



Apprenticeship**USA**

Summary Meeting Minutes

Advisory Committee on Apprenticeship (ACA)

*June 15-16, 2016
Washington, DC*

TABLE OF CONTENTS

Executive Summary
Summary of the Meeting Proceedings.....

APPENDICES

Final Meeting Agenda.....
Power Point Slide Deck
Ad Hoc Workgroup on Women Proposed Recommendations.....

WIOA Toolkit Resources:

Power Point - State List of Eligible Training Providers
Power Point - Promoting Your Program Through ETPLs.....
Frequently Asked Questions - State and Local Workforce System
Frequently Asked Questions - Registered Apprenticeship Program Sponsors.....
Factsheet – Attracting the Best Talent

EXECUTIVE SUMMARY

The Secretary's Advisory Committee on Apprenticeship (ACA) convened for a day and a half meeting at the US Department of Labor, Frances Perkins Building on June 15-16, 2016. The purpose of the June 2016 meeting was to focus on strategies for increasing Registered Apprenticeship opportunities for women and youth, discuss ongoing industry engagement efforts, and provide the ACA with a number of Office of Apprenticeship (OA) updates that are relevant to the work on the committee.

MAJOR DISCUSSION TOPICS:

- Increasing Opportunities for Women and Youth in Apprenticeship
- Update on the Workforce Innovation and Opportunity Act (WIOA) Implementation
- Report from the ACA Ad Hoc Workgroup on Women in Construction
- Report from the ACA Ad Hoc Workgroup on Youth Apprenticeship
- International Interest in Apprenticeship
- Recommendations for the Next Administration

Mr. Andrew Cortés, the ACA Chairperson, called the meeting to order and welcomed all meeting participants, he was joined by Mr. John V. Ladd, the Administrator for the Office of Apprenticeship, and the Designated Federal Official (DFO) for the ACA, and Mr. Eric M. Seleznow, the Deputy Assistant Secretary for the Employment and Training Administration (ETA). Following the welcome, departmental remarks were provided by the Deputy Secretary of Labor, Mr. Christopher P. Lu.

Deputy Secretary Lu thanked Eric Seleznow and John Ladd for all of their leadership on the apprenticeship efforts. He also thanked all of the committee members, for their input and contributions to the apprenticeship work at the Department, and communicated that apprenticeship is a significant priority of Secretary Thomas Perez and the White House. Deputy Secretary Lu highlighted for the group that apprenticeship is an issue that he spends a good amount of his time on and summarized several trips around the country where he was honored to go and talk about and support the apprenticeship model. He challenged the group to think about how to scale up apprenticeship across the states. In addition, he talked about the Departments efforts to support apprenticeship through a series of historic investments with bi-partisan support. He concluded his remarks by asking three questions for thought, on areas currently challenging the Department, specifically, the Office of Apprenticeship; he then opened the floor for questions from ACA members.

- **How do we build on that legacy?**
- **How do we continue to show progress on this issue?**
- **Really make more ingrained in this country this notion of why apprenticeship is so important and that's where all of you come-in.**

In the interest of time, the committee's agenda was adjusted and they heard a presentation on Workforce Innovation and Opportunity Act (WIOA) implementation, followed by OA updates, and concluded the day with a presentation from the ACA's Ad Hoc Workgroup on

Women in Construction, represented by Ms. Jill Houser, Ms. Connie Ashbrook, and Mr. Greg Chambers, who walked the ACA thru their proposed recommendations, followed by an open discussion to conclude day one.

The Ad Hoc Workgroup on Women proposed recommendations in three main areas: (1) Outreach and Recruitment, (2) Training and Retention, and (3) Compliance, highlighting some cross cutting themes, the workgroup proposed the following:

Outreach and Recruitment:

- State strategies to engage, and recruit, with an emphasis on increasing woman;
- Post resources created by DOL grantees to the web for broader dissemination;
- Include messaging in the ApprenticeshipUSA initiative and other resources; and
- Create a high level interagency team, with subject matter experts, to continue efforts to increase women.

Retention:

- The workgroup highlighted that, in construction, the completion rates for woman are just a few percentage points behind men; however they leave the industry at higher rates. To address retention, the workgroup proposed considering the following issues and possible solutions:
- Issues: Sexual harassment, Equal Employment Opportunities (EEO), Isolation from Co-Workers, and Work Expectations that are not consistent with raising a family.
- Solutions: Mentoring for Female Apprentices, Professional Development, and Hiring Women in Leadership Positions, Sharing Best Practices. Along with Jobsite Enforcements, Including metrics for Women as a part of Quality Assurance Reviews, and Building Work-Family Support Systems.

Compliance:

- As a part of Compliance, examine discriminatory hiring and training practices based on interviews.

DAY TWO SUMMARY

The second day of the meeting was called to order by Mr. Andrew Cortés and started with an open discussion and a progress report from the ACA's Ad Hoc Workgroup on Youth Apprenticeship. The Ad Hoc Workgroup on Youth, led Ms. Laura Ginsburg and three ACA representatives, James Wall, Brian Turner, and LeAnn Wilson. The group provided the ACA with an update on their work to date. Mr. Johan Uvin, Acting Assistant Secretary from the Office of Career Technical and Adult Education joined the group's presentation and provided remarks and comments. The workgroup reported its plan to utilize the feedback of the full ACA to develop a youth framework for full ACA consideration at a future meeting. The workgroup presented a summary of topics and issues discussed to date in order to gain input and feedback from the full ACA to guide the workgroup's writing direction.

In summary the workgroup, presented the following four issues for input:

- In-school youth, high school students, 16 to 17
- Out-of-School Youth, 16 to 24
- Pre-Apprenticeship to Registered Apprenticeship programs
- Joint Policy Guidance from the Departments of Labor and Education
- Web-based Outreach Materials for Youth

The Ad Hoc Workgroup on Youth will continue the development of recommendations over the summer and fall of 2016 and will present to the full ACA at the winter meeting.

John Ladd then talked briefly about the Joint Declarations of Intent with both Switzerland and Germany and the associated work plans. Mr. Ladd was joined by Department of Labor colleagues from the International Labor Affairs Bureau (ILAB); Ms. Kristin Sparding and Ms. Claudia Calderon, who shared information about current international initiatives related to apprenticeship work and an upcoming event being hosted by the Global Apprenticeship Network (GAN), as well as some additional work being done with the G20 initiative to promote quality apprenticeship.

The ACA convened by sector in breakout sessions to continue deliberating on the Ad Hoc workgroups progress reports in order to provide feedback for next steps. The committee then heard report outs from each sector of the ACA followed by an initial discussion around recommendations for the committee moving forward.

Five individuals provided public comment and the meeting was adjourned.

SUMMARY OF THE MEETINGS PROCEEDINGS

The Secretary's Advisory Committee on Apprenticeship (ACA) convened for a day and a half in Room N-3437A at the US Department of Labor, Frances Perkins Building on June 15-16, 2016. Audio conference technology was made available for increased public participation in the meeting.

INTRODUCTION AND OPENING REMARKS

Mr. Cortes officially called the meeting to order and welcomed the audience to the ACA meeting, followed by an agenda overview from Mr. John V. Ladd, Administrator for the Office of Apprenticeship. Departmental remarks were then provided by Mr. Eric M. Seleznow, Deputy Assistant Secretary, for the Employment and Training Administration (ETA) and the Deputy Secretary of Labor, Mr. Christopher P. Lu.

Remarks by Mr. Eric M. Seleznow, Deputy Assistant Secretary, ETA

Mr. Seleznow, thanked the ACA for their time and effort and expressed his appreciation for the role that they play for apprenticeship. He highlighted the tremendous level of support that apprenticeship has from both sides of Pennsylvania Avenue: the \$175 million dollar commitment for the American Apprenticeship Initiative (AAI) grants, along with the President's support, and a congressional appropriation for \$90 million dollars, representing a historic level of funding. He told the group that the AAI grantees had recently convene in Washington DC, for the first time, and the continued support of the Whitehouse for apprenticeship has just been phenomenal. In addition, both the Secretary of Labor and the Deputy Secretary of Labor continue to utilize their voices to spread the message of apprenticeship. Deputy Assistant Secretary Seleznow went on to highlight several exciting projects where apprenticeship programs are working with the Workforce system, Colleges, and States:

- Harper College in Illinois has done great work to help Zurich Insurance quickly stand up their apprenticeship program;
- The Workforce board in Northwest Michigan, who inside of six months, the two women, who work with a One-Stop, put together a Healthcare IT apprenticeship program enrolling 27 people; and
- ETA is currently working closer with the State Apprenticeship Agency (SAA) partners across the country.

There are apprenticeship models that can happen within workforce boards, and community colleges, as well as, as you know, labor management programs. They keep plugging along, doing excellent projects and so it's great to see all this activity happening and we still have a lot of other initiatives we are rolling out! We have just given \$200,000 to almost every state, 48 states and three territories to begin accelerated planning on apprenticeship. Then we have some larger state grants to follow. We're then going to be putting-out these requests for proposal on industry and workforce intermediaries and the

equity side, the equity side remains a very high priority and those are state grants and those grants will be coming-out. So, there are just so many exciting things happening.

John's staff is the most stressed-out staff in this building! They are working on the FOA. They are working on a contract so John reminds me of this every 20 minutes (laughter) by the way we are also working on these other events, so it's really busy and OA, the little obscure office that it was three years ago is no longer. Its good news and bad news, John, sorry to say that but they've become a very important part of the agenda.

Then, the international work, with Deputy Secretary's Lu's efforts we have some agreements with Switzerland and Germany and help from some of you in this room's help. I know we went and visited the EU in Belgium, Lisa Ransom and Jim Wall came and joined us for that. In addition, I was just in Berlin working with German representatives on our MOU and as appropriate, we'll try to bring back some cool things here. So again, there are just so many different things going on. We're excited. I'm excited. I can talk about this all day and usually I do! When I'm not out there talking about apprenticeship, I'd like to say we're the chief marketers on this but John's team has got to do all the work and they're doing a great job. Also, I don't want to leave-out the regional staff from our OA offices as well as some of the state folks because we keep hearing from the field that gee, if it wasn't for, you know, Russ Davis in Michigan then we couldn't have put that together! If it wasn't for Dean Guido in Chicago, we couldn't have put this together. If it wasn't for some of the work, that the SAA did in X states that really helps us work employers to put this together, so I really think that that kind of outreach and working with businesses out there has really helped us to get a lot of good and interesting things going on. All of your work is so important and we appreciate it and with that I'll just say thanks for coming and thanks for being here in Washington! The spring is always a good time to be here, not too hot yet. We won't schedule this during the cherry blossoms but anyway, I just wanted to thank you all and turn it back over to John.

Deputy Secretary of Labor, Mr. Christopher P. Lu was then introduced by Eric Seleznow to provide remarks on behalf of the Department.

Remarks by Christopher Lu, Deputy Secretary of Labor, US Department of Labor

Eric Seleznow: Christopher Lu is our Chief Marketer for apprenticeship he just said to me, I love this apprenticeship stuff! Give me things to do, and not often do I have a Deputy Secretary of the Department of Labor ask me to assign him work (laughter) but we do it gleefully and willingly; he is a great supporter!

Christopher Lu: Thank you, Eric for your leadership. I would also echo your comments about John and his office, I know because John comes to me and asks for more money and I have to say that when I see the output of work, it definitely justifies a budget increase and that's a rarity around this Department so he and his staff are small but mighty and are making tremendous changes around the country. I want to thank all of you especially. I have made it a point to go around and say thank you to all of our advisory committees. We

probably have 15 different advisory committees in this Department. If Secretary Perez were here, he would say you know, he's never had an original thought in his life and we say that often because we know that notwithstanding the experience that we have in government, we can't do it without the input of folks like all of you who are seeing how this works and to find what works and what doesn't work. You spend your time providing your input and suggestions to all of us and we know that we are not paying you or to my knowledge we're not paying you (laughter) and you all do this from your heart because you believe in the cause and so I want to thank you because I know that you all have busy lives! Now to be fair, I would probably make that exact same statement to the other 15 advisory committees around this building, but this is the one that I have the greatest affinity for and that's not a knock on everything else. As John and Eric and his team know, there's probably no issue that I spend more time on than "Apprenticeship."

I have, you know, I been to Switzerland to talk about this, I've been to Germany to talk about this. I literally will go hat in hand to anyone who wants to hear about this and so I actually did not mind that Eric gave you the summary of the program because I could sit and tell stories all day long as John and I spend a lot of time together but it's fair to say that in the Department of Labor there is no higher priority of Secretary Perez than apprenticeships! Additionally, if you were to ask the White House, or ask the President, what are the three or four items needed in order to grow our economy, to create good-paying jobs for the 21st Century, this is in the top two or three items so this is an exciting time for you all to be here.

I think the challenges are how we scale apprenticeship up and how we overcome the challenges that we have. Now, clearly there are funding challenges, and John and his staff are acutely aware of that! There are obviously infrastructure issues around the country. Some states do this better. Some states need a little pushing, which is one of the reasons why we have this grant program going out. What we do in terms of funding, obviously the \$150 million we did last year, the \$90 million we're doing this year are all a great start but that pales in comparison to what they do in Switzerland and Germany and then when you look at the cultural barriers whether it's among employers, whether it's job seekers, parents, or students themselves, we don't have a century-old ingrained tradition of apprenticeship that they have in other countries. So there are obstacles to be overcome but I want you to know that from the perspective of the Department of Labor, the perspective of the Obama Administration, we are all-in on this one! We are completely in and what is remarkable about this is that notwithstanding everything else that's wrong in Washington. This is not a partisan issue and the fact that we had \$90 million in the budget during the period of time where nothing is getting more funding is a sign that there's a growing rare condition that this is the way to provide the skills to the workforce that we need for the 21st Century and that this is a small down payment. So the challenge for all of us and really for John is:

- **How do we build on that legacy?**
- **How do we continue to show progress on this issue?**

- o **Really make more ingrained in this country this notion of why apprenticeship is so important and that's where all of you come-in.**

I know you will be spending some time today talking about breaking down barriers, collaboration, and highlighting best practices about reaching out to communities that have not been reached out to before and how to expand apprenticeships into industries that have not traditionally been touched. I will tell you and as John and Eric know full well, more of my trips and more of my events around the country are centered on apprenticeships so when Eric talks about Harper College, we were out in Schaumburg, Illinois when Zurich Insurance announced their apprenticeship program for its Claims Adjusters and Underwriters. We were in Chicago when Aon and Zurich and a bunch of other financial industry companies decided to get together and create the ecosystem that we have been talking about. I've been in Charlotte, North Carolina and I've seen the Apprenticeship 2000 model. I've been in Chicago and spent time with the Chicago Women in Trades. I just got back from there! I was in New York just last week at the ANEW luncheon talking about WANTO and the value of the WANTO grants. I was in Saint Louis a couple of weeks ago with Launch Code and Equifax learning about their apprenticeship model in IT.

I have seen how apprenticeship can grow to non-traditional and more diverse industries. So we have to do all of that and we have to do all of that really quickly because this is our moment. This is a moment in time when this country is really yearning for something to provide the impetus we need to keep this economy growing. So it's one of the reasons why I am so happy to be here and to encourage all of you in the conversations you are having over the next couple of days and really looking forward to sharing and hearing from all of you. While I can't stay for all of this, I will make sure to get a download from John about what is coming out of this. I will just end back where I started which is to thank you for your service. So, whether you are staying on the committee, whether you have been on the committee a long time, whether you're new to the committee, your input makes a big difference and will have a lasting impact in our country so thank you for what you do!

Questions for Deputy Secretary of Labor, Christopher P. Lu

Andrew Cortés: Do we have time for a question or two? Chris does have a hard stop at about 1:30 but we have time for a couple of questions if you have some burning question, issue, something you have been thinking about, an idea you have had that you want to get in front of leadership, this is your moment.

Bernadette Rivera: Out of curiosity, you mentioned that you have been to Berlin and were working on the MOU. I am just curious what the status is, and what the ultimate goal would be for implementing that MOU here for us in the states.

Christopher Lu: And John should also comment on this, I think it's not only the MOU we have with Germany, it's the MOU we have with Switzerland. When you've got a country like Germany, Switzerland, the U.K., and many other European countries which

have an ingrained century-old tradition of apprenticeship and who know that it works well in their country. And who have large multinational companies that have operations here in the United States. It's doing importing what they already do in their own countries here in to the United States, I mean, in a sense that's how the partnership we had with Zurich Insurance came about. John, Eric and I we were actually at Zurich in Switzerland at their global headquarters meeting with their CEO talking about how they were thinking about starting a very small apprenticeship program in the United States for Claims Adjusters and Underwriters. What they were realizing is that they were hiring all these people from four-year colleges but they would still have to train and ultimately work with the right people that they needed and they said you know what? We're going to start a very small program, 25 students a year so 100 over four years and we both said to them, you know what? If you start this, we will come and we will be there and we'll help you cut the ribbon on this program and about six months later they pulled this off in February in Schaumburg and then they came to us and they said hey, because as all of you know, this apprenticeship model only really works if you create an ecosystem of employers who are willing to partner with community colleges. And instead of fighting over the same pie of employees, how to grow the pie and they said look, we're thinking about bringing together, since Chicago is where many major financial insurance companies are, the CEOs of a dozen of these companies to talk about how they could create this ecosystem and we said if you do that, we will be there! When they put it together, we were there and every step along the way we have used, our backs and our bully pulpit. Now, don't get me wrong, the money is important, but giving lift to their efforts is important as well so whether it's a Swiss company like Zurich or a German company like BMW, there are major operations that are based here in the United States that have their own overseas.

