

State Electrical & Instrumentation Apprenticeship Advisory Committee Meeting

May 7, 2015

Madison Area Technical College
Madison, WI

Approved Minutes

Members Present	Employer/Organization
Butt, Nate (Co-Chair)	Quad Graphics - Sussex
Cannestra, Tony	GE Healthcare
Friedeck, Rich	IBEW Local 663
Lundey, Dave	MMSD
Roach, Mike	Trane Co
Salzwedel, Bill	Sargento Foods Inc
Woehlke, Scott	Mercury Marine

Members Absent	Employer/Organization
Cestkowksi, Jim	MPI - Deerfield
Dejardin, Warren	Green Bay Packaging
Fitzsimons, Mark	MillerCoors
Hafeman, Brian	PCA – Tomahawk
Hankwitz, Dan	Kimberly Clark Corp.
Harrer, Tammy	Clearwater Paper
Smith, Ryan	Harley-Davidson

Consultants and Guests	Employer/Organization
Cook, Jim	Madison Area Technical College
Destree, Sandy	Bureau of Apprenticeship Standards
Ecker, Rob	Bureau of Apprenticeship Standards
Johnson, Joshua	Bureau of Apprenticeship Standards
Kiel, Todd	Northeast Wisconsin Technical College
Morgan, Karen	Bureau of Apprenticeship Standards, Director
Nakkoul, Nancy	Wisconsin Technical College System
Schetter, Sheila	Lakeshore Technical College

Schultz, David	Lakeshore Technical College
Smith, Owen	Bureau of Apprenticeship Standards
Wurzez, Ed	Trane
Zenisek, Hal	Wisconsin Technical College System Foundation

1. The meeting was called to order at 10:10 a.m. by Co-Chair Nate Butt in conformance with the Wisconsin open meeting laws.
2. Roll call was conducted and a sign-in sheet was circulated.
3. The committee reviewed the current roster. The committee welcomed a new Employee member, Scott Woehlke from Mercury Marine. The committee will elect an Employee Co-Chair at the fall meeting.

4. Old Business

a. For action: approve the minutes from the previous meeting.

The committee approved the minutes with two revisions: Karen Morgan and Mike Roach did not attend the meeting.

b. Review the follow-up items from the previous meeting:

i. Revise the Exhibit A and Job Book for the Industrial Electrician apprenticeship.

Owen reviewed that the charge of the state committee is to establish minimum standards for on-the-job and paid related instruction. Accordingly, the state committee decided to turn an opportunity to update the job book for Industrial Electrician into an opportunity to review the entire apprenticeship program. First, WTCS conducted an occupational analysis that determined most of the training content is current, but some additions are necessary. Next, at the 2014 fall meeting, the state committee approved the focus groups' broad revisions to the state Exhibit A.

Co-Chair Butt added that the focus group has nearly completed its revisions to the state Exhibit A, and needs additional input from the state committee on whether to separate the work process "troubleshooting and maintenance" into two separate work processes. The focus group believes that troubleshooting and maintenance should be separated and assigned separate training hours because the skills sets are different.

A general discussion followed and the committee agreed that troubleshooting and maintenance are distinct from one another because they are performed on different schedules and under different conditions. Maintenance work is performed during a scheduled downtime, in a calculated and controlled environment. In contrast, troubleshooting addresses problems that occur at any point during production, so the environment is more reactive.

Action: the committee approved a motion to separate "troubleshooting and maintenance" into two separate work processes, "troubleshooting" and "maintenance."

Owen then asked the state committee for guidance on how to distribute the 4,000 training hours between the two new work processes. A general discussion on the importance of each skill set followed. A member shared a story about an apprentice who was skilled in maintenance but was fired by his employer because he could not troubleshoot. The committee agreed that troubleshooting is more complicated to learn than maintenance because troubleshooting requires awareness and analysis of multiple systems at once.

