

**State Machine Tool Apprenticeship Advisory Committee Meeting**

**Wednesday, March 5, 2014**

Madison Area Technical College  
2125 Commercial Ave  
Madison, WI

**APPROVED MINUTES**

<b>Members Present</b>	<b>Organization / Employer</b>
Bates, Dan	Rexnord
Haban, Eric	LDI Industries
Heins, Ken	KLH
Johnson, Greg	PowerTest
Nichols, Jim (Co-Chair)	KLH Industries

<b>Members Absent</b>	<b>Organization / Employer</b>
Brockelman, Doug	Stanek Tool Corp
Dennis, Mark (Co-Chair)	Fox Valley Tool & Die
Rainey, Tony	Master Lock Company
Sloma, John L.	IAM – AW LL516
Williams, John	Rexnord Industries

<b>Consultants and Guests</b>	<b>Organization / Employer</b>
Cattelino, Mike	Fox Valley Technical College
Cook, James	Madison Area Technical College
Destree, Sandra	Bureau of Apprenticeship Standards
Janecek, Ed	Waukesha County Technical College
Morgan, Karen	Bureau of Apprenticeship Standards
Perkofski, Lisa	Bureau of Apprenticeship Standards
Smith, Owen	Bureau of Apprenticeship Standards
Wood, Marge	Wisconsin Technical College System

1. **The meeting was called to order** at 10:08 a.m. by Committee Co-Chair Jim Nichols in conformance with the Wisconsin Open Meeting Law.
2. **Introductions** were made, and roll call was taken. Jim Cook welcomed attendees to Madison Area Technical College.
3. **Minutes** of the September 19, 2013, meeting were approved as written.

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

##### **a. Roster Review**

Owen Smith introduced new member Dan Bates, who was selected by Rexnord Industries to replace John Williams. Members reported that John Sloma of Brillion Ironworks and Ray Hall of Mercury Marine will retire soon. Brillion has not identified a replacement; Mercury Marine will likely nominate Roque Schneider; Bemis will nominate Mark Krueger to fill the vacancy left by Henry Verferth; and Greenheck Corp. is projected to nominate a member.

**Follow-up:** BAS will contact the employers to identify nominees.

##### **b. 2014 Apprenticeship Conference Review**

###### **i. Summary**

Overall, the Conference was a great success, attracting the second highest Conference attendance—450 participants—despite below-freezing temperatures, and earning praise for its speakers and workshops. Unfortunately, winter temperatures forced most high schools throughout the state to close. As a result, the Expo was attended by only 50 of the more than 600 high school students who had registered.

###### **ii. Speakers**

All speakers earned high ratings from attendees, especially Governor Walker, national economist Anirban Basu and national author Mark Breslin. Governor Walker's speech earned the Conference brief media coverage in several state metropolitan news and television outlets.

###### **iii. Workshops**

Most workshops received very favorable feedback from attendees, particularly for their professional relevance. The Conference offered a series of introductory workshops on apprenticeship and key partners, such as "The Department of Public Instruction 101"; and several well-received workshops on youth apprenticeship and apprenticeship prep programs. The three most attended workshops were, "Preparing Students for Apprenticeship Programs," "Diversity in the Workplace," and "Understanding Generational Differences in the Workplace."

###### **iv. Criticisms and Suggestions**

The Conference received two common criticisms: it was held during the timeframe of year that poses the highest risk for severe cold and inclement weather; and the removed location of the Expo, a mile from the conference activities, limited the amount of time attendees could visit without missing workshops and discouraged some attendees from visiting at all.

Therefore, the most common suggestions for improvement were twofold: hold the Conference in spring or fall; and hold the Expo and Conference as unique, separate events.

Owen Smith asked the members for their responses to the Conference. A general discussion on the pros and cons followed. Positive feedback included... Criticisms included...

