

## State Machine Tool Apprenticeship Advisory Committee Meeting

May 6, 2015

Mid-State Technical College  
West Bend, WI

### Approved Minutes

| <b>Members Present</b>  | <b>Organization / Employer</b> |
|-------------------------|--------------------------------|
| Bates, Dan              | Rexnord                        |
| Dennis, Mark (Co-Chair) | Fox Valley Tool & Die          |
| Heins, Ken              | KLH                            |
| Johnson, Greg           | PowerTest                      |
| Rainey, Tony            | Master Lock Company            |
| Schneider, Roque        | Mercury Marine                 |
| Sengbusch, Bob          | Brillion Ironworks             |

| <b>Members Absent</b> | <b>Organization / Employer</b> |
|-----------------------|--------------------------------|
| Brockelman, Doug      | Stanek Tool Corp               |
| Haban, Eric           | LDI Industries                 |
| Sloma, John L.        | IAM – AW LL516                 |
| Williams, John        | Rexnord Industries             |

| <b>Consultants and Guests</b> | <b>Organization / Employer</b>        |
|-------------------------------|---------------------------------------|
| Arndt, Marcia                 | Moraine Park Technical College        |
| Cook, Jim                     | Madison Area Technical College        |
| Destree, Sandra               | 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    |
| Nakkoul, Nancy                | WTCS                                  |
| Perkofski, Lisa               | Bureau of Apprenticeship Standards    |
| Pusch, Liz                    | Bureau of Apprenticeship Standards    |
| Schetter, Sheila              | Lakeshore Technical College           |
| Smith, Owen                   | Bureau of Apprenticeship Standards    |
| Zenisek, Hal                  | WIDS                                  |

1. The meeting was called to order at 10:00 a.m. by Committee Co-Chair Mark Dennis in conformance with the Wisconsin Open Meeting Law.
2. A sign-in sheet was distributed. Members and consultants introduced themselves.
3. The committee reviewed the current roster. The Employer side still has a vacancy. The Bureau has contacted several potential employers, but they were unable to commit due to work load.

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

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

##### **i. Review the curriculum for the Machine Tool trades.**

Owen reviewed that the review will take two approaches: the development of a curriculum standards model by Worldwide Instructional Design System; and a separate review of competencies taught and omitted by the Bureau. The curriculum standard model is in progress, and Hal Zenisek of WIDS has an update. The review of competencies will require the assistance of the new education director, which is Nancy Nakkoul; Nancy began her position only recently, so the Bureau has postponed beginning the competency review until Nancy has oriented herself with her new position.

Karen Morgan stated that the Bureau's position is that the number of hours of paid related instruction listed on the state Exhibit A should be the number hours delivered; the hours should not disagree, unless a sponsor requests additional paid related instruction above the required state minimum. Therefore, all stakeholders need to agree upon what content is needed, identify what content is being delivered, and then agree on the total number of hours. She added that many variables have contributed to the misalignment of hours: union contracts; the number of weeks in a semester changed; and instructor availability and contract arrangements. However, the number of sponsors of machine tool apprentices continues to grow, so the state committee needs to resolve this issue.

Hal Zenisek then reviewed the outcomes of the curriculum standards model project. The model was generated using new curriculum software and is meant to be a guide for the colleges and a resource for committees, employers and apprentices to understand what is taught. A master list of competencies is included on page three. The model was presented to all instructors at a meeting in November. All technical colleges were represented. The instructors collectively reviewed and supported the model, and verified that the modules can be delivered within the 432 hours or 576 hours. The first 432 hours are machine tool competencies, which take three years; the competencies in the fourth year are for tool and die apprentices.

A general discussion and question-and-answer period followed. A member asked about the general qualifications for the instructors; Hal replied that trade topics are taught by trade journey workers and the general education courses, such as math, are sometimes taught by non-trade instructors.

A member asked about the new courses in the model. Hal explained that the model communicates where competencies best fit into courses, because not all courses are titled the same across technical colleges. For example, the safety competencies have been dispersed throughout several courses in order to reinforce a culture of safety.

Karen Morgan asked Hal and technical college representatives to explain how the paid related instruction for CNC operation differs from the many short-term, "boot camp" programs in CNC.

An instructor from Moraine Park Technical College answered that boot camps teach very basic operations and often set up the tools ahead of time for the students. Graduates have knowledge of basic operations and measurements, but are mistakenly referred to as "machinists," which they are not.