Action: *the committee approved a motion to assign 3,000 hours (75%) to "troubleshooting" and 1,000 hours (25%) to "maintenance."*

ii. Review the Maintenance Technician curriculum

Hal Zenisek introduced himself to the committee and updated attendees on his project to create a curriculum standards model for the paid related instruction for the Maintenance Technician apprenticeship program. The model will serve as a guide for technical colleges in delivering the curriculum. His objectives today are to review the outcomes of the project and answer any questions.

Karen Morgan noted that the model states incorrectly that the Maintenance Technician program is six years long. Neither the state Exhibit A nor any sponsor Exhibit A is longer than 10,400 hours in five years. Hal replied that he included the sixth year as a placeholder based on his understanding from the focus groups that not all technical colleges offer an accelerated delivery model and therefore can offer only 72 hours a semester, which would equate to six years. Jim Cook added that this scenario is similar to paid related instruction for the Industrial Electrician: there is more content than years, so the colleges fit more instruction into less time. Karen replied that BAS has not issued contracts that are greater than five years.

Action: *WIDS will revise the curriculum standards model to state that the program is five years.*

Karen then commented that she believes the new model appears to move away from the committee's original intent for the paid related instruction to include approximately three years each of mechanical and electrical and be slightly weighted overall towards the mechanical. Todd Kiel disagreed, and stated that the new model appears to be weighted more towards electrical but is not due to a large number of skills that cross-over between both sections.

A general discussion followed on the history and intent of the program. It was developed at the request of employers on the state committee because they wanted an employee who could do both maintenance work and electrical work. However, the maintenance and electrical had been historically viewed as separate, distinct trades, so the program drew criticism from many employers and organizations. In addition, an apprentice learns enough electrical work through the program to sit for the industrial electrician licensing exam, although the program does not require the license for completion. The committee had advised the Bureau not to support Maintenance Technician apprentices being qualified for the industrial electrician work, but the Karen overruled the committee.

Criticism of the program continues, but it is one of the fastest growing apprenticeship programs, so the Bureau has been very protective of it.

Hal continued with his review of the curriculum summary model. The committee had no further questions. Bill Salzwedel and Co-Chair Butt congratulated Hal on his work on the model, stating that is certainly was not easy work. The committee applauded Hal.

A motion was made to approve the curriculum standards model as a guide to the paid related instruction for the Maintenance Technician apprenticeship. Karen clarified that the motion is for the model only and does not include or support licensing.

***Action:** the motion was supported by all members except one, who dissented on the grounds that the Maintenance Technician apprentice and journey worker should not receive an industrial electrician license. Therefore, the motion failed due to a lack of consensus. However, Director Karen Morgan ruled that the model will be adopted.*

iii. Review the Maintenance Technician website

Owen reported that he revised the Maintenance Technician website to omit a statement that job openings for the occupation are projected to increase. The statement is true for other trades sponsored by the committee, but it is not true for Maintenance Technicians because the occupation is too new.

c. Apprenticeship Completion Award Program update

Karen reviewed that ACAP was created and implemented one year ago by the state legislature, not the Bureau, and expires on June 30 of this year. It reimburses eligible apprentices, employers and sponsors for some costs of tuition, books and required materials for paid related instruction. The maximum award for completing the first year is \$250; the maximum award for completing the entire apprenticeship program is 25% of paid related instruction costs up to \$1,000. The apprentice is eligible if he or she completes either the one-year calendar anniversary of the contract start date or the entire apprenticeship program. If the apprentice is eligible, the sponsor and employer are automatically eligible, and the reimbursement goes to the party or parties that incurred the costs.

As of the end of April, the Bureau had reimbursed a total of \$157,000 among 323 first-year completions and 129 program completions. The Bureau denied nearly \$600K in requests because many apprentices requested reimbursements that exceeded the maximum awards. The requests demonstrated that the cost of paid related instruction is higher than the Bureau projected.

The program is included in the Governor's proposed budget for the next biennium, but the Bureau does not know whether it will be approved or removed.