So just encouraging them to take that model and move it to the U.S. and we're starting to look at other companies. Two weeks ago I was over at the Dutch Embassy meeting with the Dutch Ambassador. Netherlands have huge operations here in the United States, seeing how they can move some of those operations over here or move some of the practices from their Dutch operations to the United States. So whether we have an MOU or don't have an MOU, we are frankly willing to partner with any country, any company, any non-profit, any state, whatever it is to help create that ecosystem.

John Ladd: We plan to dive a little deeper on that later, we have a whole session dedicated to where we're going on some of the international fronts, but ideally we are hoping to get from an MOU to a work plan and have specific projects that we want to work cooperatively on together.

Connie Ashbrook: Good afternoon, Connie Ashbrook, Director of Oregon Tradeswomen and we were thrilled when you visited our sister organization in Chicago and ANEW in New York City. We would love to have you come out to the West Coast.

Christopher Lu: I would love to come out, you all are very vocal! Whether I visit you or not, I certainly get your letters!

Connie Ashbrook: Well, our partner in California and in Washington State, we were thrilled to have received the WANTO funding again, and I look forward to working with the AAI project and sponsors in our region to increase the number of women in apprenticeship. So we'd love to have you come by and visit us anytime you're on the West Coast!

Christopher Lu: Excellent, thank you. I will tell you and I know my good friends from the Chicago Women in the Trades are in the room back there, that and I do a lot of trips and I was there on Equal Pay Day in 2015 meeting with women, I mean, some of the stories still live-on with me. You know, there was a woman who was a mother of four who had been in and out of the criminal justice system, I think her name is Jocelyn, I actually got that right, Jocelyn and she turned her life turned around because of the training that she received through the Chicago Women in the Trades and has a good-paying job. I think they're fantastic. The stories live on and I will tell you what I thought was as important is not only the fact that she had gotten a job, but that there was a network of women through the Chicago Women in the Trades who helped her along the way - because just getting the job wasn't enough because there continued to be challenges that she faced out in the workplace, so I do look forward to coming-out to visit. Yes, sir? Please introduce yourself so we have a record, yes.

Greg Chambers: I agree wholeheartedly about this that it's our time right now, but the situation that I'm seeing out in the field is that the demand is high not only on the sponsor side for competent employees but also on the side of those interested in getting into the apprenticeship but on the supply side. Are there any plans that we can utilize the funding coming out?

Christopher Lu: You mean the supply side and the employer side to develop these programs?

Greg Chambers: The supply side, not just the employer but the administrative side, your side being the side between the ATR out in the field, they are a lot smaller than they were when I got into apprenticeship. They were making novel plans to almost produce adjunct co-grade ATRs or apprenticeships for ATRs, because something has to increase the supply side because the demand is right now, then they have somewhere to go to find out how to do this because that's what we're really talking about.

Christopher Lu: Yes, I mean, I think that from the state side obviously the grants that we are putting-out right now are intended to help build-up the infrastructure because as all of you know, there are states that are better funded, and better organized than other states. Along the way we are trying to bring them all up, helping them develop plans so that they can scale-up their apprenticeship program. On the employer side, you know, you may want to talk more about that.

John Ladd: I mean, that's really what we're trying to do here today and again we'll talk about it a little bit more later but, you're exactly right and Chris is exactly right about, we know we may seek apprenticeship as a guide.

Christopher Lu: In some places it literally is a guy guide, right.

John Ladd: Yes, that's right, in some places it's a guy, right, so the state brands, you know, unlike the AAI grants which really were about programs and surveying a targeted number of apprentices, this is really about building-up the system and the infrastructure which of course would then, also lead to more apprentices. So we want to build the state capacity and in these RFPs it's getting to exactly that idea, the idea of intermediaries, how can intermediaries help kind of amplify our message, work with us cooperatively so that they can do registration ready standards and we can move through the process quickly. So, yes, exactly right!

Greg Chambers: Is there any way we can use that funding in a novel way to start rewarding sponsors that are helping increase the pull and gather in, if so, some would consider going after that money. So whether they want apprenticeships or not, if we can use the funding in a novel way to reward the sponsors that are actually out there, the willingness to help when they increase their production.

Van Ton-Quinlivan: In the California Community colleges in the past there was communicating, and after your call for investment in apprenticeship, with our own state funds, one of these areas is in the early childhood education innovation pilot there. So the truth is that it was to deliver universal preschool, the workforce there is not prepared and there aren't as many programs to deliver that, has there ever been discussion about that topology and the intersection of a partnership as a way to groom caregivers?

John Ladd: You know, there have been, a few years back. I remember some of the conversations around that issue in the early 2000s, there was a whole childcare initiative and grants were given out to try to actually develop childcare, child development specialists, apprenticeship programs. Some of those took root in places like West Virginia and they still has a ton of those programs, but they didn't really seem to sustain themselves in other places but it's a great idea, definitely takes a lot of work but it's something worth looking at.

Christopher Lu: Thank you all for having me. I look forward to hearing about your conversations. Thank you!

Andrew Cortés: Awesome, what a great way to kick-off the conference seeing that we have the same level of passion in our leadership as we do around the table. Let the record note that a quorum is present and if we wouldn't mind doing a quick roll call starting with Mr. Wall.

Roll Call:

- Jim Wall, National Institute for Metalworking Skills
- Bill Peterson, United Auto Workers
- Bernadette Oliveira-Rivera

- Connie Ashbrook, Oregon Tradewomen (I just wanted to make a quick note to see acknowledge the tradeswomen and the tradeswoman allies in the audience that are very interested in our delivery, I welcome them)
- Lonnie Coleman
- Mike Donta, NASTAD
- Stephen Jones, UPS
- LeAnne Wilson, ACTE
- Brian Turner, Transportation Learning Center
- David Foster, Department of Energy

AGENDA OVERVIEW

Mr. John Ladd then provided the group with an overview of the agenda items for the remainder of the first meeting day as well as the planned day two proceedings.

John Ladd: Thank you Andrew, we have a full agenda. We will probably make some adjustments as we move through but as you can see, next we're going to move into a series of updates. This group hasn't met in a few months so we want to bring everybody up to speed and do some rapid fire progress reports and updates. WIOA implementation is on a lot of people's minds, it has a big impact for apprenticeships so we've asked our colleagues from the Office of Workforce Investment (OWI) to talk a little bit about where that stands and have a little time for Q&A as well. From there we'll move into a media break and make sure you folks have time to conduct important business that you need to do and then we'll come back here and really dedicate a good portion and the balance of the day hearing and discussing a report out from the Ad Hoc Workgroup on Women in Construction. I know they have been working really hard over the past couple of months and they have some recommendations and proposals to share with you all and we really want to get some feedback on those proposals and get the input of the full committee and that will conclude our Day 1. We'll wrap up and then we will come back again tomorrow.

On Day 2 we will do a call to order in the morning and then switch to our second area of focus for this meeting which is looking at that apprenticeship and Career and Technical Education (CTE) connection, looking at youth apprenticeship, high school apprenticeship and get the same kind of report and initial thinking from that workgroup and get full committee input and direction on the work that they've been doing. Those are our two high-level topics that we want to cover in this meeting so we have dedicated a good portion of the time to that, but we also know that there is interest in the International space and the work that we've been doing so I'll provide some information on that as well and get feedback again from you all. Then from there we will be asking you to go into your sector breakout sessions as we usually do and that's where you will have some time for more in-depth conversation and we are really looking for you to discuss, deliberate and come back from those sessions with feedback on the recommendations proposed from the Women in Construction Ad Hoc Group and the CTE-Apprenticeship alignment group. So those are your two primary tasks in your caucus sessions.

We also want you to start thinking about, in line with some of Chris Lu's comments, we do have this momentum. We have a lot of wind at our back in terms of the work that we've been doing but we know we have a big punctuation point coming-up here with an election in the fall. We really would appreciate getting feedback from you all and potentially thinking about how to queue-up something for our fall meeting where this committee could provide some recommendations and feedback on the initiatives that have been underway and moving forward, on what's working, what's not working, what could use some improvement, and what are some additional things that might need to be done or what else can we do to continue the momentum! So we would really like to spend a good part of the afternoon the second day having that conversation, getting that feedback from you, but you can start those conversations in your caucus groups and then bring them here to the full group, that would be tremendously helpful.

We will get those report-outs, and we will then dedicated time on some recommendations, our ideas to bring to the next administration and then we'll wrap-up at the end of the day tomorrow. So a full agenda, lots here to digest and get your feedback on. Again, we may be flexible in some places. In fact, we're going to switch a little bit right here at the beginning and we're going to talk about the WIOA piece first, our colleagues from OWI are here and they're incredibly busy as well. It's just an incredible busy time here at the Department of Labor and ETA so I want to respect their time and we can do the report-outs on the back end, so that's our agenda. Any questions about the agenda or things that you would like to see added?

Andrew Cortés: Just a bit of feedback. As you can see, all things apprenticeship including our agenda are busy, but the idea of taking our half-day today to take a look at two issues that we want to directly provide feedback to the Department, let's queue-up and frame these issues so we can go a little more in-depth in discussion tomorrow. Because we have a whole other topic area to cover tomorrow, but today, maybe when I think about the apprenticeship I believe there's an initiative, Apprenticeship USA, these are things where the Department needs to get the feedback from our body as well as the Ad Hoc group, Women in Construction who's been doing tremendous work in a variety of different capacities. So really queueing-up and framing those issues so we can go a little bit deeper tomorrow and hopefully figure-out what actions are appropriate to take as well as address the issues we have going forward with the shift in federal administration so very busy agenda and I don't want us to delay from our WIOA implementation update. However, just wanted to give you a little bit of framing comments because we are looking at some pretty substantive matters so there's going to be some thought we need to put together tonight in order to make best use of tomorrow so with that in mind.

WORKFORCE INNOVATION AND OPPORTUNITY ACT UPDATE

The ACA received an update on the newly implemented Workforce Innovation and Opportunity (WIOA). Ms. Kim Vitelli and Ms. Jennifer Kemp from the OWI, and Ms. Laura Ginsburg, Team Leader, Division of Promotion and Strategic Partnerships from the Office of Apprenticeship provided a status update along with some important implementation

highlights regarding the WIOA. Both Ms. Vitelli and Ms. Kemp provided program updates related to the WIOA state plans and the pending final rule. Ms. Ginsburg provided apprenticeship specific highlights from the WIOA. Kim Vitelli opened with a welcome to the group; she was joined by her colleague Jennifer Kemp, explaining that they both work very closely on all aspects on the WIOA and provided the major themes and the big-picture thinking around WIOA:

WIOA: The Big Picture Themes:

- 1. Increasing the emphasis on alignment across multiple programs** at the American Job Centers; including programs operated out of the Department of Education.
- 2. Working closer with the Department of Education and Health and Human Services.** As the Department is asking programs on the ground to work together, so we want to do the same thing in how we craft our regulations and guidance and performance reporting and monitoring and technical assistance and training.
- 3. Unified State Plans**

Kim Vitelli also provided an update on the state plans, and the Departmental plans moving forward:

- All of the States have submitted their plans in April 2016
- A cross-agency set of reviewers looked at all of the plans
- All have been read and reviewed and we are finalizing our responses on a rolling basis
- States will receive a response by June 30, 2016 (*noting that some have already gotten responses)

General Reaction to the State Plans:

Kim Vitelli: So, this is a transition year, the first unified plan across multiple programs, under WIOA and we weren't sure how it was going to be, states obviously put in a lot of effort and have done a lot of what we had hoped for; bringing all the full partners to the table; strategic planning; and that really comes through in the plans. We were really gratified to see that and impressed with the work that the states have done. This was the first plan so we expect modifications in the future years and there are some modifications that we will be working with states.

Jennifer Kemp: I think the other thing the state plans was that for some people it would be their first opportunity to really get involved with WIOA at the state level. As we provided feedback to the states, or will provide feedback to the states, this is really just the beginning of the process and so just to put that remark out there and of course there's the local planning process as well.

Kim Vitelli: Right, thank you. Another big thing that we're working on is the regulations, the Department will be publishing a final rule, and we anticipate publishing by the end of June. We're really close; it's really going to be exciting. I can't tell you what's in the final rule but we will be making it available to the public. It's a lot of content to absorb, so we plan is to produce a couple of different things to help people digest those rules.

Also, there is a joint rule that we published jointly with the Department of Education, and Education had some program-specific rules that we're publishing. So we will be putting together some reference guides and reader guides on the regulations to help people find what they're looking for and be able to absorb everything, as well as training materials that will be calling-out the specific provisions that we really want to draw people's attention to and help put some of it more in reach.

Nobody out in the system is going to be able to become an expert on the rule right at once so we recognize that as states and local areas, and all of the grantees governed by the rules are implementing that our transition year continues with their being able to implement but we'll be keeping that in mind as we go out and monitor. We are going to be putting together a fact sheet, and providing online training, and taking advantage of all of the multiple grantee and stakeholder meetings that take place in the season of the spring and summer in D.C. and across the country.

So that we can talk in-person with different stakeholder groups, and where needed, explain and dig down deep into some of the rules that those different groups might be interested in so if there's things that we need to think about or how we can help deliver that message, that's good feedback for us that we would be glad to hear. I think we also want to keep in mind that our grantees in the state and local areas have been implementing WIOA since it became effective in 2015, so some of the themes that are built into WIOA were not necessarily revolutionary to them. They were ones that had been tried and tested before, so we continue to provide technical assistance and are gratified to see continual movement in some of the underlying foundations of the WIOA like career pathways, sector strategies, and workplace learning. In addition, we recently issued a letter signed by 12 different agencies highlighting the promise of career pathways and some very practical tips that a whole range of stakeholders can implement in order to advance career pathways.

Jennifer Kemp: In response to the comment the woman from California made earlier, I would say that this really aligns with your question about career pathways, preschool or younger age caregivers. If they're going to be a teacher, that's part of the teaching of the language, so I think that was sort of the underpinning in the work with your pathways particularly, involving the US Department of Education. When we talked about career pathways, we think about the systems level but of course people think about it at the individual level. And that was sort of a career pathway conversation that went along so I think it's important just to note that what you all do leads into the systematic conversations that we have at the federal level and so to Kim's point, the feedback is important because that's how we start moving in a way that makes sense to you all as well and it isn't just a piece of paper.

Kim Vitelli: Can I add a little about that for you. The WIOA use formula program and I had the luxury of working on the regs which sometimes makes it hard for me to remember what I came up to say although luckily for the youth programs, I think what's important for you all is as you probably remember high school youth has been expanded up to the age of 24 so there's a new cadre of youth we would even call an adult who are now really eligible for the apprenticeship program in a new way and also because we were fortunate enough to get operating guidance to the system. We do have some rules. They apply to when WIOA was implemented and so there are just a couple of key things that I'd like to share from that.

1. One is this requirement that 20% of youth formula money be spent on work experience and work experience does include free apprenticeship under the definition of the law and so we do talk about that further when we issue the regulations and we do mention that also in our operating guidance.
2. The other thing that I would say here is that there is some confusion around the label so if you're an out of school youth that means that you're not currently enrolled in school. In some cases those are youths who did not complete high school. In many cases they are youths that did complete high school but are not currently in post-secondary education and that label stays with the youth even if they get re-engaged in school so that's pretty much where our formula - that's our funding perspective because 75% of all youth formula funds have to be spent on eligible youth.
3. So if you hear the label eligible youth I don't want you to unnaturally think that this youth is maybe useless. They could in fact actually be involved in the training program. But we will - the system may still give them the eligible youth label just for purposes of accounting which is sad but that's the way it's working right now. So I wanted to leave those - that little bit of information with you as well as you think about how to size that with your population and your work. They're probably are working at a federal level, national level.

John Ladd: Right. I'm going to transition to Laura here in a minute, but before losing our OWI colleagues I'm curious were any of you involved in any of this developing of the state plans? Oh great, great. Are there any local plans? Could you say who you are?

Cheryl Nelson: (unintelligible)

Kim Vitelli: Sure. Sure. So I think that's a good and it's a very common question. I think that there's a real opportunity in the new performance measures which I think it's important to note that they begin on July 1 but we won't really have any data for a couple years because that's when they just begin reporting it. So we're really at a good point of influencing that. The performance measures as you know are among all the titles, so adult education vocational rehabilitation as a formula all has the same performance measures. This is significant because we'll be looking at the people the same way and we will also be encouraging a lot of co-enrollment. So with the youth formula program you won't see a lot

of youths who are really maybe young adults who will be enrolled in both Title 2 which is about education and the youth projects.

I think that the other piece of it is the fact that the way the performance measures will be measured they'll be looking at individual barriers of individual groups of people. So the intent, the hope is that if you're somebody - somebody who's more disadvantaged the performance measures will be recognized. I think that it's important that you're doing - they are serving the customer and getting the best outcomes from them. So I think that it's important to think about the individual and their success and not be so measured by the performance.

Now I know at the state level they might not agree with that because they're nervous. So that's where I would point to the fact that we're just at the beginning stages of collecting this information. States are just beginning to negotiate the performance level. I've been involved in all the performance conversations and this is really the time to push on the fact that you're willing to serve the people who are going to get benefits of both and not think about the performance because this is the time to have set the bar going forward. But that's just my opinion maybe but I, you know, I think but I'm not the only one who has this.