In response, Karen asked what value boot camps add to the CNC occupations. Marcia Arndt replied that the boot camps provide an entry-level step into the profession. The boot camps offered through Moraine Park is nine to 12 credits; all of the courses are entry-level, but some courses feed into later programs for more advanced occupations. The technical college representatives agreed that the boot camps are strong feeder or readiness programs that expose students to the basic operations.

Co-Chair Mark Dennis asked whether students who attend boot camps pay their own tuition or receive assistance from employers or other parties. Marcia replied that the boot camp courses are directly co-related with courses in the apprenticeship program, but the boot camps are not structured similarly to registered apprenticeship: the students attend class labs for 12 weeks and work a paid internship for an employer one day a week; the employer is not required to hire the student after the program, but many do; and the students pay the entire cost of the boot camp up-front. Students who qualify as displaced workers through the Department of Workforce Development are eligible for state grants to assist with tuition and related costs.

Ken Heins asked how the instructors will measure competencies that seem non-manual, such as "explore CNC tools." Hal explained that the program includes skill-based competencies, which are more measurable, and cognitive competencies, which are aligned with lectures, discussions, and group activities. The introduction, assessment and measurement of all competencies are at the discretion of the instructor, and each instructor has a variety of techniques.

Ken Heins then voiced his disagreement with the proposed courses for CNC machining. He stated that he would prefer more time be dedicated to CNC programming and planning.

Hal replied that Ken and the state committee can email their suggested revisions to him.

Karen noted that new courses had been added but the total hours had not changed. Therefore, she asked whether the new courses replaced previous courses, and if so, which ones. Hal clarified that no new courses were added, only new competencies. The two courses that appear new, Safety and CNC Machining, are merely a new method for WTCS to document existing competencies. Some additional competencies were added for CNC Machining at the request of the industry representatives and instructors. However, no courses were dropped, and the total hours did not change.

Karen concluded the discussion by stating that the Bureau will bring the results of its competency survey to the fall meeting for discussion and recommendations on appropriate content and hours for PRI. She emphasized that the state committee plays a critical role in identify content for both OJT and PRI. Without the state committees, it would be very difficult for the Bureau to say to potential sponsors, "this is the training that industry wants."

ii. Draft a NIMS promotional flyer.

Owen reviewed that Ken had requested that the Bureau assist in the creation of a promotional flier for the NIMS pilot apprenticeship program in Waukesha. Ken had preferred the look and language of the national promotional flier produced by NIMS, and had suggested that perhaps the Wisconsin flier could be produced by simply adding the Bureau or DWD logo to the national flier. The Bureau was to research whether DWD would permit it, and Ken was to research whether NIMS would permit it.

DWD did not support the idea. Owen and Ken each thought the other was going to ask NIMS, and as a result, neither did.

Ken concluded the discussion by stating that a Wisconsin flier would likely be unnecessary because the pilot program has concluded and it is uncertain whether it will appear again. In the future, if a company is interested in the NIMS model, the company could use the national flier.

**b. Review the NIMS pilot.**

Ken reported that the NIMS pilot was terminated at Waukesha and the status of the two apprentices still in the pilot was not known at the time of the meeting.

The future of the model is Wisconsin apprenticeship is unclear. NIMS is a purely competency-based model, but many registered apprenticeship sponsors in Wisconsin prefer the hybrid model. Karen advocated that the sponsors and the Bureau have learned a lot about NIMS over the last four years of the pilot. The program has a place within the industry, but Karen is not sure whether it fits into Wisconsin's registered apprenticeship program. If it is used within registered apprenticeship in Wisconsin in the future, it would likely have to be a hybrid model.

**c. Apprenticeship Completion Award Program**

Karen reviewed the background, eligibility requirements and current statistics on ACAP reimbursements. She noted that the total dollar amount of denied reimbursement requests far exceeds the total dollar amount of approved requests. The primary reason is that the many apprentices who completed their program and requested "25% of all costs up to \$1,000" submitted all of their tuition expenses as supporting evidence; consequently, the Bureau awarded the \$1,000 but denied the balance. In addition, many requests were denied because the apprentice or sponsor failed to provide adequate receipts.

Overall, the Bureau learned through ACAP that the cost of paid related instruction is greater than the Bureau anticipated. The goal of ACAP is not to reimburse apprentices for all costs, but should ACAP be considered for inclusion in the Governor's upcoming biennium budget, the Bureau may request an increase in the awards.