#### v. Future Conferences

Owen Smith acknowledged the downside of scheduling the Conference in the first calendar quarter of the year and holding the Expo in a removed location from the main Conference area. However, he explained the factors that make the timeframe and hosting the two events together the most ideal plan.

Foremost, the first calendar quarter of the year is when the most apprenticeship stakeholders are available. Spring is when the construction sector, the largest sector of apprenticeship stakeholders, typically prepares to return to work, sometimes as early as mid-March and public schools generally have spring break. Fall is the beginning of the academic calendar for high schools and technical colleges, and the construction trades typically remain active through October. Late fall and early winter contain deer hunting season, Thanksgiving and Christmas.

Second, the few hotels that can provide all Conference accommodations are most likely to offer the state lodging rate during the off-season months. The Conference requires a large meeting space, five-to-seven breakout rooms for workshops, and at least 20,000 square feet for the Expo. Many hotels can meet the first two requirements, but very few can satisfy all three requirements.

Third, hosting the Expo and Conference as separate events on alternating years would place the Bureau in perpetual planning and fundraising cycles for the last half of each year. Conference preparations typically take at least six months, and the Bureau would be continuously asking its stakeholder base for donations.

Therefore, the Bureau will present feedback from the state committees to the Advisory Council with two recommendations: the next Conference be held in early March to maximize the potential for favorable weather without conflicting with preparations for the construction year; and the Expo in the same location as the Conference but one day prior to the opening of the Conference to maximize attendance.

## **c. Advisory Council Outreach Update**

### i. Apprenticeship Awareness Toolkit

Owen Smith walked members through the Apprenticeship Awareness Toolkit website, a one-stop resource on Apprenticeship for high school guidance counselors, teachers and staff to assist their raising awareness of registered apprenticeship among high school students and parents.

The website was created and is administered by the Department of Public Instruction.

Key content includes:

- An explanation of registered apprenticeship as well as a separate explanation of youth apprenticeship, which explicitly states it is "not the same as [registered] apprenticeship."
- Apprenticeship Salary Chart, a downloadable document that compares the potential earning of an apprentice to an individual on a four-year degree program
- Educator How to Sheet, which advises educators on classroom strategies for engaging students about apprenticeship, such as inviting industry representatives as guest speakers
- Apprenticeship Promotional Flyers, five versions, one per audience, communicate three central points to parents, educators, students, and more: apprentices earn a good wage without incurring student debt; they earn college credit, and they earn nationally recognized credentials.
- Sample Apprenticeship Pathway Program of Study, which outlines how high school general education courses and specific electives prepare students for potential apprenticeships in different economic sectors, such as manufacturing

Owen reminded members that the Toolkit is an organic, living website that is to be updated with new material as stakeholders see fit. He asked the Committee whether it preferred to publish additional material to the site.

A general discussion on the current and potential content followed. Key points included: ...

### ii. Parents' Guide to Apprenticeship

Karen Morgan reported that the Bureau will produce a guide to apprenticeship this fall for guidance counselors to distribute during career counseling sessions with parents and students. The document will be modeled after the Wisconsin Technical College System program guide. The project was recommended by guidance counselors who attended the apprenticeship presentation by Ms. Morgan and Mr. Clay Tschillard at the Wisconsin School Counselors Association meeting this spring. The counselors specifically requested a print publication because many students do not have access to computers and/or internet, particularly in rural areas.

#### **d. NIMS Pilot Update**

Ken Heins and Ed Janecek updated attendees on the history and status of the NIMS pilot program at Waukesha County Technical College.

Employer interest in consistent training across the state began in 2005 when a complete curriculum revision was shared with all technical colleges but adopted by only a few. In early 2012 NIMS received a national grant to conduct a comparative study of competency models versus time based models. In the fall of 2012, WCTC elected to support the pilot of a NIMS hybrid program, and the State Committee agreed that paid related instruction should incorporate both time and competencies.