Bill Peterson, UAW: I have been on the state board and my local board of St. Clair Counties in Michigan. Actually over the years I've been out at the local board for 20 some years, 22 years. I've been on the state board off and on for probably 15. But youth I have seen a continued graduation of performance numbers being much better. We weren't sure exactly what it is but I think the optimal youth figuring out that you can't get anywhere nowadays. And I think it's - for some reason it's a little different. I mean maybe years ago you can go somewhere and get hired without a GED or high school education but you can't. I mean and one requirement system, our workforce development local boards are going to start getting attacked with that. But you've got to have your GED or you have to have a high school education. So I think somewhere along the line people are getting that idea and they realize that's what it is. And I really saw a large degree not just one, but we talk about a couple percent. But the two quarters before, two quarterly reports before that we were 100% at least folks that were in out of school youths. So I'm doing well. I'm waiting for a lot of the stuff so there's a lot of good stuff going on.

Woman: Well I'm sorry. I think that I'll go - like relate to the fact that we'll be able to see what the performance of an individual groups is. So there is this idea that this particular group, in your case eligible youth, might not perform well to your example Dr. Canes might not perform well but we'll be able to have their data that yes they do perform.

Bill Peterson: Oh yes they are performing well.

Jennifer Kemp: Yes and then similarly from our end, there are a broad range of people and I think it could be women in this deal we just naturally think don't do well. We're going to know if they do or not so that will be good.

Bernadette Rivera: Hi, I have a point of clarification did I understand correctly when you were mentioning earlier that because of the increase in age designation for school youth up to 24 that individual's going to actually receive the score from two different programs school as well as the adult education?

Kim Vitelli: Correct yes or it could be broader. It could be, you know, this is definitely something we put in the operating guidance - I mean, you still with adult funds there's more opportunity there.

Van Ton-Quinlivan: Still has limitations for the state of California and actually flows to seven, so we want to thank you for implementing WIOA metrics. That becomes a common language for all of us. One of the areas I think would be helpful is including the data infrastructure to enable for us to work together. So if you take a (unintelligible) it will hit any one of our boards. Let's say the hit is apprenticeship. They may need several CDs which would come from that known education system that's funded to do that. But many childcare programs they can go to colleges for the program. They need to take that into account because you see that the perplexity of this how for HRSA how to bring together all these. Right now the data behind one is not transparent so we wanted these for the not - it's very difficult to give up. But these are cross-referred services across systems. And a much more robust data infrastructure that talks to each other. I could call out in Mississippi to be able to just pull this off if everybody's looking for models and in their model as well. So if you can continue to push us on that that's the only way we can get some funding support, giving up, you know.

Kim Vitelli: Right and, we're very much thinking of that in our performance conversations, how we make that work. But we're also very much aware that the states are in different places and the financial situations that we're all in. It's definitely accurate a balancing act. I would just add that in addition to echoing what Jennifer said about us recognizing what a serious issue this is.

Van Ton-Quinlivan: that infrastructure is and becomes that in addition to Mississippi, you know, there other programs that wanted to work together and found data sharing to be a barrier and then tried to come up with ways to bridge it. Even if it wasn't, you know, if it's not exactly the same. One of the ones that I'm thinking about is some of the work that we're trying to do to support the work of unemployment insurance systems and reemployment systems and workforce systems talking to each other and if there were a handful of states including New York and another one that I cannot think of right now but at least New York that came up with basically like a layer rather than like throw out their old system and build something new which takes a really long time. But they came up with ways to basically pass data back and forth that sat on top of this data system. So there's multiple ways of slicing that data infrastructure problem. Those were the tools that New York used with assistance from us. And those are actually open source tools that are available on workforce GPS so that other states can take and adapt them. And I'd be glad to share that link if any of you are interested in that kind of data wonky stuff.

John Ladd: That would be great. Why don't we transition over to Laura? I know there's some very apprenticeship specific issues that you all are concerned about and thinking about and Laura's been doing a lot of thinking about as well. So Laura?

Laura Ginsburg: In the new WIOA legislation there are two areas that affect registered apprenticeships. One is the memberships on the Workforce Investment Boards where there must be a representative from a Registered Apprenticeship program on the state board and then on all of the local boards. That has not been an area where there has been any a problem or confusion. So what we have been really focusing on the eligible training provider lists where there does seem to be quite a bit of confusion. So there is a Training and Employment Guidance Letter (TEGL) they do have out now. Kenya Huckaby will send it to you as part of the follow-up materials to this meeting. But it's the TEGL 41-14. It was put out last year. It's all about the eligible training provider list and there is a section on apprenticeship which gives guidance on that.

We're going to be coming out with our own TEGL hopefully in July or August. It's going to be everything on registered apprenticeship and the WIOA legislation. So it will be much more comprehensive and give a little bit tighter guidance on the eligible training provider list. To get on the list the Office of Apprenticeship or the State Apprenticeship Agency must provide a list of all of the registered apprenticeship programs that they have in their state, in good standing, to the governor or the state agency that is implementing WIOA then that agency will send a letter or correspondence to each and every registered apprenticeship sponsor asking them if they want to be on the list. Then the sponsors must respond back to the state and say, "Yes I want to be on the list." So that's the process that's been established. A little bit cumbersome but that's what you've got.

So what we're doing now is we're developing tools where we educate the sponsor about how to have access to this account, if they have gotten a letter, or if they haven't gotten any kind of correspondence that, with things that they should do. So we're working on those tools. We wanted to see some linkages to web sites that you can use. For example, we're working with the Building and Construction Trades Department and they're very interested in providing material. So they're going to have these web links. But we can certainly put them on other site associations and other organizations.

We want to put together a toolkit. We have a PowerPoint presentation. Actually Kenya Huckaby is going to send you a copy of one, and you've got some materials in your folder, a fact sheet. And we have some frequently asked questions that sponsors have on the eligible training list. We want to have some key talking points to kind of help you navigate the system. We want to have national Webinars for sponsors to really help them get through all of this. These are tools and PowerPoints that, you know, some almost be like train the trainer. We want to go out and use them with your constituencies to help educate them. We won't be able to do everything.

We feel like Pre-Apprenticeship is a huge part of all of this many of the folks might not be ready for the apprenticeship program. There may be issues with the income. You know,

each state has a poverty level as to the eligibility of the apprentices. You might want to get access to the individuals training panels that are for the tuition reimbursement. But that you always no matter whether you're a registered apprenticeship sponsor or not you do have access to the on the job training spot. So we really want to kind of educate the sponsor community as best we can on what they're entitled to under ETPL which the kids have access to and then helping you all kind of work through this maze and step - to get through it. Each state is different so that's what we'd like to do and certainly would love your input.

Any kind of issues that you're having out there getting on the list, any kind of issues with the states, you know, we would really like to get that feedback from you so that we can share it with some of our other leadership so that we can kind of red flag anything and also when things are going really well. You know, that's so important to find these model states that we can point to and say, "Hey look, this state is doing a great job, all of them should do it." So we appreciate your feedback if you have any questions.

Andrew Cortés: Thank you Laura, we will get to questions in just a moment. We will have to keep it pretty tight if we're going to maintain any semblance of our agenda time. I'm just going to take the chair's privilege for a moment and offer one framing comment and question. So with WIA, the previous act there was this great resource TEGL 02-07 which was a guide that was produced with hyperlinks in it and you could click on the link and understand exactly how WIA funding and registered apprenticeship work together. That in of itself was not enough. So now WIOA is very well framed and has a very central role for registered apprenticeship. But what I'm concerned about is one getting the states and local workforce a tool which I'm assuming that's what you're talking about, very similar to that as quickly as possible because just because the federal rules have changed does not necessarily mean that it's an easy change to navigate or implement on a local level. That is a concern. So it's not so much the sponsor community I'm concerned about educating in all honesty. It is the workforce development system community that I'm interested in educating to ensure that we maximize the opportunities that WIOA now offers to registered apprenticeships.

I just wanted to offer that framing comment. I know that in Rhode Island we have established an intermediary specifically to work around of apprenticeship which will basically have a WIOA navigator type position to align physically a staff person who figures out which of the funding streams can mix and match to achieve the goals for a particular apprentice because we are that concerned about it. So I just wanted to put that cautionary note out there, offer the suggestion around what we are trying to do with it and put out the plea, please help us with as many tools as possible that made the systems changed agenda on a local level through registered apprenticeship easier. Also thank you Kim, Jennifer and Laura for this continued work because if we are truly going to maximize the potential of registered apprenticeship as a model we have to tap and leverage and align with WIOA effectively. So I think that that's critical. I know Bernadette has a hand up. Please go right ahead.

QUESTIONS ON THE WORKFORCE INNOVATION AND OPPUTUNITY ACT

Bernadette Oliveira-Rivera: My first question is in addition to the different tools that you are developing, have there been opportunities to be directly educated on the rules - I would like to add that we have a yearly meeting for coordinators that would be great forum - So what would be the process do we just reach out to you?

Laura Ginsburg: Yes.

Bernadette Oliveira-Rivera: Thank you so much. Then you mentioned that by now a lot of the apprenticeship sponsors should see the letters and if they have not - Is there a timeframe so whenever we speak with our sponsors, whether that should be a trigger or is there a cut off and they're saying by this date we need to reach out?

Laura Ginsburg: I think that they should have gotten something by now; I'll refer to Kim on this. I mean they have had over year to kind of put this into place. They got the TEGE; it was put into place a year ago. So they should have some kind of a progress correct?

Kim Vitelli: I think anytime that you're wondering how a state's ETPL process works and you're wondering whether or not you should reach out you should definitely just go ahead and reach out. It's certainly possible that some of the states were - we told them to go ahead and move forward on implementation and that was the purpose of our operating guidance to give states the information that they needed to go ahead and implement. I wouldn't be surprised though to hear that there are some states that are still a little bit hesitant in having put all of their policies into place because they're waiting on their regulations. So there might not be anything nefarious going on. They're just being a little bit trigger shy. But I mean I think it's definitely fair to reach out and find out where they are in the process because they are certainly allowed to be under the under the operating guidance that we issued that Laura was talking about that they certainly were allowed to go ahead and implement in the way that we outlined.

Andrew Cortés: All right seeing no other WIOA questions thank you all three very much.

John Ladd: This is extremely helpful. Thank you. All right back to the rapid fire updates.

Brian Turner: For the fall meeting, come back for an encore, an encore performance. It will be very interesting to see how it goes.

John Ladd: I'm going to go through these pretty quickly but please stop me. We want to cover are some things that have been happening since we last met. We'll do a quick update on the American apprenticeship grants, a quick update on the new ApprenticeshipUSA funding, the 90 million that was appropriated in the 2016 budget, an update on some of our other kind of broad ApprenticeshipUSA efforts and National Apprenticeship Week and a few others.

AMERICAN APPRENTICESHIP INITIATIVE GRANTS

- So the American Apprenticeship Initiative again I'm sure everybody remembers was \$175 million, 46 grants targeting about 34,000 apprentices. You see a nice little map their where the grants are located. As Eric mentioned, we had the first national convening of that group here in DOL about a month ago and there's just a lot of excitement with that group, a lot of common technical assistance needs. It was very helpful for us to see where they are in their projects. I know we've had some folks here that are directly involved in some of those projects. So you have a normal continuum. Martin Simon is here, who is part of our team of technical assistance providers.
- There's a continuum here of where grantees are right? Some are well down the road of implementation, standing up their programs, registering apprentices. There's probably a bigger group in the middle that are still looking to stand up there programs and then others that are still going to need some additional TA and support to move them along. We are further along than I think we expected to be at this point but we are thrilled with the progress so far.
- One of the big components of these grants was a focus on the equity agenda. You can see here the range of the different target populations that are being served across the spectrum from women, people of color, veterans, people with disabilities, youth and incumbent workers. So a broad range of populations. We had a focus on that in our technical assistance sessions when the grantees were here and just a lot of energy about that work. They are serving a diverse group of participants. This is certainly probably more diverse and certainly a much higher percentage of women we're seeing so far in the participant mix that we're getting through the quarterly report. So the fact that we have about 1,000 people being served already when this report came in was the I think a six or nine-month report which is pretty remarkable to see that level of activity already in these systems. Many grants have that ramp up period right? We are hiring staff and building capacity. To see that people are actually being served already is an important factor here that they are following through on their commitments to serve diverse populations and it is good to see.
- So coming up, we've been working with Martin Simon and his group at NGA to think about what's next for technical assistance for this group. We have been inviting them to come out to some of the accelerated meetings OA has been having. We'll talk a little bit about that. I think there are three big areas and Martin I'll probably ask you, to jump in here as well. But after spending time with them we really felt there were a couple of key areas.
- One is that we have to go back to the **fundamentals of registered apprenticeship**, with a number of these grantees, some of them they're still not quite familiar with

all of the expectations and requirements for our registered apprenticeship program. So we really want to double down on that focus of apprenticeship fundamentals and making sure that they are developing quality programs and have the tools and skills and abilities to get there.

- The **employer engagement** focus was a very common theme throughout the conference that many of them are struggling with in terms of reaching out to its employers, how to do it, how to speak to business, how to make the business case for apprenticeship. So I think we really want to spend some more dedicated time with them and making sure that they understand that, you sell apprenticeship differently than you would sell another workforce development programs. That's an important part of what they need to understand.
- And then of course just the general **performance reporting and data** is a big need for the group. So, you know, we're happy with what we see so far but we know we have more work to do. Martin I don't know if you want to comment anymore on what you're seeing from your side.

Martin Simon: Just a couple of areas that I'll underscore, a common element across is putting focus on **key area partnerships, brining community-based organizations together** and a comprehensive package for apprenticeships. Another area was **underrepresented populations**, how to reach out, that was across the industry group. Those are some critical areas, for those who have are standing up registered programs; other are having a series of issues. We started out focusing on industry groups as part of the technical assistance but more to the common areas that cut across putting together a plan around industries and connecting to the accelerator programs are a pretty good way of building outlets.

John Ladd: Yes right and we have Brian Turner and Bill Peterson, here they are grantees themselves. I don't know if you had anything to add in terms of what you're seeing from the grantee side.

Brian Turner: A lot of workers, so we got up and running pretty quickly. We have high level employers and we've now managed additional employer participants. So that's working very well. We're working on our first program about 400 hopefully granting three community colleges classes. They kind of went away from their testing. We think it's going to definitely add a lot of opportunity. We haven't put anyone other than female minorities. I think we had one veteran, and we're just trying to figure out why they're not applying for our program. But we're working on that. But overall the numbers are actually the data I had from last quarter.

Bill Peterson: We have the updated numbers but I don't have them. But what's happening is the community college, they were starting with what we already had, they're students in our college but those are our premises. Now we're going to work out a deal out with them to keep the numbers up.

Brian Turner: So far so good, let's keep it up the next few years. So even if we only use 40% of that that's a pretty good number. We may hit our number of our apprentices a lot sooner than we like. We'll have to figure out what some of those brands aren't long in. We are ordinarily active in meetings. We're having one right now and there's still that job to be done. We want to meet our targets but we want to go way beyond that. A lot of what they call registered and need to talk through the advantages of registration; we're pushing college credit, pushing the underrepresented access, diversity, and just improving the pipeline of qualified younger applicants people are very, very interested in partnerships. We see those in high school have transportation academies and half of their students are women. In the inner city school 98%-99% of the students in the school are eligible as well. So it's, you know, periods of strong minority have only come through. These kids are driving because they're able to make a connection with employers and we want to see if we can't expand a lot more of that from between a high school preparation and maybe a pre-apprenticeship or not but basically requirements - the early requirements for membership so people can go straight into apprenticeships. There are also changes in regulatory practices at the state level because mechanics and earlier requirements apprenticeship so people can go straight into apprenticeships. That also need to be changes in regulatory practices at the state level because with mechanics you have to be able to drive the bus, problems from the parking lot to the fuel line, the community station garage to repair and have to see the and a lot of states can't get to CDL. We're looking to, and we already have in some states, a regulatory commendation where younger drivers who have the skills and move these large vehicles around non-aggressive service and in particular on company property, not on the public streets. But that required change in regulations be able to have that. And this required competency.

John Ladd: Great, great. All right in the interest of time I'm going to move on here a little bit. We'll probably end up cutting the updates short and then we'll pick them up again tomorrow morning because I do want to keep us on schedule and make sure we get time for our break and then get to our first topic at 3 o'clock. Next we want to talk a little bit about where we are with rolling out the \$90 million ApprenticeshipUSA allocation.

\$90 MILLION APPRENTICESHIPUSA ALLOCATION

- The first wave of funding and the easiest way to probably think about this right now is that of the \$90 million that we received from Congress basically about \$60 million of that \$90 million is in the states and \$30 million will go to a combination of industry intermediaries, workforce intermediaries and then national activities.
- So of that \$60 million there's a 10/50 split. The first wave of funding to the states went out about a couple of weeks ago. It was about \$10 million. Each state got about \$200,000 worth of funding. They were really this kind of idea of accelerated planning grants. The thought was, how do we provide a quick infusion of funding, get them thinking about developing the plans, convening industry groups together, doing any data and analysis that they need to do, be looking internally, be looking

externally. You know, we really hope that they're going to go out and look at other states and other models of what people are doing and decide, "Hey, I love what they're doing in Rhode Island and I want to do more of that or I might like what's going on in Wisconsin or Kentucky. I want to do more of that." So, you know, we left a lot of flexibility in there. We made it very clear that they could use the money for travel. They can do a lot of things with these funds. You know, it's not a ton of money but its money that the apprentice systems really never had before.