**d. WI Career Pathway Advisory Committee**

Karen explained that the State of Wisconsin, DWD, and many workforce development stakeholders are interested in exposing high school students to careers in the skilled trades and develop a method for them to transition into registered apprenticeship easily. Karen was given the direction in DWD to examine whether the youth apprenticeship and registered apprenticeship programs are able to be linked through credit for prior experience and an employment opportunity. To institutionalize the effort, the Advisory Council formed the Career Pathway Subcommittee, which is comprised of council members, youth apprenticeship stakeholders, and registered apprenticeship stakeholders.

The subcommittee has been developing comparisons of the competencies, called "crosswalks," in youth apprenticeship programs and related registered apprenticeship programs. Areas of overlap would support recommendations for awarding credit for prior experience and education to youth apprentice graduates. The subcommittee recently completed a crosswalk with the youth apprenticeship manufacturing program and the Industrial Manufacturing Technician registered apprenticeship program; the crosswalk concluded that the two programs are directly aligned. Once the crosswalks are developed, the subcommittee will outreach to sponsors you use either youth or registered apprenticeship and encourage them to adopt the other program, too.

A general discussion followed. Ken asked whether youth apprenticeship sponsors are required to employ the youth apprentice after the program. Karen answered that they are not, although many do. Another member asked when the policy on "bridging" youth and registered apprenticeship programs will be done. Karen replied that it would be concluded very soon, because the youth apprenticeship consortiums have applied for their annual grants, which they depend upon to subsequently recruit employers. The Bureau plans to provide the consortiums with printed copies of the bridge policy to provide to new employers.

A member asked what the general expectations for credit would be for a youth apprentice that completed the maximum program length of two years. Karen replied that depending on where the related instruction was taught and how, the youth apprentice may be skilled enough for the employer to grant up to 144 hours of credit towards registered apprenticeship PRI. However, the Bureau strongly supports leaving the awarding of credit to the discretion of the sponsor. Therefore, the bridge policy will include recommended guidelines for credit, but will not require sponsors to award credit.

A member asked what the incentive would be for a high school student to participate in youth apprenticeship if employment after the program is not guaranteed. Karen replied that the incentives are many: broad exposure to a career area of their interest; earning a wage while learning; and the opportunity to explore whether their interest in an area will hold. Furthermore, not every youth apprentice will continue with their initial career interest or choose to work after graduation. In addition, technical colleges neither offer all of the same courses nor award the same amounts of credit. Therefore, it is very difficult to mandate credit.

Lakeshore Technical College is a model for moving youth apprentices into registered apprenticeship, Karen noted. They meet with youth apprentices and encourage them to take courses that are in the machinist registered apprenticeship program. Once the bridge policy is complete, the Bureau will work with additional technical colleges to adopt Lakeshore's model. Sheila Schetter added that the youth apprenticeship program in her area is in-demand among students and employers, as well. In fact, more employers are needed.

Karen concluded the discussion by passing out a reference document for manufacturing equipment and machines that youth apprentices can use. The document was put together by DWD Equal Rights and Workers Compensation.

**e. WI Apprenticeship Summit**

Karen briefed the committee on the Summit, which was held at the Johnson Foundation in Racine in late January 2015. Many parties are interested in registered apprenticeship, but not all of them are familiar with it or agree with the major components of it. Therefore, to avoid potential changes being driven by parties unfamiliar with the program, DWD convened the Summit to review the entire governance structure and examine what improvements could be made. Most importantly, by convening the Summit, DWD and the Bureau positioned registered apprenticeship sponsors as the drivers of potential policy changes.

Karen reviewed the handout on the Summit. She noted that the Bureau uses the handout to emphasize two main points: first, a lot of potential changes are amidst at the policy level; second, the attendee list shows the tremendous support the effort has from all categories of registered apprenticeship stakeholders. The full report is available on the Advisory Council website.

A general discussion followed. Ken asked how much impact the Bureau projects the Summit action items will have on the skills gap. Karen replied that she believes it will result in fairly good impact on the skills gaps for apprenticeable occupations because of the unprecedented support and synergy among stakeholders.

**f. American Apprenticeship Grants (WAGE\$)**

The Summit may also succeed broadly due to an unprecedented federal support for registered apprenticeship: the American Apprenticeship Grants. Karen reviewed the background and purpose of the grants.

President Obama talked on the David Letterman Show about how more youth need to get into registered apprenticeship. He also mentioned registered apprenticeship in two of his State of the Union addresses. His administration allocated \$100 million to the U.S. Department of Labor to release in the form of competitive grants. That marked the first time any more has been earmarked specifically for registered apprenticeship. The goals of the grant are to move registered apprenticeship into new industries and sectors of the economy, such as information technology and health care.