A general discussion followed. The committee asked whether more apprentices or more employers requested reimbursement. Karen replied that more apprentices requested reimbursement. The committee asked how ACAP is communicated to apprentices. Karen replied that apprentices will receive a summary of the program when they register and will receive an official eligibility letter from the Bureau once they pass one of the eligibility events. The letter is copied to the sponsor.

d. WI Career Pathway Subcommittee update

Karen reported that DWD is researching how to bridge the youth apprenticeship program and the registered apprenticeship program so that a graduate of the youth apprenticeship program can easily transition into a related registered apprenticeship program. A pilot effort in the machine tool trades was quite successful because many manufacturing employers already sponsored both programs. The pilot received very positive feedback from employers and youth apprentices alike. Then, due to the recession in 2008, employers stopped sponsoring registered apprentices, so research on linking the programs stopped. Economic growth and concerned over a lack of skilled workers reignited the research last year, and the Advisory Council institutionalized the effort by creating the new Career Pathway Subcommittee.

This year, the Bureau and the YA staff have been developing comparisons of competencies in the YA manufacturing program and related RA programs. The comparisons are referred to as "crosswalks." The comparison of the YA manufacturing program and the Maintenance Technician found very few similarities, especially with the electrical competencies within the Maintenance Technician.

The subcommittee and the Bureau will also begin outreaching to YA sponsors that don't sponsor registered apprentices and RA sponsors that don't participate in youth apprenticeship. Once the subcommittee concludes its focus on manufacturing, the membership will rotate to construction stakeholders, and similar efforts will begin in with linking the Architecture and Construction youth apprenticeship program with related RA programs.

Karen distributed a report that outlines which manufacturing equipment and machine duties can be performed by a student learner or youth apprentice. In general, they can perform many duties under direct supervision.

A general discussion and question and answer period followed. One member commented that it is difficult to recruit youth apprentices in industrial electrical work because many potential employers claim they must adhere to EEO regulations and advertise available positions throughout the entire plant before they can be offered to outside or new workers. Karen acknowledged that the process can be difficult, especially when a collective bargaining agreement is in place that requires the employer to select apprentices from the current workforce. Another member asked how an employer would proceed to hire a youth apprentice. Karen replied that interested employers would contact the regional consortium in their area; contact information for the consortia is listed on the youth apprenticeship website.

e. WI Apprenticeship Summit

Karen introduced the agenda topic. Over the last several years, registered apprenticeship has grown into a very well-known method of training skilled occupations. President Obama specifically mentioned registered apprenticeship in two of his State of the Union addresses. In addition, his administration awarded \$100 million to the Dept. of Labor to release in the form of American Apprenticeship Grants.

However, a considerable amount of employers who had not used registered apprenticeship and some previous sponsors began to claim that registered apprenticeship was problematic: it too long, too expensive, too restrictive. With so much interest and support for apprenticeship, these parties could possibly influence policy changes that may not be in the best interest of registered apprenticeship sponsors. Therefore, the Bureau and DWD convened the Summit to position sponsors and stakeholders as the drivers of any potential changes.

The Summit participants included representatives from every part of the apprenticeship community: construction; manufacturing; service; technical colleges; workforce development boards; Department of Public Instruction; U.S. Department of Labor; the Canadian apprenticeship system; and more. The first day and a half included presentations on the latest research on apprenticeship and workforce development trends; the next day and a half focused on generating an action plan of improvements to registered apprenticeship in Wisconsin.

Co-Chair Butt added that he had attended, and asked whether the Bureau had a current status report on the action plan. Karen replied that the Bureau is currently strategizing which items to begin first. Co-Chair Butt continued, commenting that the Summit impressed him in how conducive it was for so many different types of stakeholders to learn about one another and come towards a common goal. He added

that it is assuring to see Wisconsin get ahead of the curve rather than be reactive. The state is on the leading edge of registered apprenticeship.

f. American Apprenticeship Grant

Karen transitioned to the next topic. She briefed the committee on the background and purpose of the American Apprenticeship Grants. President Obama set aside \$100 million for the U.S. Department to issue nationally in the form of competitive grants, with a maximum award of \$5 million. Wisconsin submitted its application on April 30. It is titled, "WAGE\$: Wisconsin Apprenticeship Growth and Enhancement Strategies." Wisconsin will focus on expanding registered apprenticeship into the information technology and health care sectors and increasing the pool of qualified applicants for registered apprenticeship.