NIMS seems to be gaining traction in southeast Wisconsin and has been considered as part of pre-apprenticeship programs as well as dual-enrollment models between WTCS and local high schools. However, employer support to replace paid related instruction with NIMS has been less than expected; and while employers and apprentices participating in the pilot are very satisfied with it, the employer community as a whole is not large enough to embrace the model. One possible drawback to employers is that the NIMS model requires two days of classroom work per week as opposed to a single day under the traditional model.

The outlook for the second pilot program is not strong, currently. Six (6) apprentices have registered in the second cohort, but the class size is insufficient, so they have been placed in traditional training while being identified as being on the NIMS track. The school needs six more for the program to run in the fall.

A general discussion followed on the advantages and possible disadvantages and misperceptions of NIMS among employers. The primary advantage of NIMS is its strong emphasis on master-level learning through the demonstration of competency; apprentices must produce parts to 100% of specifications.

The primary disadvantage is the inclusion of manual machines in the curriculum which many employers no longer use. However, Ed Janecek stated that several employers send apprentices, students and other employees to WCTC for customized training on manual lathe and milling. More importantly, manual machines are foundational to learning CNC, production and repair skills. Therefore, manual machines need to be included in the curriculum, albeit not the extent of CNC machinery.

Other employers are turned away because the NIMS model contains twice as much PRI as the traditional model, which discourages employers at face value or because the employers hire technical diploma or AAS graduates from the Tool and Die Technology program, and grant them full credit for Paid Related Instruction.

Mike Catalino stated that many employers that utilize Fox Valley Technical College value the competency based model because it allows apprentices to proceed and progress at their own pace. However, the college and employers are challenged by the NIMS requirement for a third-party assessor to evaluate the student's competency. The fact that the instructor teaching the course can also serve as the inspector offers some relief. Other employers in the community utilize a committee of two-to-three qualified workers.

Karen Morgan encouraged the Committee to consider alternative models of promoting or delivery NIMS, because NIMS has received much stronger support in states that lack as strong an apprenticeship model and technical college system as Wisconsin's. She concluded the discussion by stating that she and Ken Heins would collaborate on a one-page promotional piece that BAS staff could use to promote NIMS.

**Follow-up:** BAS and Ken Heins will draft a one-page promotional flyer on NIMS for the committee's feedback at the fall meeting.

## **5. New Business**

### **a. Variance in Related Instruction Hours and Content for Machine Tool Trades**

Karen Morgan presented a draft document summarizing related instruction hours and content for Machine Tools Trades. The goal of the project is to create a tool that BAS field staff can use to promote and discuss the available programs with potential sponsors; and that colleges can use to discuss how they align with the model. However, the feedback to date has been that the document accurately reflects only the curriculum delivered in Milwaukee; all other information is inaccurate.

Therefore, the document reiterates a central issue: BAS continues to receive feedback that technical colleges are not delivering all of the content required by the Apprentice Contract. Karen stated to the Committee that it, the Bureau, and the Technical College need to work towards having the hours delivered as stated in the Apprentice Contract.

Jim Cook stated that the hours might be difficult for a technical college to deliver because some have limitations with instructor load as set forth by the union contract.

A general discussion followed on the origin of the issue and difficulties technical colleges have in delivering the hours, such as instructor load limits set forth by union contracts. The general consensus was reached that the schools need to deliver the hours set forth in the Apprentice Contract and those hours must be equal to or greater than the minimum hours set forth in the State Standards.

**Follow up:** BAS will survey the technical colleges to identify what content is being delivered in PRI and for how many hours, what is being dropped, and why. The State Committee will look at the overall findings and review the required curriculum. BAS will contact Brian Hoehalfen of MGS to join in the curriculum review.

### **b. Discussion of Previous Three-Year Milling and Grinding Apprenticeship Program**

This item was tabled until the fall meeting.