- It's a real chance to say, "Hey what would I do with the funds and where do we want to go," and then hopefully position them for the next wave of funding which we put up there that they can then compete for this larger pot of money \$50 million which will be, you know, really their plan, how they would operate their plan plans that they developed if they had received the accelerator grants or if they're doing it on their own. But, you know, we want them to figure out how they're going to align apprenticeship with workforce education, how they're going to engage and develop statewide strategies and engage folks and then and expand apprenticeship in traditional and nontraditional industries. And again, you know the equity agenda and expanding access and opportunity for under-presented populations. So you know those are three very broad goals. You know, I can't say more about the FOA at this point but it will be a competitive FOA.
- Not every state will be able to obtain an award. We're hoping to probably fund about 33 states at the beginning and, hoping that we're going to see a lot of really strong applications. You know, we were overwhelmed by the response to the TEG. Usually when we put money out we get somewhere in that 30 to 40 range of states coming in. But to get, you know, close to pretty much every state coming in and seeking this funding was really remarkable. So we know there's demand out there and hopefully very, very soon we'll be getting this next wave of funding out.

Man: Will states be able to work in partnership because I know several groups of cities across states now they work very closely in economic areas together.

John Ladd: Yes, I mean we won't preclude or necessarily drive cities to do that if that makes sense for states to do, it might make sense to do that. That would be part of their planning and strategies. But it's not something that we're consciously necessarily trying to push states towards.

Man: I've got a question. Pre-or Post-election dates?

John Ladd: For awards?

Man: Yes.

John Ladd: Definitely Pre, we are working very hard! The last piece of the puzzle is again we have about \$30 million of the \$90 million. And, you know, this is all kind of layout and

our congressional budget justification. So there'll be RFPs that are going out, and again an RFP is a contract not a grant. So it will be very different than kind of the traditional thinking on some of this where in a contract right we're asking for deliverables right where there's specific things we're asking that partner to do it with us and for us. So be thinking about that. But ultimately, you know, we are seeking to find and partner with both industry and workforce intermediaries that can both expand and diversify apprenticeship right? So how do we work with our stations that have the capability and the capacity to work directly with employers, help them stand up apprenticeship programs, develop their diversity inclusion efforts and think about how the – that can be done in the context of these intermediary groups which we really haven't had to a large extent in the apprenticeship space. You know, really the management organization model is the, you know, premier model that we had up there. But we haven't had other organizations. I've been engaged in this as well. So and we're really looking to bring more people into the conversation about how to help in this process of setting up apprenticeship programs. And those we hope to have out by the end of this month as well with awards prior to, probably product awards this summer. There will be a very quick turnaround on these RFPs. So if you're interested in that space I really encourage you to be thinking about, you know, putting the pieces together now and not waiting for things to come out. So what that I think we probably need a break here. Let you take care of some business and we will reconvene at 3:00 pm? Yes, we will, and please, if you haven't had a chance take a look at our next agenda item -- the draft recommendations -- for our discussion, please take some of your break to read this lovely draft document.

Andrew Cortés: Yes, absolutely. We are adjourned.

MEETING AND MEDIA BREAK

AD HOC WORKGROUP WOMEN IN CONSTRUCTION

Andrew Cortés: Welcome back from our media and other needs break. I appreciate everybody taking a look at our next issue. This is pretty exciting stuff. We have, to my left, for those of you who do not know her, Ms. Jill Houser, who is Region 1's Director, Office of Apprenticeship extraordinaire. I lean on her all the time in Region 1 and she's a real champion around these issues and she has been helping to spearhead a group of incredibly dedicated trades woman and ACA members. We're looking at a very, very important issue. That important issue is why we have not been able to move the needle on woman participation rates climbing within the construction, building trades occupation, but have a high density of quality programs, so we've had a lot of good effort that's been sort of synthesized into the draft report which we have all reviewed, but without saying anything more, I would like to turn it over to Jill and her team along with Connie Ashbrook and Greg Chambers from the ACA who are going to present and walk us through this report so we can have a discussion on next steps that are needed to change this dynamic. So with that being said, Ms. Jill Houser.

Jill Houser: Thank you Andrew and welcome everyone. First, I'd like to thank my Ad Hoc group here; it's a pleasure to be in the room with you to discuss this issue specifically. So David Casey, Greg Chambers, Lonnie Coleman, Lisa Ransom, Brian Turner, and Connie Ashbrook, were all a part of the ACA members who joined the Ad Hoc group. Thank you so much. As John led, everyone knows because of John, the Secretary, and President Obama, the apprenticeship world has been in a swirl and so I really appreciate the time and the generosity of the ACA member shows in their show of support with me. Sometime in March or April after Franchella Kendall retired I took her place so I am looking at it from the regional area, at that time there were five Ad Hoc meetings planned. We doubled those meetings to try and get a file together as soon as possible so we put together those specific areas. We had a couple of conversations to really talk about what were the issues that we should be discussing and a couple of conversations to brainstorm. We found that things generally broke down into three different areas:

1. Outreach and Recruitment
2. Compliance and Selection Procedures
3. Training and Retention

We subdivided into small groups, David Casey, CVS, Jackie Cooke, from the Women's Bureau, and Mary Vogel took the lead in that, so quite a selection, I was involved in that. Donna Lenhoff, OFCCP and Kimberly Brinkman, who's here in the back of the room, Connie Ashbrook, and David Wallace who some of you may know from Massachusetts were involved in that subgroup. Caitlin Cater from the Woman's Bureau, Ken Rigmaiden, from the ACA, and Lauren Sugeran from Chicago Women in the Trades were the folks who were most involved in the writing and re working, so I just wanted to recognize them and their contributions. Connie is going to go over some of the overarching things that came out repeatedly in all of these buckets, and then we'll break down into those specific areas. Great and Greg has joined us so we'll divide into three buckets. We hope you have taken some time to look at these, and take some more time to look at these and see what we can move forward. Thank you.

Andrew Cortés: All right, I'm turning this to our colleague, Connie, here first?

Jill Houser: Yes, you are.

Andrew Cortés: All right. Connie, as we all know is an ACA member, kind of an inspiration to all of us when it comes to issues of women in the trades, I know programmatically we lean on her quite a bit, so thank you for your commitment to the issue, and to this group, and please welcome Connie to break out this report for us.

Connie Ashbrook: Thank you Andrew. I just want to clarify for a colleague of mine, who is listening over the conference line, who is looking to get a copy of the report, unfortunately we don't have the capacity to send that out right now, but we can send it out afterwards. I want to start by thanking Jill Houser and Kenya Huckaby from the Office of Apprenticeship for their hard work on this and also Franchella Kendall who's now retired and she's going

to be missed much, but we wish her well and fun in her retirement, and my appreciation to the other task force members, and the leadership of John Ladd to convene this task force and get us focused on this very, very important area.

We really haven't had this resource on the ACA for many years, and as you all know there is a big gap in woman's participation in the trades, it's not easy to bridge that gap, but we thought it would be done by now because we've all been doing some of this one way or another. When I started my own career in the trades in 1979, I thought there would be floods of women soon following me; however, I learned that there was a set of societal and institutional barriers that we needed to look at and address and we feel like the time is right for the interest in woman, interest in apprenticeship, to take advantage of this current interest and the investments in apprenticeship to devote more time and resources to increasing the number of woman in the building trades which is why we're bringing these recommendations to you today.

We know that anything that we do that attracts woman to the trades that improves conditions for woman apprentices will also attract the public at large to the trades and will improve conditions for all apprentices. Many of these recommendations are things that the building trades are already doing, I heard Mark Yorberg of the Iron Workers talking about the Chicago Woman's Old Nation's Conference next month, there are excellent best practices around the country that we want to bring forward and bring to scale. We want to move forward as many of the recommendations as possible and get as many as possible cleared and improved by you today. Others we can address tomorrow in our sector discussions and we would like consensus on their adoption by the committee because you are the thought leaders that need to help apprenticeship take these to scale.

Some of these recommendations we have put forward have already been implemented, but could be at a greater scale, and some of these recommendations could be implemented at little or no cost, but some will require additional resources and could be written into upcoming funding opportunities. Others, the private sector, would take the lead. In fact, we would like to take these recommendations to the August meeting of the Construction Sector of Excellence (SEA) for thought leaders to provide further ideas towards implementation. So I'm going to thank all of our committee and our audience for your time, attention, and interest and again, thought leadership, as we dive right into reviewing the recommendations with you and getting your feedback, so thank you.

So diving in, looking at page 3, we have a little bit of an executive summary in terms of the history which I won't go over, but is available to set the stage for folks. Then we really looked at identifying the key opportunities for impact. How we could really get in there and make a difference. We identified and consolidated them into three main areas: Outreach and Recruitment, Training and Retention, and Compliance.

Common Themes and Ideas:

Several themes were consistent over all the challenge areas and those commonalities included; (1) existing resources should be more widely promoted, (2) distributed, (3) and more easily available through known and reliable points of contacts within the apprenticeship and the workforce development community, (4) also, there is expertise that exists in trade organizations the recommendations demonstrated that, around the country significant gains for woman in the trade are possible and having those be recognized and incorporated into practice throughout the National Apprenticeship system would help taking these proven strategies to scale.

Some of the ideas were:

- 1. Create effective mechanisms to address complaints, gathering feedback, problem areas, and systematically identifying areas where the most gregarious breakdown of equal opportunity exists.**
- 2. Concentrate resources on eliminating nature barriers.**
- 3. Ensure that there are fair mechanisms for female building trades apprentices to report violations so they're not vulnerable to retaliation and can continue working and be placed on a new job.**
- 4. Allow violations to become more visible and be addressed, and greater transparency in the EEO data and universal EEO reporting.**
- 5. Review reporting, allow sponsors with exemplary performance to be rewarded. There are sponsors out there that have been doing marvelous work and we recommend showcasing them, and replicating their best practices, and using them as shining examples. Those with poor performance, we recommend they receive guidance that they need to do a better job.**
- 6. Develop strategies to ensure both supply and demand of adequately prepared female candidates for apprenticeship are being developed.**
- 7. Equal Employment Opportunity (EEO) in apprenticeship should be viewed as a workforce development issue for communities and regions, rather than viewed locally as a compliance issue with the individual sponsors.**
- 8. Set goals for the number of woman.**
- 9. Demonstrate EEO principles and a gender lens in the current apprenticeship expansion efforts, as well as the marketing materials for OA, ETA grants and funding for Pre-Apprenticeship programs, and training being provided by OA.**
- 10. Leadership Should Set the Tone, we know that setting the tone at the top really works in terms of promoting woman in the trades and it means that when inequitable treatment is seen as not tolerated that will help address any unconscious bias or lack of cultural competency.**
- 11. Eliminate inequality in every aspect of the apprenticeship experience including outreach, recruitment, selection procedures, training classes, work hours, and on-the-job training will lead to greater registration and retention of woman.**

General Recommendations

Addressing inequalities is hard work and it needs to be consciously and consistently included on the agenda in order to increase the participation of woman and underrepresented groups. So I'll go briefly into the general recommendations. We have recommendations around, outreach and recruitment, training and retention, and compliance. I'll go over the general recommendations briefly over the outreach and recruitment. I will then turn to my colleague Greg Chambers to talk about the recommendations in training and then back to Jill Houser for recommendations in compliance. So in terms of the general recommendations, we want your help to prioritize the recommendations that could be initiated immediately. Even though we've been working on this for a long time, we feel like now's the "golden moment". We can get started and do some things immediately including:

The Ad Hoc Group Recommends:

- The Office of Apprenticeship (OA), Director, Deputy Director, and Division Director, to declare states and organizations to engage, recruit, and service underrepresented populations with a particular emphasis on increasing representation of woman and as part of that, identify one Deputy or Division Director as a lead for the OA on this issue.
- Locate and post USDOL and grantee supported or created resources on the OA web site with links to those resources from other OA or ETA web pages. This will help disseminate really valuable materials and best practices and toolboxes so they can be used by a wider audience.
- Implement state apprenticeship agency training identified in the document that will help with the integration of woman.
- Welcome messaging throughout ApprenticeshipUSA and expansion of the web based resources.
- Creation of a higher level interagency team to continue this effort with recognized subject matter experts. So similar to our Ad Hoc Committee, we keep the work of our committee going, but also include folks from places like the Woman's Bureau, Department of Energy, Department of Transportation, folks that have a stake in this and can help us move this forward.

Connie Ashbrook: I have gone over the general recommendations, I'm going to skip over the introductions and dive right into the opportunities, challenges, and recommendations. I'm not going to go over each detail recommendation. In the interest of time, people will have time to look at this and we speak later today and this evening and tomorrow in the deliberations.

Opportunities, Challenges, and Recommendations:

- Again, we are interested in getting your approval on as many of these as we can and then your feedback on any that you'd think would be more challenging or require more discussion in order to come to approval. So we're interested in having/creating quality and targeted outreach in marketing materials with the gender lens, increase the knowledge and expertise in marketing to woman by apprenticeship programs, agencies and sponsors. And as a shining example of this, I would point to the Iron Workers, National Iron Workers web site. They have a whole webpage specifically targeted to attracting woman in the industry and promoting woman within their industry, the stories, and examples that they have are really an excellent example.
- General lack of preparation for woman to get into the building trades, so woman can learn about the building trades. They do need some help and guidance to get prepared and get ready and that could be expanded. Woman in general are not educated about opportunities in the construction industry and this is where we look to guidance counselors and folks to provide that kind of guidance, but also the web is a powerful tool and woman that are interested in these occupations can gain a lot of knowledge from the web. So those are the basic recommendations on the average and recruitment and now, I'm going to turn this over to my colleague, Greg Chambers to talk about the training and retention piece.

Recommendations on Training and Retention

Greg Chambers: Thank you Connie. Good afternoon everyone. What I'd like to do briefly is go over the things that the Ad Hoc Committee reported, but more importantly, I'll talk about some things that are pretty much consistent not just in construction, but in a lot of other industries, but, you know, the Ad Hoc Committee was focused on construction and they had to start somewhere. But the problems that we're seeing and the problems that we're discussing pretty much exist across a lot of industries, not just construction. So, obviously improving woman's retention enhancement and leadership and apprenticeship as critical to provide job equity and that's what my attention really focused on.

One thing that I'm not sure everyone is familiar with, I know there's a lot of subject matter experts in the room, but woman lie just a few percentage points behind men in completion of apprenticeship. The problem though is after they graduate in a particular industry a lot of women leave after getting their apprenticeship papers for a variety of reasons so we have to improve that retention, not just training.

There are a variety of issues.

1. You have your obvious, sexual harassment and EEO, but you also have isolation from your coworkers, things that are more subtle in nature.

2. You have work expectations that are totally inconsistent with somebody trying to raise a family. They don't even take those things into consideration, the whole work on the job.

The workgroup put together these recommendations with those things in mind, and if you refer to your handout, pages 8-11 have all of the recommendations from your Ad Hoc Committee. I'm not going to read over each one of them, but there are some recommendations in each one of the categories that training and retention looked at which were improving training for all, making sure woman are true to as equals and partners, supporting woman on the job, and creating a safe workplace.

- So some of the recommendations you will see in all of those categories are things such as mentoring, something that is needed, but not all apprenticeship programs have adequate mentors. I mean, the standard is for apprentice and journeyworker but just because you're a journeyworker doesn't mean you're a good mentor. We have to really improve our mentoring ability for our ladies on the construction site.
- Sharing best practices, there are a lot of people even in this room or online we have a lot of the colleagues from the Ad Hoc Committee online that know some things that work. We have to make sure we get those best practices out there, share them amongst each other, promoting professional development, hiring ladies that are in leadership positions from the very beginning. All of those things come into play and should be a part of our strategy for going forward to improve diversity and get more women involved in construction. There are a couple things that I referenced in the recommendations whether it was previous settings, reports, guidelines that I highly recommend you to refer to. Those are additional resources that you can have access to that have helped us and we have found very useful such as the Hazmat report, if you never heard of that, it would be recommendation 9 on page 9. So please refer to these additional resources.
- Some of the other things that we have recommended are really enforcement on the job site such things that you might not have noticed or really think about, but even restroom facilities. Most units don't have locked doors and who would want to use those in that kind of environment, so those kinds of things we really need to pay attention to; smaller details sometimes are what's keeping people from recommending things to their fellow people. So enforcements are really a big thing. You have really got to make sure that we bear down on people that are not performing well and not performing adequately.
- Also, worth sharing, are their US DOL representatives whether it's OSHA or the Office of Apprenticeship, you know, they all do quality assurance reviews as part of our program, so we've had to develop some metrics and some things that the inspectors can watch for that really can highlight the things that are interfering with quality in the workplace.

- Last but not least, is that we have really got to build that work family support system. You know, outside of the apprenticeship arena that can really develop some personnel policies to meet their needs and their families because that's one of the things that's really keeping people from being interested in getting into construction too. So with that, I'll turn it over to my colleague, Jill Houser.

Recommendations on Compliance

Jill Houser: So the last and shortest category is "Compliance". It's broke down into a few different areas. I also will read the specific recommendations.

I'm talking about compliance and the contributions for the Office of Apprenticeship, the conversation that apprenticeship professionals have with sponsors about what's working, and what's not working, and bringing in technical solutions to the sponsors and looking for conformity with the state and federal regulations. That's what this category is about.

- One of the primary issues is, "Discrimination and hiring and training practices based on interviews. This still happens even today. It's sad and it takes good training to be able to go through the data sometimes to see the different patterns. There are different ethnic groups that make up the population. So basically additional training for the sponsors as well as the apprenticeship training representatives joined with leaders and client interviews. This kind of goes back to other folks who talked about the program in the state with just a lack of capacity to address compliance abuse. Let's kind of read through the next category, guidance, training, compliance abuse and situations, you may have somebody who comes into you with a situation who hasn't had the training.
- We have been very fortunate at the Office of Apprenticeship, John, works very hard to secure training and knowledge for us and to make sure that we even train some of our state colleagues, which is great, but there's a little bit of a training capacity issue in the system. But, I think, the compliance reviews drive the demand in a way.
- Apprenticeships for supply and demand situations and conversations with the sponsors about what their goals are and what they're doing to really try and help drive that demand. I guess that's it; wow, that was the easy one. I think Andrew will now open it up for discussions.