Wisconsin's applied for the maximum award of \$5 million. The title of the application is "WAGE\$: Wisconsin Apprenticeship Growth and Enhancement Strategies." The Bureau committed to registered 1,000 new apprentices in the next five years, which it is confident it will meet. The first objective of WAGE\$ is to expand Wisconsin apprenticeship into new occupations, such as information technology, health care, and advanced manufacturing. In addition, the grant will expand a few existing, in-demand apprenticeship programs further throughout the state: Welder-Fabricator; Industrial Manufacturing Technician; and Maintenance Technician. The final expansion activity will be to research and develop an apprenticeship in Mechatronics, which is a more comprehensive, longer version of the Maintenance Technician occupation.

The second objective of WAGE\$ is to increase the pool of qualified applicants to registered apprenticeship by granting funding to local workforce development boards to develop apprenticeship readiness programs for under-employed and unemployed individuals. In addition, the grant will fund curriculum development and revisions for youth apprenticeship programs, because the youth apprenticeship bureau does not have standing funding to update curriculum.

Ken asked whether the rumor is true that there are two competing grants in Wisconsin, one with the Bureau and one with the Milwaukee Area Workforce Investment Board. Karen confirmed that MAWIB received an American Apprenticeship Grant but disagreed that the grants compete with each other. Both will enhance apprenticeship in Wisconsin.

Ken asked how many grant applicants were received overall? Karen replied that she does not know, but heard that the U.S. Department of Labor was expecting up to 250 applications. Ten applications came from California.

A member asked how the grants were evaluated. Karen replied that the applications were assessed on content rather than politics. She commented that the MAWIB grant is actually a multi-state grant and all of the states are federal apprenticeship states, except Wisconsin. That grant is pushing the expansion of the Pharmacy Technician apprenticeship program, while WAGE\$ focuses more heavily on manufacturing.

## **5. New Business**

### **a. BAS personnel update**

Owen reported that the Bureau hired three new Apprenticeship Training Representatives: Rob Ecker in the Eau Claire area; Joshua Johnson in the Waukesha area; and Tracy Jallah in the Madison area. The Bureau is now fully staffed in the administrative office and the field.

### **b. Other**

No additional items were raised.

## **6. WTCS Update**

Nancy Nakkoul reported that in early February that 150 Great Lakes Higher Education scholarships and 20 Jim Elliot scholarships were awarded in Milwaukee to registered apprentices, 12 of which were either Tool and Die or Machinist apprentices. Each scholarship was \$1,000. The organizations have committed to awarding the scholarships for the next nine years. The scholarships are awarded based on financial need.

Both WTCS and the Bureau are partners in a mid-west grant focusing on increasing the participation of women in non-traditional occupations. The Chicago office of Women in the Trades is the lead agency. WTCS will assist with developing a continuing education courses for faculty in engaging female apprentices and fostering an environment for their success.

Last, as funding for technical colleges shifts to a performance-based model, all technical colleges will be required to conduct technical skills attainment. A TSA is a summative assessment that students take at the very end of their program of study, and will apply to apprentice at the end of their paid related instruction. Hal clarified that the TSA does not look at on-the-job training or the work processes.

Ken commented that economic development folks have expressed interest in requiring high school students to complete assessments as early as possible, perhaps as early as middle schools, and that WTCS would provide the aptitude assessment for a fee. For example, an employer with could direct an applicant to a technical college for an assessment to determine whether the employer was matched with their skills and interests.

Nancy replied that she has not heard of that and that it strikes her as against many rules. Shelia Schetter added that Lakeshore and Moraine Park Technical Colleges offer pre-employment assessments through workforce solutions department as a fee-based service.

**7. Review of Program Participants**

Program participants included 436 apprentices and 211 sponsors with a contract active or unassigned on May 1, 2015. A consultant asked why the CNC Machinist program is not listed on the report. Karen replied that the program is for an "orphan program," i.e. a program that is not statewide but used only by one employer.

8. The next meeting will be held on Wednesday, October 28, 2015, at 10:00 a.m. at the Madison Area Technical College Truax Campus.

9. The meeting was adjourned at 2:00 p.m.

**Follow-up Items**

*The Bureau and WTCS will survey the competencies taught by technical colleges.*

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*Submitted by Owen Smith, Program and Policy Analyst*