**Follow up:** BAS will bring program documentation to the fall meeting.

**c. 2013 WI Act 57 (Apprenticeship Completion Award Program) and DWD 295.25 (Emergency Rule)**

The Department of Workforce Development is drafting an emergency administrative rule to implement 2013 Act 57, the Apprenticeship Completion Award Program (ACAP). ACAP was passed in November 2013, and will be active from June 2, 2014 through June 30, 2015. Developed by the State Legislature and signed by Gov. Walker, ACAP partially reimburses eligible apprentices, sponsors and employers for partial related instruction costs. Available funding totals \$450,000.

ACAP will be administered by the Bureau, as directed by law. BAS may reimburse the apprentices, the employer and the sponsor—whichever incurred the cost—a maximum of \$1,000 for up to 25% of the tuition, book, materials and other course fees directly associated with related instruction. An apprentice is eligible when he or she successfully completes either the one-year calendar anniversary of the contract start date or the entire apprenticeship program within the ACAP performance period.

Karen Morgan reported several key considerations and requirements for implementing the program. First, it will be a learning experience for the Bureau, and BAS will pay close attention to any lessons learned. Second, the Bureau will require the sponsor to confirm that the apprentice is in good standing to qualify for the one-year reimbursement. If an apprentice is eligible, the reimbursement will go to the party that incurred the cost. Split reimbursements can be made if more than one party incurred expense.

The Bureau plans to present performance data to the Legislature after the program concludes in the hopes that the program is continued in subsequent fiscal years. ACAP is projected to be used extensively by apprenticeship stakeholders, because similar funds available through the SAGE Grant (2011-2013) were disbursed entirely. Ideally, all funding will be disbursed before the performance period concludes, which would show a high need for additional funding.

**d. Other**

i. Marge Wood asked whether the Bureau and Committee whether it would be interested in developing curriculum for an Injection Molding apprenticeship program. The technical diploma program at Chippewa Valley received WI Fast Forward funds. Karen replied that the Bureau was not interested at this time, but would be if a sufficient amount of employers express a need for a long-term program. The Wisconsin Fast Forward funding covers short-terms programs, and the Committee does not have the expertise currently to make a decision regarding long-term training options.

ii. WisconsinApprentice.com is a privately owned and operated website that culls and collects news articles relating to apprenticeship from multiple news sites into a single blog format. The owner created the website as a public service to apprenticeship, and approached DWD to sponsor the site, but DWD declined. The Bureau is sharing the website with state committees because it may be a useful information tool and because the website address is close enough to the Bureau's website address, wisconsinapprenticeship.org, that stakeholders may inadvertently confuse the two.

## **6. WTCS Update**

No items were reported that were not otherwise covered in the above topics.

## **7. Review of Program Participants**

### **a. Current Participants**

As of March 5, 2014, 416 apprentices and 206 sponsors were actively enrolled in the program.

### **b. Update on New Reporting Software**

The data was presented on a new Historical Report produced by Webi, new reporting software acquired by BAS. Programmers are adding a nine-year historical average to the report as a comparative figure. The new feature will be added for the fall report.

**8. The next meeting** will be held on Wednesday, October 1, at 10:00 a.m. at Moraine Park Technical College or Lakeshore Technical College. BAS will confirm in the interim.

**09. The meeting was adjourned** at 3:00 PM.

## **10. Follow-up Items**

*As a result of this meeting, the following will occur:*

- i. BAS will contact the employers to identify nominees.
- ii. BAS and Ken Heins will draft a one-page promotional flyer on NIMS for the committee's feedback at the fall meeting.
- iii. BAS will survey the technical colleges to identify what content is being delivered in PRI and for how many hours, what if being dropped, and why. The State Committee will look at the overall findings and review the required curriculum. BAS will contact Brian Hoehalfen of MGS to join in the curriculum review.
- iv. BAS will bring program documentation for the three-year Milling and Grinding apprenticeship to the fall meeting.

*Submitted by Owen Smith, Program and Policy Analyst*