Andrew Cortés: Yes, let me first thank you all once again, not only the ACA members, but Jill Houser for stepping in for Franchella who, of course will be missed dearly, and for all of the woman and experts and interested parties who have contributed to the production of and support for this good work! So a couple of framing comments from my perspective before we launch into an open discussion. In reviewing this, you know, there's a lot here. It reflects good work with subject matter experts and therefore there's a lot of content. So I just have some process questions for the body to consider as we discuss this today and tomorrow. I'll leave it open-ended to frame our discussion. One, are we looking to adopt

specific recommendations or Are we looking to take the full body of the committee's work, turn it into a whitepaper that the entire ACA adopts that includes the recommendations which is what we've done in the past? I think those are two different approaches and just want to question that. Second, when I was reading through the report, I love the information that's here. What I am finding a little bit blurred, at least from my perspective, is there is a little bit of blurring of the recommendations, the suggestions, and the solutions?

Jill Houser: Yes, right, I concur.

Andrew Cortés: When I look to the bolded items as a recommendation, I'm like, "Oh, well, okay, if those are the recommendations, then maybe we structure these suggested approaches to achieve the recommended action," and then change around some verb tense, you know, here and there, things of that nature, so I think that there's a lot of good information. I don't want to lose that information. However, I want them to walk away with a clear set of, "this is what the ACA is recommending happens and these are the patterns we see to achieve these outcomes and here's the information that supports that," so teasing goes out and adding a little bit, at least from my perspective, I felt like if were looking to adopt it as a full body, I feel like that's probably a process we're going to want to engage and think about going forward but I also don't want to monopolize the mic especially with limited time for discussion so let me just open it up to all of ACA members and staff please offer your contributions so we can get to any needy issues tomorrow in our sector breakout. Are there thoughts on report structure? Are we looking for recommendations versus a white paper?

Bernadette Oliveira-Rivera: So, first I'd like to say thank you to all of you who worked on creating this report because it clearly reflects an awful lot of time, thought, and effort on your part, so thank you for that. Having the opportunity to kind of go through the document, I do want to echo Andrew's feeling about the structure where there is a quite a bit of legal work and we have a message leverage that might be clarified or quantified for editing purposes. So following what we have done in the past where we've come together to focus on a whitepaper that has some very clear recommendations that the ACA agreed to, hopefully, as a consensus. I also have a question on what Greg mentioned in terms of the folks the document is meant for, because it seems very effective based on the initial work needs (the construction industry), it would be presented as such, but if it's meant to be for apprenticeship in general then it really needs to have some additional information and just maybe a lightly different focus to it.

Andrew Cortés: Thank you Bernadette and thank you for reminding me of the same question I forgot to put out there. This was the target audience because in the beginning we said we need to increase woman in apprenticeship, period. You know where there are good density programs? Construction and we have not moved that needle. Let's focus there first. But, is this going to remain a sector specific document or are we looking to address sector specific issues with a broader crosscutting message, so thank you for bringing up that point.

Jim Wall: Along those lines I would like to suggest that we move away from just construction because we have the same issues in advanced manufacturing and a lack of diversity, although we don't have huge numbers of apprentices there, the issues in the workplace are there and through decision making processes it could be many, many occupations. So rather than "pigeon hole" it, just focusing on the construction industry, maybe look at the entrepreneurship world as a whole to be a role model for preparation in general. That just seems kind of punishing to me and the work that we do around the country, colleges and the lack of diversity, you know, you just don't see young woman in manufacturing training programs in any number, but programs are over prescribed, and how do we do a better job as a country to let people know the opportunities that exist that a labor market advantage exists in a whole list of occupations rather than having young people focused on genders and specific roles that have been in place for 100 years.

Man: Yes, I think that is trying to get out. I think the thread here is really to make the report stronger and more relevant. Not in manufacturing, but bigger across the economy. I see skills typically blue collar jobs, in general, I'm not an expert when it comes demographics here, but if the best woman have made tremendous strides in white collar jobs, but not operated by 40% of our woman now which is, you know, excellent progress from what it was from just a few years ago, but skilled mechanics is still below 50%, for me there's a challenge which is much bigger than here, but apprenticeship as a area of policy focus as a regulatory engagement is an opportunity to make a difference for a problem. I think if we were to frame it like that, it might have a bigger bite out there in the workplace.

Andrew Cortés: So let me make sure I understand the point. It feels like your calling on us to broaden the perspective of the report to call out the cultural issues we are trying to shift to and then highlight apprenticeship as a tool to do that?

Man: And that puts apprenticeship in the "good guy" role, rather than perhaps it's just apprenticeship and we're not quote on quote figure it as part of apprenticeship.

Andrew Cortés: I see what you mean. So I'll get over to Connie in just a second. I just want to make sure that I understand it, because it feels like its really strong thread in there that you're mentioning and I want to make sure that I understand it. It feels like it's not just what you're concerned with is calling out the social ills that we see reflected in apprenticeship makes apprenticeship out to be "good" lead to a "demonization" of apprenticeship; whereas, we want to highlight it as a tool to address a problem in society.

Man: Exactly.

Andrew Cortés: Ok, got it. Thank you.

Man: The answer of the solution rather than the focus of the problem.

Connie Ashbrook: This is really great discussion and I appreciate all of these ideas and so I don't want to stop it, I have a couple of suggestions as we're continuing discussion and

then a discussion for John. One, we did realize that we probably need to do this in phases which is why we were recommending something more ongoing than the Ad Hoc Committee that would stop with the product. The construction industry having the unique aspect of having part of this workforce being a contingent workforce has some unique challenges to the industry that manufacturing doesn't necessarily have. But I would definitely love to work with the ACA members to address the manufacturing and transit challenges as well. And doing a whitepaper but I'm not sure if we have that much time we have to pull all of that together and certainly I remember when we were doing the whitepaper on the quality framework for pre-apprenticeship, I think it took us three meetings to finalize that and at each meeting we have really robust discussion about every, single asset of the paper. Again, I'm not sure if we have the time to do that and I feel a sense of urgency to have something that's approved by the ACA that we can move forward on, So given those concerns and challenges, I want to ask John what is our timeline and possibilities in this place?

John Ladd: Sure, it's a great question. I think it's a bit of a moving target, but ultimately I think what we'd like to have is something that we can present to the next administration as a package of recommendations, but there is a lot in here that our immediately actionable and helpful just to have that initial report from the group because, you know, we, obviously, can't talk about we're going to have a new rule rolling out, we're going to have some new resources rolling out, and like helping us to kind of refine our thinning on both of those fronts are going to be kind of immediate and on ongoing effort that once the rule is out, you know, that's going to launch a, you know, an extensive implementation process, training process, so having this kind of more fully develop I think will be really helpful for us Bottom-line, I think if we could have something by our next meeting in fall, like September, October timeframe, I think that would be ideal, but reconciling, you know, we're going to use a lot of this as a launch.

Andrew Cortés: So you're looking at broadening it to addressing inequities in apprenticeship as a practice broadly defined like for the input.

John Ladd: Yes

Jill Houser: There's challenges for the industry and I'll admit for me is lack of not just for the actual of protest, but for communities that have to function beyond the workplace because women, and women of color, have to deal with the culture of going back home to an environment and explaining why they chose this profession, and deal with that these are objects of their role, we're not talking about that. We're not only talking about the things that they need to actually function on jobs. You don't live on the job, and things like marriage and courting and what I want my future wife to do. How do we get them to see that this is a great opportunity for families? We're not having that conversation, its much more engaging and productive component to add to the overall. I think August is probably a really good time for us to kind of fall down.

Andrew Cortés: Is that a quiet period?

Jill Houser: Exactly.

Andrew Cortés: Well thank you for that input. That's actually a great suggestion. But I also want to capture everybody here, right. There are transferrable lessons that impact more than this narrow group – which is not a narrow group, more than half of our population, but within a specific sector. But the last time I checked, much to my dismay, the social fabric of this country is not within our purview. So I think we have to be careful on phasing, to your point, right. Let's break this out into deliberate phases. We will address this. If we have the big picture then we can chunk out the phases in a way that makes some sense logically. But I just wanted to point out something else around the process, because we have tomorrow for our discussion as well. This is really just brainstorming here tonight. You know we as the ACA, can accept the reports from the Committee as is. I mean we can obviously accept that. That doesn't get recommendations to the department, right. So I think that there are a couple of different phases. So potentially we accept this report because there's some great material in it and then over the summer we do some additional work in our quieter periods to cull out one; action items, recommendations that can take effect immediately at our next meeting. And two, a white paper that supports those action items and more, sets the stage for those broader vision pieces. The reason I'm thinking of that is, I think there are immediately actionable items in there. And we shouldn't waste any time if we can adopt them. However, I also would tend to agree that the more powerful vehicle is a white paper from the ACA as a whole to move the system as a whole and then breaking that white paper into a series so we address the issues accordingly. So just to throw that out there on the table too, its different ways we can phase how we roll in the good elements of this work and how we refine some pieces and actually increase the impact to the report. So, those are just other thoughts to put out there.

Connie Ashbrook: Just to speak to your comment about diversity inclusion across the spectrum of communities, it was always intended that we would work on a series of targeted audiences so that we did address the issues of communities of color, multiple communities of color, veterans, and people with disabilities as well.

Man: I just think that we need to look at more than one for better recommendations.

Andrew Cortés: Understood, thanks for making that point.

Todd Stafford: Thank you to the group as well. I think you've done a lot of great work and foresight in what we need to attract women. There are public concerns though, that I have with the recommendations directly, I think specifically the number of 20%, for women in the trades. There's never been over 2-1/2%; never. And we tried, and while we've developed the outreach and recruitment, I think indicating that for women's possibilities in the trades, and apprenticeship in general as a whole. So you're an important part of that, but I am speaking specifically about local programs, there's; the new 29.30 as well as what

we were saying here. We're taking defined dollars away from a program that uses that money. How we word an approach is going to be critical to getting accessibility.

Bernadette Oliveira-Rivera: I want to go back to something around the issue of cultural education, and while it is true that the social fabric is not necessarily in our purview to address, it is something to consider. They can tell us to prioritize our recommendations in terms of what is realistic to expect and what needs to happen in another forum and which connections or partnerships need to be made allies with that could help address those issues that we ourselves could not directly address. So, this goes back then to my question about process. You made the suggestion that perhaps we could have done existing documents and in the end, save them additional work. For me, it feels premature, because I'm not sure what we're accepting. It seems like there's a lot of conversation that still needs to happen around what the focus is of the work needs to be and whatever is broadened beyond what is here? And while there may be some immediate actionable items here, we have not had the opportunity to really go into all of these fully and think them through. Like the one area that I've looked at, I know that I would want an opportunity to discuss further and have some thought around whether it would work in the real world. Also, and this is probably more for John, how would this then correlate back with the 29.30 when that rule comes out? Because we would hate to be in a position where this body focuses on something that perhaps is not in alignment with what comes in 29.30. So that's something to think about.

John Ladd: Yes, I don't think I have an immediate answer on that. A community would need to align, and I think it would help to maybe have the benefit of additional time so that we'll have a better sense of what's going to be in that final rule. I do think that it is very important to us that we do get recommendations on the implementation of that rule and how we can support our state partners. How we can work with our existing sponsors to transition to those new rules and what technical assistance is needed and what tools are needed as well. Some of that is already in here. I think in terms of the training that's required. I don't think that this report necessarily has to get into all the technical details right, but they have to think about you know, as these new rules roll out, how do we support that transition and move the system forward in a succinct way.

Van Ton-Quinlivan: I was in the private sector prior to this role and we were able to crack those agenda on representation. What I found that was so helpful is a handbook of a lot of best practices that we selected so that as companies we could just go out and tackle the resources conveniently without having to start over and doing research, and then put it into a community of practice where you could find these folks and ask questions in real time would be very helpful as well. My one encouragement, that I think would have been really effective in the last few years, is all the technical assistance and incentives. I think that is one with the rest of the world. The compliance side was for government to kind of default to that. So I wonder again, as you are shaping the new monies that are going out, is that money sensitive to that and that technical assistance is an important recommendation?

John Ladd: Yes, and I think that's a great question, and I was kind of holding back from making that comment. I mean I agree with so much of what's been said already. But you know I feel like the paper is skewed more towards the regulatory compliance side and we should think about how we could use either incentives or recognition? How do we reward best practices in a way that could be replicated by other partners? So I would love to see some more thinking in here around exactly that question of, how do we think about the positive case for inclusion and diversity. I think really the business case, right. I mean how do we talk about this as an opportunity conversation, as opposed to a compliance conversation. If employers are really desperately seeking skilled workers that they can't find, part of the problem of why they can't find is because they're ignoring huge segments of the population. So it's an opportunity for you to tap into these untapped talent pools. And again to Brian's point, how do we make the partnership part of the solution to that challenge that they face as opposed to you know it becomes a compliance exercise on the back end where we want to you to have a partnership program, and oh by the way, will you please, please, please sign this piece of paper that you know, completes the process. It should be a more intentional conversation with folks around, what other support and technical assistance can we provide? Who are the partners? My other request on this paper is, maybe to broaden our focus, not so much about industry and populations. I think that's important, but that wasn't the task given to this group, so this group did an amazing job here, but to think a little bit more broadly beyond just the DOL community. I mean think about WIOA as partners, and I think Bernadette was referring to that. Who are the other partners that could help in this effort? Try and take a look a little bit more broadly, inwardly thinking or inwardly focused versus kind of looking across a broad landscape of potential partners.

Andrew Cortés: One comment that I'm not sure I quite put out there and framed in the best manner is, the idea that we might want to consider is, we can do more with the good work that is in front of us and we could do more in two ways: (1) throughout this summer we cull down to immediate action items that we are recommending the Department take, along with the resource guide, to the good information. You know, the information is the information. Let's get that out there; (2) at the same time also take a run at the first phase of a series of white papers which also contains that information, but we recognize may require more nuance discussion. That way at our next meeting we could have a set of action items we all feel comfortable passing. And if we don't quite get to consensus on every element of the broader white paper, we have more time to work on that in the next phase. That way we're not holding up progress and we're recognizing the good work, and getting information out to the field. However we're not losing the opportunity to maximize the impact that this paper could have if framed in the way that we are discussing today. So it's just a thought. But I don't know if I completely articulated that well.

Jim Wall: Well one of the things I really like was under the Compliance section, it's not that we try to stress things that you shouldn't already be doing and they aren't already covered by the Civil Rights Act and a number of other things. I think it would be useful to use this as a tool to develop educational materials for Compliance Officers, but also for sponsors and potential sponsors to help them. Because many of them like our small to medium sized

manufacturers they aren't really sure if they are compliant. They initially view the registration document as an additional burden in presenting something in addition to an unknown that they don't know that they're accountable for. So I really like the idea of having an educational component. But I think with new research that they've developed, and you're paid to really develop information for employers saying here's what you should be doing under the Civil Rights Act, unlike other things, and if you do that it should fall into alignment. Not make an additional burden but just an extension of what already exists in terms of compliance.

Jill Houser: Thanks, Jim, I want to do a quick follow-up if I could. One is, that was one of the overarching pieces of this were the existing resources and the quality resources. Whether they come from OFCCP or Office of Apprenticeship, then all of those resources could easily remain available to sponsors, even non-sponsors; apprentices. I mean businesses, to take a look to see how easy this is. We have aids that we can borrow that work at industries that will be helpful. I also just want to briefly address the focus, I picked the Ad Hoc Committee on Women in Construction, so that's the direction I took my team. But as far as statistics and our friendship across the board, women is where we have the underrepresentation. We're doing more or less okay as far as minorities, but women is just a long-term problem. But we can crack that, and if we can bring forward some solutions for a selection; a smorgasbord of solutions, it might work for different industries; different pockets I think, you know, this is a great opportunity.

Brian Turner: I want to following up on Jill's last point and I think Stephen Jones' observation is very important. At the very least, I think you were suggesting that we need to make explicit that this is within the framework of a larger goal of workforce equity. And then this is one of the most problem areas that we're calling out to their special attention. That would be stronger. And maybe these other white papers or studies on diversity in general, so that it could be isolated.

Bernadette Oliveira-Rivera: Well I'm not assured that it's possible or that we would have the appropriate, but as I listened to John speak about some of the different areas in which this paper could go, I had the idea that perhaps one of the things that we might consider doing is, trying to highlight the unique skills that women innately bring to the workplace that would help an employer increase their bottom line. Whether it's the ability to improve process, multitask; whatever those things are, if we could package them in a way that helps employers see an advantage. Sometimes it's not even an overt marketing; it could be something where you're having an employer speak to the advantages that their business has experienced by having a diverse team. That could be, you know, more than simply a gender-based issue. I don't know that we've given that enough thought.

Andrew Cortés: I'd like to compliment and amplify that comment. One because, it's incredibly important to understand the problems and challenges we're facing if we cannot articulate the problem then we can't craft the solution. But the articulation of the problem is not the solution in and of itself. It's just the ingredient which helps us drive a better solution. One of the best ways is to present the solution, right. So I really appreciate that

comment. I appreciate the problem too. But I think we can do that within the context of not losing the very specific focus in construction. I really feel like, I want to jump into this right now, is actually really exciting, because I have not been able to participate to the extent I've wanted to and reading this paper just makes me want to dive and start trying to help sort through how we might be able to present this for maximum impact, and one of those ways is certainly by selling the positive assets. I know in my own pre-apprenticeship program we do mixed gender pre-apprenticeship. And I always like to challenge the room, the first statement made is, women are better tradespeople, period. Just to get the conversation started. It's a very interesting conversation that comes out of it. I love to challenge groups with that because it's a very interesting approach to take. Instead of talking about why somebody can't do it, why don't you talk about why they could do it better? Why don't you defend that position? It's just a different way of approaching it. Thank you for bringing that up. I think that's also very important. Just one further question and I also see that John wanted to make a comment, but a question for John, before his comment, my only concern is, am I going to be here to do this work? Our renewal (for membership terms) comes up in the summer before the Fall Meeting?