The Bureau projects very good opportunities in both I.T. and health care. Some of the biggest hospitals and clinics are very interested because they are not hiring enough students out of the technical college system because of their lack of clinical experience. In I.T., the Wisconsin Technology Council, whose membership includes many employers, expressed similar difficulty in recruiting qualified applicants and similar interest in registered apprenticeship. Cyber security is a very hot area of I.T. now, but no specific occupations have been identified for apprenticeship at this time.

In advanced manufacturing, Wisconsin employers have expressed interest in an apprenticeship program for mechatronics, an emerging in-demand occupation around the country and especially in the Midwest. Kentucky has the leading training model. In Wisconsin, Moraine Park offers an associate's degree in Mechatronics, and the maintenance technician apprenticeship program is similar, but smaller and shorter.

Last, WAGE\$ would expand the pool of qualified applicants through two objectives: create a smooth transition for youth apprenticeship graduates into a related registered apprenticeship by aligning curriculum; and developing pipeline programs for unemployed and underemployed individuals through the workforce development boards. Last, to help retain apprentices, WAGE\$ would support cultural competency workshops and internal training for foreman and journey workers.

g. Other

No other items were brought forth.

5. New Business

a. BAS Personnel Updates

Owen Smith reported that the Bureau hired three new Apprenticeship Training Representatives: Tracy Jallah in Madison; Rob Ecker in Eau Claire; and Joshua Johnson in Waukesha. The Bureau is now fully staffed, including several Apprenticeship Training Representatives who recently returned to work from medical leave.

b. Other

On behalf of Chris Dragosh, instructor at Fox Valley Technical College, a consultant suggested that the instructors for paid related instruction for the E&I trades formally organize an annual meeting to share input on curriculum and industry trends. The instructors have informally organized annual meetings in the past, and found them very helpful. Nancy Nakkoul commented that she would be the appropriate person to coordinate such a meeting, and she noted the suggestion.

6. **WTCS Update**

Jim Cook reported that the Great Lakes Higher Education scholarship and Jim Elliot scholarship out of Milwaukee awarded 170 \$1,000 scholarships to apprentices this year, eight of whom were in trades sponsored by this committee. Most recipients were first-year apprenticeship with demonstrated financial need. Both scholarships will be awarded annually for the next nine years.

WTCS and the Bureau signed off on Chicago Women in the Trade's application for a national grant that seeks to enhance and encourage recruitment and retention of women for non-traditional occupations. These grants are available every five years. Neither WTCS nor the Bureau will be a service provider for the grant, but the grant efforts will include revising diversity components in a faculty certification course so that the faculty could use the course for continuing education. Apprenticeship faculty will be included.

As a result of the move towards performance-based funding, a certain percentage of a technical college's budget is based on performance measures. One such measure is a Technical Skills Attainment, or TSA, which is a summative assessment in which students demonstrate the competencies identified as taught in the program. All colleges are working on scheduling TSAs. A TSA was conducted on paid related instruction for Industrial Electrician, but not the Maintenance Technician program. With the state committee's recent focus on the Maintenance Technician program, it may be timely for the technical colleges to do so this year. In addition, TSAs now have deadlines: all programs must complete both phases within the next three years.

The decision to pursue a TSA for Maintenance Technician would result from a discussion between the schools, the instructors and staff.

7. **Review the program participants.**

Program participants include 475 apprentices and 182 sponsors with contracts in active or unassigned status on May 1, 2015. The committee noted that the 2015 totals are already very high, so the year-end totals may exceed those for 2014.

8. The next meeting is tentatively scheduled for Thursday, October 22, 2015, at 10:00 a.m., at Madison Metropolitan Sewerage District.
9. The meeting adjourned at 2:02 p.m.

Follow-Up Items

- i. *WIDS will revise the curriculum standards model for Industrial Electrician to state the program is five years.*
- ii. *The focus group will continue to revise the Exhibit A and job book for Industrial Electrician according to the direction given by the committee.*

Submitted by Owen Smith, Bureau of Apprenticeship