included in the comparison of ACT and Accuplacer scores.
- *Would the Bureau send an official letter to all local committees explaining the minimum scores and deadlines, and provide a full crosswalk?*  
The Bureau will discuss this at an upcoming staff meeting.

#### **b. Apprenticeship Completion Award Program**

Karen reported that the program was renewed by the state legislature until June 30, 2017, as part of the new biennial budget. The Bureau will be allocated \$225,000 per fiscal year. No other changes were made; the eligibility requirements and maximum awards remain the same.

She noted that the primary lesson that the Bureau has learned so far is that the cost of paid related instruction is much higher than was anticipated. However, the program was intended by the legislature

A committee member asked how an apprentice is notified that he or she is eligible. Karen replied that the Bureau's database automatically sends an eligibility notice to the apprentice once he or she becomes eligible. The letter is copied to the employer and the sponsor. In addition, Apprentice Training Representatives provide an information sheet on the program when they register new apprentices.

#### **c. New publications from the WI Apprenticeship Advisory Council**

Karen distributed copies of the interview guide and guidelines for pre-apprenticeship programs. She stated that most construction trades use the letter of introduction as the primary way for the apprentice to get into the trade. A few use the rank list. The Bureau has heard frequently that applicants have no clue on how to dress for act during an interview. Therefore, the Advisory Council wanted to create a guide to interviewing to help applicants. The Council and the Bureau envisioned disseminating the document widely, so the Bureau ordered many copies. Please contact the Bureau.

Next, the Council felt it was important to put together guidelines for pre-apprenticeship programs. Many of these programs operate currently and many more are anticipated to begin due to numerous federal and state grants that are projected to offer funding. The U.S. Dept. of Labor had researched pre-apprenticeship programs and concluded that many do not train their participants in skills needed currently by registered apprenticeship trades. Therefore, the DOL had developed guidelines for pre-apprenticeship programs. The Council and Bureau reviewed the federal guidelines and similar guidelines from the State of Oregon, and "Wisconsin-ized" them.

The Wisconsin pre-apprenticeship guidelines, like their model documents, require the pre-apprenticeship programs to document a partnership with a registered apprenticeship sponsor and document that the RA sponsor certifies that the pre-apprenticeship curriculum trains participants in skills that are needed by the trade.

Overall, the guidelines will help prevent programs that are not connected with industry from getting funding; and boost the confidence in programs this approval boosts confidence that the program is connected to the needs and organizations.

**d. American Apprenticeship Grant**

Karen reiterated that this grant will not be like the SAGE grant, which helped provide curriculum and equipment to existing trades. Instead, the American Apprenticeship Grant will be used to expand registered apprenticeship model of training into information technology and healthcare, and to expand the pool of qualified applicants by promoting youth apprenticeship programs and pre-apprenticeship readiness programs.

**e. WI Apprenticeship Summit**

The Summit resulted in an action plan of key strategies to improve Wisconsin's registered apprenticeship system. The first action item to be completed was the creation of an employer consortium that will develop employer-to-employer marketing on registered apprenticeship. The consortium's first task will be to administer a statewide survey of the perceptions and attitudes towards registered apprenticeship among current sponsors, former sponsors, and non-sponsors.

The Summit action plan also emphasizes building stronger pathways between youth apprenticeship and registered apprenticeship. Currently, the manufacturing sector is very active with youth apprenticeship, promoting youth apprenticeship, and linking YA to RA. Some construction trades have expressed interest, but there are more considerations in that sector to discuss. Last, the Bureau is working with the Department of Public Instruction to provide tools to educators in K-12 to present more information on registered apprenticeship, as well as tools for parents.

A general discussion followed. A member asked whether the Bureau has considered partnering with teachers, or developing resources for teachers. Karen replied that the Bureau actively outreaches to teachers and guidance counselors, and is constantly looking to improve its efforts. For example, Brett Kindred created an Apprenticeship Toolkit webpage within the DPI system, which is a one-stop-shop for apprenticeship information and promotional materials for all K-12 staff. In addition, the Bureau presented at an annual meeting of guidance counselors, and received the idea for a parent piece from the participants.

Karen concluded by summarizing that there is far stronger presence of registered apprenticeship in K-12 than in the past five years, and it is improving all the time.

**f. Other**

No additional topics were raised.

## 5. New Business

### a. **Review and discuss the duties of the state committee.**

Karen explained that many state committees have had members retire and welcomed new members, so many new members across the state committees are growing their understanding of the role and value of state advisory committees. Karen stated succinctly, "We don't have registered apprenticeship unless we have industry buy-in."

She noted that Wisconsin is reknown in the apprenticeship community for its strong advisory structure. All but one of the Bureau's 20 state committees are set up on a labor-management structure.

The Bureau highly values the input of state committees, and hopes that members of local committees who attend state committee meetings share the information with fellow local committee members. For example, Karen encouraged the state committees to share the discussion on applicant assessment procedures with their local committees so the local committee members are not caught off guard, if the topic is brought up by an Apprenticeship Training Representative.

Karen reiterated that the Bureau relies on the state committees to advise the Bureau on policies and content through the review of state standards, the state Exhibit A and paid related instruction. The committees help the Bureau ensure the program is as uniform as possible across the state. She noted clearly that the Bureau does and will continue to ask state committees to review curriculum in addition to on-the-job learning.

A member commented that this committee has been very active in the past. Karen agreed, and noted that this state committee, in the future, will need to look at greater uniformity among its local committees.

### b. **Technical Assistance Guide sessions for 2015-16**

The Bureau will host several Technical Assistance Guide sessions this fall through the end of the calendar year. The sessions are mandatory orientations for new members to local apprenticeship advisory committee meetings. The sessions help new members understand the local committee's legal requirements and operating procedures.

The sessions are led by Apprenticeship Training Representatives. Topics include complaints, appeals, closed sessions, minutes, diversity, generational differences, and more. The session lasts four hours, and the class size is typically 10-25 participants.

A member asked what the requirements are for attending. Karen stated that new members are required to take the sessions, and current members can take a session as a refresher, if there is room.

### c. **Bureau personnel update**

Tim Ziffer is the new Apprenticeship Training Representative for the Racine-Kenosha area. He worked previously with the Department of Corrections as a social worker. He replaces Sandy Martin, who had accepted a new position with DWD Job Service.

### d. **Other**

Gary Korn introduced the new training coordinator for Local 601, Dave Singer. He began his role on July 1, and has been a member for 28 years. He served previously as an instructor. The committee welcomed Mr. Singer.

**6. WTCS Update**

Nancy Nakkoul discussed the WTCS Summary, which is available in full on [www.wisconsinapprenticeship.org](http://www.wisconsinapprenticeship.org). She noted that many trades have adopted statewide curriculum standards models, which are not required but very helpful. If the state committee believes one would be helpful for their paid related instruction, please contact her.

**7. Review of Program Participants**

Participants included 423 apprentices and 101 employers with an active or unassigned contract as of August 27, 2015. The apprentice total is the highest the past six years.

8. The next meeting is tentatively scheduled for Tuesday, May 17, 2016, at 10:00 a.m. at Local 400 in Kaukauna.

9. The meeting adjourned at 11:48 a.m.

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*Submitted by Owen Smith,  
Bureau of Apprenticeship Standards*