John Ladd: So again, we'll get into this a little bit later but, yes everybody's term here at the table ends in July. We're in the re-nomination process so, hopefully that will get resolved very quickly here and we'll just continue the work of this group. Because there's some turnover, people, you know, some folks are not able to continue.

Andrew Cortés: Well I'm just thinking a two-fold approach might be possible for our next meeting. Just in case, you know, we might lose people in between. So I was just concerned.

John Ladd: Yes, I do know about continuity.

Andrew Cortés: Ok, we'll get the work done just in case.

Stephen Jones: I just wanted to highlight that diversity includes leadership for impact, and there are a lot of reports out there with data and concrete examples, of why this works. So we want to address this issue of recruiting; effectively use business resource groups, the work has already been done by organizations for the populations that they wanted to reach. I would say there's a lot out there, we need to take what's been done and put into the report to support why it's important. This is a generational issue; we have not practiced it enough. I will talk a little bit about transportation. We were in the same position in 1970. We looked at the transportation industry. They did hire over 60% minority or female candidates. So it happened but, it's taken 45 years for that to occur. We can't take that long. We've got to get better at recruiting.

John Ladd: To Bernadette's point, I think the other side of it is, and I don't think this is probably going to be as relevant in the construction industry, but talking about the purchasing power of diverse populations, right. You know that's been a very powerful motivator for the Latino community and others. But if you can talk about who's making the

purchasing decisions and using that as another one of the motivators for why diversity is important because it impacts your entire supply chain and value chain that you're creating.

Andrew Cortés: That's an excellent point and one I don't think we ever should lose. You know with some local work around, apprentice utilization policies for instance, we don't try to educate and shift the contractor norms around their opinions about apprentice utilization. We mandate the requirements the bidding process and contractors will shift because that's in their best business interest to do so. So I don't think we ever should underestimate the power of dollars to change policy or to change attitudes. So, any other comments related to this?

John Ladd: I'm looking Mike and sorry to call you out, for a little perspective from our state partners. We've been working really closely lately to try to make sure we're more coordinated. But I would be curious of your perspective from the state apprenticeship agencies, does this address any of their particular needs, issues, or challenges? Sorry to put you on the spot?

Mike Donta: Yes, we've had this discussion with a lot of states and it comes down to most of it, during the Compliance Review, what we need to do. Hopefully with 29.30 we change that for the long-term. That's the short-term but you know for 10 and 12; 15 years down the road we're not quite sure we'll be back. Apprenticeship has grown tremendously over the last three to four years and the interest has grown to the point that our guys are doing everything they can to reach out to those companies that they're calling apprenticeship.

Connie Ashbrook: Stephen, I'm just really delighted to hear that there are those resources because none of us want to reinvent the wheel. So I'd love to get links to those from you, and if anybody else knows of areas or best practices or resources that you think should be greater publicized to be taken advantage of, for the help that they can offer, we'd love to hear about them.

Jim Wall: I'm sorry to keep on it. Would it make sense or, is it even possible, to have an opportunity with some potential legislation that's been in the news. Would it be possible to have a recommendation from our group to include an incentive? Maybe the tax credit that's in the proposed legislation, if there was an addition developed a bump up for non-traditional apprentices so that we use that as a positive measure to say there's more funding potentially available to the sponsors in terms of a tax credit or hiring a non-traditional worker. I've seen it in state legislation for youth apprentices. You know there was a bump up! If the problem hasn't moved in 40 years, you know, maybe the carrot would work better than the stick.

John Ladd: Yes, and England has had it.

Jim Wall: If you don't take advantage of it, it doesn't cost anything.

Andrew Cortés: I don't know if you want to make any comments around legislation.

Jim Wall: No, I probably don't want to comment around potential legislation but, I'd love to hear other people's thoughts on that. Whether they think that might be effective.

John Ladd: What we've always heard is, if they are simple, right, and the more complicated you make them sometimes that creates a difference in them. But that's certainly been something that's been, you know, looked at in other places. The UK has a higher rate of reimbursement for youth. I think some of the state tax credits are targeted, Laura might know on that as well. But I would be curious what other people's thoughts are on that.

Laura Ginsburg: Yes, most of the tax credits that are targeted, but for a sidebar on our group on some of these actions. For example you mentioned earlier that the state has to have a guiding question for all those state plans to say, what you are doing about this.

John Ladd: Yes, absolutely. In the Accelerator grants and you'll see it in the other grants, there is a specific focus on inclusion and diversity. In the Accelerator grants there is an assessment tool. We've actually asked all states to provide us a baseline of, you know, what their levels of service are into specific populations. So you know, at least that's some baseline information. And then, you know, most likely what we'll be looking for in the bigger money then is for your plans to grow right, and diversify given that baseline.

Andrew Cortés: Just two quick points around incenting apprenticeship. I think we definitely need to include a recommendation around incenting. The performance that we're looking for and I don't think we have to get too specific. Just one cautionary note I would put out there, at least around construction and tax credits. I never found construction employers who hire apprentices avail themselves of tax credits because of the temporary nature of the work. Generally you have to have continual employment in order to access them. Also there have been some issues around escorts accessing tax credits and that sort of thing. So I don't think we have to get specific with how we incent it. We have to say, we should incent high performance. And women's participation rates of X, right. I think our recommendation could do broadly and perhaps then, you know, guidance could go out to the states. They have one to two years, if I'm not mistaken, around their state accelerator grants. Two years maximum. I know that our state is looking to get everything done in one, because everything apprenticeship is rushed as we all know. But that allows another opportunity, not only to form the competition for the states on the larger capacity grants to the planning grants are supporting, but also to help them start thinking about, well how am I addressing gender equity issues within our state planning process. So I think that there are some really, really rich opportunities here. I also think that there are some actionable items. I'm not sure if they're tomorrow, but there are some clear actionable items. I think we ought to be thinking about what do we act on, when? Information out, that doesn't take much. The information is there. If there are good resources around diversity we could just link people to it. We don't even have to editorialize. See links below, right. And action items that are simple and clean would make a lot of sense. But I don't want to lose the opportunity of utilizing a well-crafted white paper from the ACA in a series to address the broader issues that we've all identified in this discussion.

Bernadette Oliveira-Rivera: It's been a long one but it is something that I'm sensitive about and that is, when we incentivize this participation in any one particular population that should also be followed up with measures and expectations. There should be a level of protection against hiring an individual as a benefit and not providing that long-term employment opportunity. Having said that, I also feel like it is important to recognize that employers are looking for qualified candidates at the end of the day, regardless of what they may look like, and that should factor into that decision-making. That's part of why they operate the business that they do.

Andrew Cortés: Thank you. Are there any final comments on this particular topic? This has been a really robust and helpful conversation.

Mary Ann Pacelli: Sitting out here in Gaithersburg. How is everybody today? This has been a great conversation. Just a couple of my two cents worth on this, I do agree with a lot of the discussion on getting out something that we can be reacted and responded to fairly quickly. More on the positive side, the encouragement of how do we encourage. You know, what are the pieces that we can do to encourage more women to consider these trades? And what are we going to measure at the end? I mean I know we have some statistics on how many women are regularly in the trades? But we want to think about if we throw stuff out there, you know, what's the measurement at the end, we'd like do? Things like retention, long-term retention, ages of women going into construction. I think it's a two-edged sword. What we want to focus on is, if more women were knocking at the doors of these programs and really raising their hand, the culture would probably start changing a little bit faster. You know when you're one or two you're truly the minority and overlooked. But if there were more, how do we encourage more women to strongly consider these as trades. I liked the one comment on, how do we, you know, maybe by starting with getting more women and minorities into some of the leadership positions, starting at the college level in Construction Management where you know if I'm looking for a job on the front lines I'm going to look for a place that looks like me. And if there are more women there, I'm probably going to think about taking that on. Those are just some things to think about. But I agree that I think we need to start with some short-term things that we think we can make some impact on very quickly.

Andrew Cortés: Great, thank you very much MaryAnn. Those are great comments, and I know that Chris Haslinger is also on our phone line; one of our ACA members who couldn't join us in person today. But let me just turn it over to Greg really quick, and of course Chris if want to chime in, you're your more than welcome. Mr. Chambers, you had something on your mind?

Greg Chambers: No, I just had a quick observation for everybody's benefit. What you just experienced was an ad hoc committee meeting. Literally we started off with this and now we're way past those, Jill should be commended because she took probably over 300 pages of detail, condensed them into a 22-page report. What you just experienced is what we've done each meeting. We started off with a subject and before we knew it, we are way past it because of the passion that we all believe in it, because we're all champions. We want to be

the best we can. So Brian's comment about making sure we keep it positive, I think that's critical going forward. I mean we can easily turn this into what's wrong with the construction industry and women in apprenticeship and we don't want to do that. And to John's point that he always asks us in every meeting just about, the question people will ask is, what's the value in getting an apprenticeship? What's the value? If we can frame this work so it's positive and shows people the value in getting it that they wouldn't otherwise get, it would be worth its weight in gold.

Andrew Cortés: That's great comments and we are pretty much at time so, I just wanted to take the opportunity, first to thank you for the very helpful conversation. I think this was productive. We heard, we took the temperature, and we have a great body of work to work from and so secondarily just to close out this element of the discussion, I want to thank not only Jill for her leadership which is impressive. I did see some of the draft emails going by. I know how much material you guys were producing and this is a great document to work from. But all of the members who put heart, soul, time; effort into this work because it's important. And through it we have a great start that I know that we can refine to some great action items to make some big impacts on apprenticeship. So, thank you to the group. And with that I think we need to just turn it over to John for any closing comments.

John Ladd: Yes, I think we do have a little bit of homework here for tomorrow. Again I also want to thank the group. You guys did an amazing amount of work in a short amount of time and really presented a clear and cogent paper. So thank you so much. So tomorrow we are going to turn to our second topic which is around CTE and apprenticeship alignment, also a huge topic and I know that that work group has been working very diligently and trying to get their hands around the issue to try to frame it. I know they have a lot of discussion questions that they want to engage with you on. So we really want to spend the bulk of the morning talking about that and then we'll pick up on the updates, cover the international issues, and you go into sector caucus time. So if you have more discussion and you want to engage on it in your smaller groups, it's going to be a really important time to have those conversations around this issue as well as any others issues. Then you know, I think there will be a lot of kind of continuity in terms of how we think about positioning recommendations and ideas moving forward, and this idea of what recommendations do you want to put forward to the next administration and how do we continue to have influence during the rest of the balance of this administration. So a big day tomorrow, but thank everybody for today. And I'll turn it back to our Chair to close the session.

Andrew Cortés: All right. Thank you all ACA members for your input today and I know that we have a lot to discuss in our sector caucuses; we have two big items in front of us. But if we could think about process, let's give some clear guidance as to what we want to do as a group relative to the good work that's been done the Committee moving forward. So just in terms of process, you know, the more we talked the more I've been thinking about some sort of process where we have immediate action items with informational resources. Get that done and then we have a white paper which we really maximize its impact. I don't

know. Please give it some thought tonight and be prepared to discuss that as well, in your sector caucus. Aside from that, unless there's any objections!

Connie Ashbrook: Yes, public comments.

Andrew Cortés: No, not today. We will take public comments tomorrow at the end our session. But, are there any other comments from our ACA members prior to adjournment?

Connie Ashbrook: Oh, okay.

Brian Turner: Eight-thirty tomorrow?

Andrew Cortés: Yes, 8:30 start. So please feel free to come early. All right, we are adjourned. Thank you.

Operator: Thank you for your participation. That does conclude today's conference. You may disconnect at this time.

The Secretary's Advisory Committee on Apprenticeship (ACA) Meeting

Day 2 – Thursday, June 16, 2016

Andrew Cortés: Thank you and welcome everybody to day two of the Advisory Committee on Apprenticeship meeting. I hope everybody had a good night. I'd like to formally call the meeting to order and let the record reflect that a quorum is present. As you know we had a busy day yesterday and that will continue today. However, it was so busy that we did not even get through all of our updates. So I'm going to forego any broad, long, and inspiring comments this morning, maybe some will come up a little bit later. However, let's jump back into the updates that we didn't get to. So I'd like to turn it over to Mr. Ladd to continue with some day one follow-up. Thank you.

John Ladd: Sure. Thanks Andrew. Good morning everybody, welcome back, and we have a couple new faces. Good morning. It's nice to see you guys made it. So I'll just be really quick here. We just had a few things that we didn't cover that I thought would be helpful to provide some quick updates on. So we had covered yesterday, some updates on the American Apprenticeship grant initiative as well as the \$90 million Apprenticeship USA investments. So from there we were going to jump and give a quick update on our LEADER campaign.

LEADERS INITIATIVE

- We are currently up to 175 companies and organizations and growing every day. We are hoping to get that number up to, close to 300 by the end of this year. So we still have a lot of work to do. And we've definitely had a lot on our plate this year with the money, and the new money coming down has consumed a lot of our focus and time. So we know we have to catch up here on some of our LEADER commitments.
- But we are also going back and looking back to see the commitments that were made as part of the original group. How those companies are progressing. Planning for National Apprenticeship week 2016, and then recruiting other employers and other stakeholders for the Accelerator sessions as well. So that continues to move forward.

ACCELERATOR MEETINGS

- But our big area of focus, for getting some feedback, this summer, is what we are calling the Apprenticeship USA Accelerator Sessions. This is kind of an evolution of what we've been doing over the past couple years. If you remember we started off with the idea of industry round tables where we were introducing the idea of apprenticeship to a lot of industries that hadn't talked about apprenticeship before. From there we moved into our Sectors of Excellence Initiative where we brought

industry together to talk about what are the issues facing each of those industries. How do we promote and talk about apprenticeship for that targeted industry?

- The Accelerator Sessions are really leveraging the LEADERS, leveraging some of our grant initiatives, and bringing people together for a facilitated, an intensive technical assistance session where we try to walk people through the process of standing up their registered apprenticeship program, and giving them a roadmap for moving forward.
- You heard Eric in his comments yesterday that we have lots of conversations with people that say, I love everything I hear. I want to do apprenticeship. I just don't know how to get started. Well the Accelerator Sessions are designed to help people get started and to give them a clear roadmap for moving forward. The pieces that they need to put together. The partners that they need to connect with. These have been our initial attempt to identify some high target and high volume occupations and identify employers and other organizations that are looking to develop apprenticeship programs in those areas and walk them through the process. So this is a kind of quick overview of that kind of concept.
- Here is our schedule. We have had three of these already with financial services, that meeting convened by Zurich and AON early on this year. We had transportation and logistics down in Atlanta. We just recently had the Advanced Manufacturing Session in Chicago. Next up will be Energy down in Arlington, HealthCare back in Chicago, Information Technology we're looking at San Francisco, and Construction will be up in Boston. Before leaving, any questioned on the LEADERS the Accelerators?

Andrew Cortés: One briefly. How should folks get input back to the Department? If you happened to attend one of the Accelerator events, I know a lot of people have a lot of feedback. I admit that I have plenty of, I won't call them spies, but folks attending the Manufacturing Accelerator who wanted to give some feedback. How should we do that?

John Ladd: Sure, They can just contact me. We did ask people for the feedback at the events. We are doing some follow-up feedback as well, so just shoot them to me and we'll get them to our contractor. We are compiling a report on each of these sessions and trying to figure out our lessons learned and how we can improve these moving forward.

Andrew Cortés: That's great. I just wanted to make a comment that I'm particularly pleased for the Accelerator events and the LEADERS initiative is moving forward so well. I know with a lot of the grantees out there they're using it as an organizing tool for the employers to spread the message of apprenticeship and its efficacy among the non-traditional sectors. So folks are using these opportunities to do the networking and program building necessary with employers. So it's an important initiative to tap into and thank you to the Department for having it.

John Ladd: Sure. and, one distinction probably on the Construction Accelerator is it's really less of an Accelerator, each of them have a little bit of a different flavor depending on where the industry is and we have different models based on where that industry is. You know, Construction really isn't as appropriate for an Accelerator session. There's already a strong presence of a partnership in that industry. But the other industries are really more at that developmental phase. So there's a different flavor for each of these as well.

FEDERAL AND STATE PARTNERSHIP

- I'm going to call on Mike Donta here; we have been working over the past few months to really strengthen the Office of Apprenticeship and State Apprenticeship agency relationship. We have built a partnership committee over the past year.
- We have been meeting regularly on that and we just had a really important planning and strategic session here in D.C. We had about five of the State Apprenticeship Agency Directors here and five of our OA staff. It was really a strategic planning session on how do we work together and help build a unified national system.
- We are going to meet again in August 2016. We did this last year where we had all 50 State Apprenticeship Directors whether they were Office of Apprenticeship State Directors or State Apprenticeship Agency Directors. We really built out a dynamic session for thinking about what are some of the biggest issues facing the system as a whole and how do we work in a more collaborative way to move forward on some of those important goals.
- Obviously, we can't get to the expansion goals that we want to get to without our state partners, so it was a really a good session. From our view of it, the Office of Apprenticeship side, it was really a breakthrough, I think in terms of how we work together moving forward. But I'll let Mike Donta talk a little bit about his perspective of this from a state side.

Mike Donta: They're very positive about how we're improving our relationships, realizing that unless we absolutely become true partners in this we can't make it. We have identified three major areas we want to address. First it was communications; both internal and external communications. How do we deal with the folks around the country and those up on the Hill? They're very important to our communications. For the benefit of the system as a whole I sure need you folks to reach out to your representatives and congressman saying, you know, here is the system. Here's how we need some help. System Building and we are willing to come out of our meeting last week and in our national meeting for August with one message. So the same message whether you're in Kentucky or Wisconsin. That's very important to all of our states, and I think we all owe both of our teams kudos for reaching across those bridges and finding ways to cross them. I think that everybody came out of the room excited. Thank you.

Scott Kisting: Hi everybody. That point that you just made, Mike, and John, you and I talked about this. That is one of the fundamental failures of the apprenticeship. We are talking about the industry coming in to get the pull at the state level, within government to understand how to work with new industries that are non-traditional. It is arguably the most critical thing if you want to expand, because the course right now is so difficult and so hard to help them understand what we're trying to do with these industries.

Mike Donta: That being said, I can't step on the gas pedal. Last year, last summer, late summer we had our first national meeting in years. We've decided to continue that. We've decided to expand it. We've got a plan to actually break out into breakout sessions and address these issues. But I think everybody understands our process.

John Ladd: I thought one of the creative ideas coming out of that session, and we've heard a little bit about this before was the idea of, one committee we haven't spoken with yet is the State Apprenticeship Councils, right? And they're such an important part of this process. So the idea would be, you know, have maybe a national convening of those SAC chairs, right? To bring them in and have a conversation on what they're seeing and how they could be part of that process with many of our stakeholders. So after a lot of deliberation last week we're looking at that.

ADENDA OVERVIEW

- Very briefly the agenda so we can cover everything we need to cover. Most folks can read, so I'm not going to spend a lot of time on this. But as you know we have a substantive discussion coming right up on the Ad Hoc Workgroup on Youth Apprenticeships, with some open discussion and feedback.
- We will have a meeting break at that point, a small break for folks to take care of their business and for everyone to collect themselves to come back and learn about the international interest in apprenticeships, and start talking about some of the next steps that have come out as a result of that.
- Then we have our sector caucus breakout sessions. And as you can see there's a reminder that's been passed around. You know, these are pre-deliberative work products so therefore I expect the caucuses are closed to the public. But we are going to give a full report out during the 1:15 to 2:15 section of the agenda. So folks from the public can reconvene and hear what the sector caucus deliberations have brought us.
- After that we have lunch on our own or continue our sector discussion if needed and again, then we'll come back from lunch and do those report outs. We'll take another slight media break. Then we really need to focus on trying to at least craft some basic recommendations for the next administration. Establish the follow up steps there and then we'll wrap up and close out the day. Are there any questions regarding the agenda?

- All right, I'm seeing none. Well so then let's go ahead and move right into our substantive discussion on the Ad Hoc Workgroup on Youth Apprenticeships. We have Laura Ginsburg, James Wall, LeAnn Wilson, and Brian Turner from the ACA. So Laura?

Laura Ginsburg: Ok, we also have Johan Uvin the Acting Assistant Secretary from the Office of Career Technical and Adult Education with us. We have been working with Johan's staff on this Ad Hoc Workgroup. Looking at what was presented yesterday with the Women's Issues in the Construction Industry, and just thinking about the years that this has been an issue. This youth apprenticeship work is really in its infancy and, you know, no pun intended here. But we are not as far along as the women's group. We do not have a draft document for you. What we do have are a lot of topics and issues that we really need to get your input on. Because, if we started writing something and went in one direction and it was the wrong direction, it would be time wasted. Plus, you know, we want to try and have consensus moving forward. It's not an easy topic. We want to go over a summary of the discussion points. We're going to not so much propose a high school framework, but just some discussion points and what might our next steps might be. Then move forward with, you on where do we go, and how do we go forward.

So these are the members of our ad hoc workgroup and from the ACA. We have Jim Wall who is the employer member. We have Le Ann Wilson, the public member and we have Brian Turner who is the labor rep. Robin Utz from the Department of Education was also on this team. We also had Mary Ann Pacelli from the Department of Commerce who's an ex-officio member of this committee. We had Bryna Helfer, from Transportation. And then some of our subject matter experts included Thomas Feinstein, Donnie Robinson from ThyssenKrupp, Crystal Bridgeman from the Siemens Foundation, Tim Lawrence from SkillsUSA, Brian Rauschenbach, from Apprenticeship Carolina and Karen Morgan, from the State of Wisconsin. So we have had rich discussions. We looked at a lot of states and I think we have some good nuggets to share with you today.

- **In School Youth.** So the starting point for our discussion, we've been talking about high school registered apprenticeship. So we wanted to delineate kind of the in-school and then out-of-school apprenticeship. So we thought focusing on in-school, junior and senior high school students, 16 and 17 years old, because of our legislation you cannot have an apprenticeship with anyone younger than 16 years old.
- **Out of School Youth.** And then out-of-school youth, between the ages of 16 and 24. You know, maybe they have a GED, maybe they don't have a GED, but they would primarily go into a Pre-Apprenticeship or a registered apprenticeship program. Although out school youth if they don't have a GED may go back into high school. But that's how we wanted to just delineate it.
- **Joint Policy Guidance.** We also wanted to do joint policy guidance. This is what the group recommended because we're not only talking about the registered

apprenticeship community but we're talking about the educational community. And if we put out some kind of guidance or recommendations, it will not be heard or listened to in the education community. So it's very important that, both of our departments work together on any kind of policy guidance that we put out. Then, finally, once we have some sort of recommendations or policy guidance in the form of whatever the guidance is at the Department of Ed, then we're going to develop web-based material to get the word out and do a marketing campaign.

- So another starting point is that we really want to try to do a better job at integrating registered apprenticeship and the career and technical education stakeholders and communities. That's a really important part of this. We have identified a couple models and the Department of Education has a publication coming out. Hopefully it will be coming out soon, it looks at six states where there is connection between registered apprenticeship and career and technical education. What that looks like, what kind of things are they doing. So we at least have a lay of the land. It's not a complete picture, but it's a start of where we might want to go. I am now going to turn it over to LeAnn Wilson who's going to walk us through some of the points that the group has raised.

LeAnn Wilson: I'd like to start by saying we're just really excited about this. Obviously students need more work-based learning opportunities in high school and I think the conversation and the discussion today directly feeds off of yesterday's conversation about the women in construction because obviously we want earlier exposure and we think that getting down to the high school level will allow that to happen. It may provide those career pathways earlier into the Registered Apprenticeship system and we're really excited about that. Also the development of these career pathway systems can ease the transition between secondary and post-secondary education. We're going to talk about that in just a minute.

- A lot of the educational concerns that were brought up in our ad hoc working group were making sure that these recommendations; **align with State approved academic standards to meet high school graduation** and other requirements. It's expected that students in these programs will receive a high school diploma. We wanted to make sure these provide secondary students **with post-secondary pathways to registered apprenticeship and post-secondary education opportunities**. This was a real key part of our discussion because we didn't want it to end at 17, if we are successful in implementing, we didn't want these programs to just to stop when they were 17 and that was it.
- We found various data, from recent surveys that I can share with everyone that about 88% of the Career and Tech students do intend to go on to some sort of post-secondary option. So we want to make sure that this allows for that career pathway transition to a post-secondary pathway.

- There are concerns that were raised during our ad hoc discussions. Obviously, making sure that recommendations comply with the **federal and state child labor laws**, and that comes back to the age question. Making sure that they comply with all of the **safety standards, and compensation laws**, we always talk about in Career and Technical Education (CTE) that we would like to **expand apprenticeship into new fields**. We've talked about that consistently and it's just a common theme around CTE to make sure that apprenticeship goes beyond the traditional path including and you can see that it's up there with many more.
- So we're really excited to get at students earlier in the system. Try to come up with some possible solutions to these concerns. The ad hoc working committee really did have some great state models of how some states have been successful and have already addressed and beginning to address some of these concerns. So we'll share those with you later as well.

Jim Wall: There needs to be formal articulation agreements that help design the high school diploma, so that there is a pathway to other opportunities, whether that's through back entry in a registered apprenticeship program, or articulation with a secondary education program. That pathway needs to be clearly defined up front because we don't want dead ends through this apprenticeship program at the high school level that are not connected to post-graduation with opportunities.

- One of the points we need to figure out is how and what models. It might not be a one-size-fits-all. But it could be a way to provide advanced standing into other opportunities post-high school. Effective programs by nature, apprenticeship is employment, so **employment opportunities** should be there as well. We also have questions about, **what are the best credentials to award** and how transferrable would those credentials be between programs and even between states. And does that provide mobility for the students?
- One thing's clear, especially at the 16, 17, 18 year old ages, career plans are definitely subject to change as people mature. So having those **transferrable credits or credentials** that could move between programs is something that we think is probably valuable. We looked at some of the apprenticeship programs in Wisconsin. They have formal programs with a shorter duration that award a credential. **Is that something that we should maybe implement on a national basis?**
- **Is it an interim credential for someone who completes the high school registered apprenticeship program?** There needs to be discussion about that. We certainly don't have all the answers yet. This is a topic that is very timely and of great interest to many apprenticeship sponsors and educators. It provides an opportunity to address these employers who have trouble finding younger qualified people, people that enter into apprenticeships.

- It obviously addresses the career and skill needs of youth and the community itself. So this is very timely, very important and I think there is a articulation between the apprenticeship side and the CTE side. It's also timely with the pending job rotation at Perkins. Basically the opportunity is here to really bring these frameworks together in ways that can be very productive. We addressed some other details in the committee, **Should the high school experience be tied to one occupation or a rotation of occupations?** So is there a sort of a pyramid of going from more general skills in the industry or occupation into narrower skills that would take place over time?

Andrew Cortés: I think as both LeAnn and Jim have very properly emphasized, we don't want to brand something as an apprenticeship if it's really at a much lower level. In my mind, this is a pathway into adult apprenticeship.

Brian Turner: We talked about apprenticeship as a very valuable postsecondary education and training opportunity. I think we want to stick with that definition. The idea of preparing younger people giving them not only career exposure, but career skill development, hands on work experience in a way that can relate to young people. Given those tools to a hands- on-learner can be exceptionally valuable in keeping young people engaged in school and then putting them on a path to successful careers particularly through registered apprenticeship.

- Again on the last line, some very specific questions, what we know about what's currently going on. I think there are a lot of anecdotes about systematic collection of information. I think the idea of a network or consortium of high school programs is attractive, but I'd like to see that also be something that engages with apprenticeship sponsors, industry associations, unions, who all have a stake in this.
- It's not just an educational proposition! I think the idea of promoting this starting off with the web page but really going much more deeply, this is red hot in our work in transportation. Employers we have now, in Sacramento, average age of new hire is 47. That is a disaster. They say they can't find younger qualified people even to train. We can do a much better job than that. And in communities where you have a number of young people who don't have employability skills they need this too. So this is an opportunity to really solve these problems simultaneously. When are we going to do something about this and stop talking? That's my two cents.

Laura Ginsburg: So those are some of the issues that we've come up with. We can open it up for discussion. Perhaps, Johan Uvin has some comments from the Department of Education.

Johan Uvin: First of all, I want to thank all of you on the council and all the members of the working group for looking into this issue. As all of you know, this is sort of the next frontier in our work together, and by together I mean collaboration which means education systems and the registered apprenticeship systems. I think the work group has done an

excellent job in terms of identifying what the key questions are. I think we just need to be cautious that we don't try to necessarily answer some of the questions without getting some experience from the ground. I am thinking that maybe based on some of the work that the group has done, that we could maybe think about doing a grouping around division for bringing these two systems together. **Use some of the examples from the research** that we have completed to give people a sense of what are we talking about, what would this look like.

- Maybe articulate some sort of principles for doing this work together. Then if we can figure out a way to do it, really allow for and support a period of experimentation. We would actually look at some of these specific issues. Give communities a chance to sort of make mistakes and be successful so that we can actually figure that out. One particular issue that I think very, very strongly about is the issue of articulation. We have an enormous opportunity here to do something I call **multiway articulation** and I'll give an example by talking about the different dimensions.
- Imagine that there's a high school that is offering certain courses that actually count toward the classroom based expectations of a registered apprenticeship program that is like one level of articulation. Imagine also that, that course counts towards satisfying a high school graduation requirement that's like a second level too. Imagine also that, that course also counts for post-secondary credits in a particular pathway in a sector and that's like your third level. That's just looking at sort of the education part of it.
- Now if you use the same way of thinking about the on the job training piece then summer internships becomes ways to articulate with the on the job expectations of the registered apprenticeship programs.
- Ultimately, all of this, if we design this right, and if we don't look at the high school components as its own thing to be designed; if we look at this thing in its entirety because there's three elements to it, we have the secondary element, the post-secondary element, and the registered apprenticeship element. What we're going to end up with comes with post-secondary credentials but very well trained. It immediately moves productively into the work place with no debt. I'm very much interested in that sort of thinking about the design of **early college high schools** and how some version of that will actually show how the registered apprenticeship system and the education system can finally support each other.

Andrew Cortés: Thank you Johan, that's actually fairly prescient comment. I'd actually like to share some of the work that's happening in Rhode Island beyond what has been shared with the group to date. So we are working on dual enrollment models, where high school students are doing their high school coursework for college credits within an apprenticeship program. We are setting those up primarily focusing mostly on manufacturing at first. There's a variety of different efforts around the linkage between

registered apprentice and the secondary education systems. Not just CTE centers but also regular high schools with CT programs within them. We are looking at it pretty globally across all trades. So two very specific interventions that are starting to happen in Rhode Island, so there was already a registered CT curriculum to build from in Rhode Island, but the interesting part, to me at least, is on the building trade side we have this great model the multi craft work curriculum.

- There is a nonprofit that's spearheading the movement to integrate that within the nine CTE facilities, 10 if you count the district CTE facility within Rhode Island. So, within the ninth grade exploratory levels and then to loop back around on the 12 grade exit strategy to articulate credit, that's specific to the building trade apprenticeship models. However, in the nontrade apprenticeship models, we are looking at issues and there are some CTE facilities that already do their high school coursework at our community college.
- So how do we build upon those relationships and articulate it directly within the structure of a registered apprenticeship program? Manufacturing has proved fertile grounds to start to test those models. But we're looking at that across probably 20 different apprenticeship programs for the long run. So this is just beginning work. So I think it's exciting. It's not done yet so I can't tell you that it works seamlessly yet. I hope to be able to do that at some point. But just to go on Johan's point and we didn't even talk even talk beforehand that is exactly it...

John Ladd: That's precisely the model that we are going for. And the community colleges themselves under new leadership especially is moving away even from the term articulation agreements to some extent and looking at **dual and concurrent enrollment**. So you don't get into, what's yours, Stafford's, and recognize that adjunct faculty of the community college etc. By approving the program and having dual enrollment you avoid those issues in terms of was the teacher qualified to give this for extra credit, the institution and those sorts of issues. I just wanted to put that out there to start some conversation. Sorry Laura is there other points to be made prior to group conversation, but I got excited!!

Laura Ginsburg: That's okay. We open it up for discussion.

Bill Peterson: Bill, UAW, there's an intermediate school district and a five-year high school. The junior and senior year they will go onto community colleges. We've actually had the last few years and we get more people to watch us do the thing. So what happens as they're taking the class as they go to their community college, the high school still give them credit for whatever their taking. So when they end up graduating, I'm pretty sure, I'll find out for sure for our next meeting, but, I'm pretty sure that they end up with a whole lot of community college credits and their high school diploma. It's working pretty well. They actually did pretty good and I think it ties in with what their trying to do. It's whatever the employer wants or is looking for. They're already guaranteed a job by taking classes. It works pretty well, the only thing that I see that will slow it down is, I wanted the education to be a part of the workforce development more than anything. It may slow down because

of money. I was told the high schools are always worried about the dollars. How does that affect the employee? So, if we can work around those things we can really expand that whole process. They'll support a basketball team, a football team, a baseball team but we must focus on what we ought to be worrying about but this year!

Chris Haslinger: I know you had someone from the Department of Education, but, a question that I had and we always seem to struggle with when working with the high schools, is the push, to always to push them to college, college, college, college there's no other thing. Is there a thought about, going to **guidance counselors** and who are supposed to do them? I really think that's an important piece that we have to include if we're looking at something with high schools. Because we can get maybe administration buy in here and there, but if we don't get those guidance counselors on that front level to direct them, we're going to be fighting a battle that we're not going to win if we don't get them. Another one was on direct entry. With **29.30 pending and the direct entry language**, will that have a trickle effect? Do you have to count those statistics and do all that? That's something I think has to be looked at because it's maybe good intentions but then when you start looking at the schematics going backwards, you know, now you have to consider all those factors. And then, **are the states going to feel the same way** that when we come up with some recommendations for this then the state takes a different standpoint. That's something I think we have to look at down the road. I know for our apprenticeship programs, and I know the Painter's programs have gone through this already. They're working to get the higher learning college **accreditation through the Department of Education for the apprenticeship programs**. I think there could be some good potential there because if you have registered apprenticeship programs that are accredited by higher learning institution, by the Department of Education, I think that could really factor into what Johan was just talking about with getting that. Maybe there's some ways to benefit that, we've been doing the multi craft core curriculum to give people the exposure in high school. Maybe there's potential to expand things like that and show them.

Greg Chambers: We have been doing what Johan has been mentioning for the last few years. So we actually have a program in place, up and running. It does exactly what Johan described. High schoolers get college credit, they can get advanced standing, their placement, and they get a job by going through the program. It's been so successful that this year we graduated more people than we can hire. That's one of the things that we probably want to consider, for a regional area, once you set up the program up, and it starts running successfully, you're going to end up producing kids that maybe one employer or sponsor can't handle. So what we had to do is actually make arrangements with the employers in the region, whoever we can't hire will you take them on, and they agreed to do that. The two main stumbling blocks we saw in setting up and developing the program: (1) the Career and Technical Centers (CTCs), because you have a high school career pre-apprenticeship, youth apprenticeship program and you're dealing with the high school and the high school is the school (resource) for that CTC; and (2) the CTCs feel threatened because instead of you dealing directly with them, you're actually bypassing them and going to the high school cutting off their supply. So instead of the high school sending their students to the CTCs they would go to your program. So there's a great political issue here

in setting these programs up. It can be worked around; we were able to work around it, but still we have to be sensitive to that, because the secondary CTCs are already threatened, because they feel like the community colleges are already taking their stream. So you have to be really sensitive of that. That was number one! The second thing was getting the mutual support for the outcome of the program! So that you don't have to worry about the kids going through the program and still can't get a job or still can't get into school!

Andrew Cortés: I have just one quick question as follow up. When the Registered Apprenticeship program could not take the volume of students coming out of the successful program and they went to other employers, were those employers Registered Apprenticeships programs as well?

Greg Chambers: Absolutely! We made sure of that!

Andrew Cortés: I just wanted to check, that's excellent!

Martin Simon: You referred to a report that, on a work basis is a broader concept that includes apprenticeship and pre-apprenticeship. We're working with a group of states on this broader concept and putting in place policies that would support work based learning in high school and postsecondary. One of the concerns I think we need to keep in mind when we look at work based learning, apprenticeship and pre-apprenticeship, is that apprenticeship doesn't get connected just to CTE and that internships to the traditional career paths into college. That we look at this more broadly! I think that as these states are looking at that, that's one of the concerns that apprenticeships perpetuate the CTE concept. That it is only for a certain set of students and apprenticeship is internships and other types of work-based learning are for the more traditional students. I think we need to be conscious of this.

John Ladd: Good point!

Jim Wall: A few months ago I had a conversation with a Community College President who said, my son completed an apprenticeship program this past summer, and I said oh really! But the way it turned out it was a **three-week internship**. The education community is using the term apprenticeship, and it might really be a great work base learning program, but to call it an apprenticeship in my mind is a disservice to the apprenticeship community. We have had some initial reflection about maybe a brand that there's some control, so that you have a product that has some consistency. Nationally it's an issue because the term apprenticeship means a lot of things to a lot of people outside of our world. It can really get confusing in a hurry. A three-week career exploration internship could be an invaluable component of the apprenticeship program, but in my mind it's a long way from what we are thinking.

Bernadette Oliveira-Rivera: So this is clearly going to raise a lot of interest that we're all really passionate about, so thank you to the work group for everything that you've done leading us to this point! As a comment just wanted to share, we're through doing research

on this, there are a lot models out there. Some of them very successful models that are worth taking a look at for lessons learned. I would offer up that in the state of Rhode Island there is a career academy that is structured in exactly this way with an agreement with a community college. So learners are getting their high school diploma. They're getting credits towards Registered Apprenticeship as well as college credits. For the Columbus Knight, **Tri-County High School, Medford High School** in Massachusetts has a very similar setup that is working very successfully. In the state of New York, **Newburgh Academy** would be another to take a look at for these types of models. My question for the group is **what are our goals?** It's not entirely clear to me if we're saying we are looking to create a pathway where learners at the high school and maybe even middle to high school years to kind of get exposed to Registered Apprenticeship and to have a mechanism for working on educational and let's call it industry credentials simultaneously. So that they can have a pathway in whichever they choose once they complete high school. Which, to me, is not the same as creating a youth apprenticeship! If we're talking about creating an apprenticeship program that exclusively services youth that's one thing, but if we're talking about connecting youth Registered Apprenticeship programs that's kind of different. Maybe we are trying to do both, but I wasn't clear what we were trying to do and needed clarification!

John Ladd: Laura do you want to comment on that?

Laura Ginsburg: Sure, I think what we're trying to do is there is so much interest in this base, and as Jim just said people are using apprenticeship very loosely. There are a lot of different models! We want to try and get our hands wrapped around it and try to find out what's going on. It seems like there are a lot of different models, and so **it is kind of both!** It's career pathways and creating a youth apprenticeship. So if we can give some guidance from both Departments (Labor and Education) on what this looks like. I mean it could be a youth apprenticeship that starts in high school but goes into and continues an associate degree and even going higher. You know, in some states we've even got apprenticeships that finish with the high school diploma. We have the Wisconsin model, where the youth apprenticeship was in one division and the (adult) Registered Apprenticeship was in another. Thank goodness they've combined and they are trying to merge them together right now. I think with so much interest and people kind of going out and doing a lot of different things, it would be helpful to give some policy direction as to what is in the Registered Apprenticeship scope. So I think that is what we want to do.

John Ladd: That is a really important question, and I think that you really helped frame that. I think that's something that we need to go back and articulate a little bit more clearly. You know, what are the intents here? I think Laura is right. I think initially we started this trying to respond to the demand that's out there and provide guidance because there's a lot of confusion around what you can do what you can't do. Is it Apprenticeship? Is it Pre-apprenticeship? So I think our framing and initial discussions were still in the early thinking about this. But I do think your question is really the key question here thinking about, **what are the policy goals** here, and **what is the feedback that we need** from the ACA moving forward? I really think it's really in a "fact finding" mode right now.

Johan Uvin: Not to be sensitive to the things of the past. I mean I can already see and I deal with this world because even in the world of workforce and career technical education there is often this dynamic of either or, right? So I think it is important for us not to pit the two systems against each other. You're either going to get an Apprenticeship and join the class or you're going to get college. I think that is a **"no win" situation** because it's too much. I mean, you can imagine the discussions around tracking and whose kid gets to go into this stuff. So rather than do that I would like to suggest **unifying with** what are already **the national dialogues**. So, you know, in the high school there are metrics around; Do they complete high school; Do they make it to college, right? Those are successes. And now we're trying to enlarge that into Can they make it into the workforce? But the **unifying policy** has been around the **Industry-Valued Credentials**. Industry valued credentials of which the apprenticeship is one of them, right? So, take a look in Florida they were able to prove that if you participate in, and got, these Industry-Valued Credentials in high levels, you actually would complete high school and you were more likely to go to college even if you didn't. And what they did was actually they incentivize and this is why incentives are so important; they actually paid the institutions, somewhere between \$800 to \$1,200, every time the student earned an industry-valued credential. So rather than dictating the curriculum, they came up with their vetted list. Then, if the student earned, the institution would get credit. What happened over time was that the high schools figured out and there was no limitation in how many you could earn. So once the student earned one then they made \$800 and then they earned two coming out of high school. The high schools started to figure out the financing and they started encouraging and adapting to actually value these industry-valued credentials more! So Florida set up a pot of money to incentivize that and they're also working with the College Board to write all the parents and say, your student has earned this industry-valued credential that is worth X, your student from high school is getting X and if they are going to go to the college like the public institution that industry-valued credentials is equivalent to X amount of college credits which is worth Y. So, now they are given you two options: (1) you can either go into a workforce or (2) you can go on to a college! So there are both options and there is value back to the parents and tax payers. I also wanted to mention a **new program called the Promise Zone**. These are, in highly concentrated poverty areas with a lot of economics. Those have already been determined by the FEDS, and are national points of experimentation to prove that these alternate models like industry-valued credentials leading to apprenticeships have better results amongst those three dimensions of: high school graduation, college attainment, or getting into the workforce. I would also suggest that running these incentive programs through mayors or county supervisors so that it can lift the political forces.

Brian Turner: This is a great conversation and what I wanted to say follows directly. The correlative effect of the deeply embedded cultural value in this country accounts for all achieved value to human beings by getting a four-year college degree. It's so profoundly embedded I don't think that it's possible to estimate the destructive effect of this mindset. I mean we have to be mindful of this as we think about this. The National Center for Research on Education, its students who go to CTE programs scored better on the national achievement tests coming out of high school and that's good toward the academic programs. This is validated by experience in places like Germany, Switzerland, and Austria

as well. This is not a school for dummies! We've got to continue to be mindful as we frame that. So this is something that is timely and urgently needed. I'm going to really enjoy continuing to work.

Andrew Cortés: One of the real opportunities I see is educating on our work around the country. There's a lot of misinformation about child-labor laws and what's allowed. Clearly, you know, the regulatory permission is there for employers in many occupations for apprentices under 18 working in that modified training program. That message is not readily available and it's not recognized by the vast majority of employers across the country. A whole list of occupations we cannot have anyone under 18 in the facility or on the job. So having that policy guidance as part of this from both the Department of Education and the Department of Labor, it clarifies that and is supposed to be in simple, plain language that is going to be a big help in a lot of different arrangements, and especially in moving apprenticeships into a number of occupations.

Lonnie Coleman: We struggle with exposure to try and get more of our people involved in the appraisal programs, you know, across the country, one of the concerns is when we have a (unintelligible) we're creating a building, a new high school, a vocational high school, with the **Cleveland Construction Academy** tied to it. We're exposing more and more young people to apprenticeship, we have to be very careful that we're bringing more people into the program so we're putting more people out there. We don't want to give these students a false sense of hope. We must be able to place them. That's why I like to brag about having a tie with associations, unions, and groups of that nature so that we can have a direct link. Right now we struggle with that, with the building trades. It can't get direct access into the apprenticeship programs from these high schools with the students. So that can create this problem where we have more and more people exposed to our industries or apprenticeship and then not having someplace for them to go, which could create an issue on the other side. We have to be very careful not to create that false sense of hope of having the job or having the career after we've gone through all of the programs and changed up all the classes. It's necessary to be able to gain apprenticeship.

Andrew Cortés: If Greg or Johan will wrap up so we can give some good feedback to the group.

Greg Chambers: I just wanted to respond to Bernadette's points because we struggled with that when we put that program together. Basically, we said the one thing that we don't want is for the outcome of our program to be a piece of paper. That has no value, and the parents won't go for that. Either they are going to have to a job, and be employed or inch your way into college. So our program actually lets the kids onto the platform. The kid can choose whether they want to go for an apprenticeship or college. We also make it a continuum, so even if you go to college, you come out of college, you go back into the apprenticeship program. So there is never an either or but there is some kind of value at the end of it other than a piece of paper. So whatever we design, if our outcome is just giving them a piece of paper, I think we're going to be doing a disservice.

Johan Uvin: Bernadette, I think you raised a very important question, perhaps the most important question. I think it relates to this conversation. I think we need to start by saying what exactly is the issue we're trying to solve here by thinking about this? As I was listening to you there are obviously multiple dimensions to what I would call our problem statement here. One is that our labor market, obviously, isn't working very well providing the type of skills that are needed. Another thing is that even though the research is very clear, that structured work experience during the teenage years could do such enormous returns in adult life, we are actually not giving that opportunity to most of our youth. Clearly there's all these false dichotomies, false choices that are being presented. So we need to think about how we're going to deal with that. I also think that we are not even at the point that we have come to realize as a country that we actually need work-based learning to be part of the transition into adulthood. I used a term, work-based learning here intentionally and not apprenticeship because there's many options that we can pursue. But if you look at this from the systemic standpoint, we actually don't, with the exception of Registered Apprenticeship and Youth Apprenticeship programs. Some schools are doing a really good job at creating summer jobs and internships. We actually don't have systemic intervention and that has resulted in 5.3 million people being disconnected in our country, under the age of 25. So I don't want to elaborate too much on the problem but I think if the council would be willing to take this issue on and say why don't we develop some type of blue print document that lays out what the problem statement is, what the principals are, and many of the points made today would actually form the articulation of this and then maybe put a set of strategies out there for the public to react to and then take all that input and see if we can get more action from that standpoint.

Andrew Cortés: I think that's a really valid point that we don't want to lose. We all have the tendency for dichotomy. And it's a problem. I've never met black and white and it's only been shades of grey. I'll tell you this, with being out of college there's no reason that your high school experience and employment can't also be a college experience. So with that I want to thank you very much. We have Cheryl, Bernadette and Connie. We are going to go over a little bit, it's a good conversation. To wrap this up and put ourselves in a position where we can take effective action around these issues for the group to help inform the next steps is very, very helpful.

Cheryl Feldman: I really appreciate being here around people with so much experience. I'm on the ground and I just wanted to give you an on the ground experience we're having in Philly. The child care industry which is non-traditional for apprenticeship and trying to connect the dots because this is where I think the rubber hits the road in these programs. We have in childcare located an industry where we need to raise the floor. We have high school CTE programs that are sub-standard in my opinion. We have a youth-build program that also is trying to find its legs in childcare. We have an incredible energy in the city moving towards universal Pre-K where they need a pipeline of teachers certified at the Bachelor's Degree level. So you can see how you can connect CTE, you can connect that of school youth, you can connect it to this new Merrell Administration that's all hyped up around universal Pre-K. There's a union involved, our union (District 1199C Training and Upgrading Fund). There are employers who are dying for a work force that has credentials.

And I just see apprenticeship as the answer to the problem. So I'm jumping up and down in Philadelphia and really bringing the partnerships together. Which it requires a partnership of all these different players from the employers, the advocates, the policy makers, the government, and the CT programs to bring this whole thing together. So we are in the process of creating, I think, a really exciting model that pushes way beyond the Industry-Valued Credential, to the Associates Degree, because unless this work force gets that degree you do not have a pipeline to the Bachelor's Degree and to the Certified Teachers. That credential is not enough, that initial credential. It goes way beyond a traditional apprenticeship program and really trying to use apprenticeship as a model for systemic change in a real way. I'm just really excited and learning from all of you and hoping that we can connect these dots and really make it happen!

Bernadette Oliveira-Rivera: Thank you Johan. This is actually related to something that was mentioned earlier about labor market expectations. So if you look at setting up these systems I think it's critical to provide information to reference players and especially to the students about what their employment outlook in each of these fields really is like. So take construction, for example. Right now probably the most successful model here in the United States of apprenticeship is within the construction sector. The largest number of apprentices is with building trade sponsors, about 12% of the national market share for the construction sector. So when you think about that you need to be able to articulate what the employment expectation could be within a union apprenticeship versus a non-union apprenticeship. That's one consideration. I also feel like thinking about how we can look at mutually supportive policy efforts or articulation between different federal agencies to continue to support the demand side so that as you put these systems in place for apprentices to actually get the skills that they need to be employable. We need to make sure that there is an option for them at the other end. So **how do you build demand and not only supply?** And what makes the most sense to ensure that these individuals are actually going to have access to a living wage job at the other end of the spectrum. I also wanted to go back to something that John had mentioned earlier. I really do believe that the carrot works much better than sticks. But I want to be cautious about not incentivizing, with payments, of certain credentials in a way that would jeopardize the integrity of those credentials. So just something to think about after you put these incentives in place, if there is a financial benefit that goes back to the educational institution for a learner obtaining a credential, how do we ensure that that credential actually meets the standards? And are we pushing students in a direction that doesn't necessary work for them. I'm not sure.

John Ladd: Thank you, Bernadette. I think it's probably not quite a one size fits all, but we need to consider labor market and the actual employment opportunities as we are considering those very much and I completely agree. I remember working with some folks around the early child care provision and educators and I was just horrified at the low wage market there. You have people with expectations that acquired a degree in early childhood education who were making minimum wage. So how do we address, realistically, the fact that we have a successful model of developing a workforce in

Registered Apprenticeship, however we have to go within the context of the existing labor market is a challenge. We're going to try to start to wrap it up, a couple last comments.

Connie Ashbrook: Director of Oregon Tradeswomen and public member. I just want to briefly connect this discussion to yesterday's discussion on women in construction apprenticeship. Because Johan's department has just issued excellent guidance on creating opportunities for women and girls and career and technical education that I think will be really valuable guidance for all of us as we work closely with career and technical education programs and the articulation or the continuation into registered apprenticeship. Thank you.

Scott Kisting: I think the other things that we have to look at here when you're talking about apprenticeship that is absolutely critical, particularly when we are talking about bringing new industries into apprenticeship. The battle is we see what it could do for us but we also see the fact that apprenticeship needs to become much more flexible. It needs to understand when you're dealing with the employment piece, the one Bernadette mentioned, you have to figure out, as the DOL, what trades and disciplines because when you have an employee that hits this quick our society has changed. People are not going to stay in a position for 25-30 years anymore. Particularly when you try to break apprenticeship into new industries, we're stepping up the credentials for those new industries whether it's for the youth or those that are in the work force already, we really need to have a language that we both understand because we've identified common disciplines and traits. Then we've got not just employment, like you were saying Lonnie, but in the event of displacement, which happens quite often in our county.

John Ladd: This has been incredibly helpful, and a great discussion, that will definitely help us think through the next couple of months here. Two questions that come to mind immediately; I'm still a little unclear as to **how are we defining the apprenticeship experience at the high school level?** We kind of skipped over the different models and I think maybe a question for this group, and maybe we won't have time today, maybe it's something we come back and talk about this afternoon. Do we want to allow our flexibility and say, there are different ways to do this and it may be Pre-apprenticeship at the high school level leading to apprenticeship when you leave the high school arena? Or are we talking about apprenticeship in the high school and if so, at what level? Are we talking about, higher level occupations at the high school level or are there certain ranges of occupations or even more entry level occupations that could be targeted at the high school level? So getting a bit more clarity, I think, about what is the Registered Apprenticeship experience at the high school level. The group did a really good job framing it as, 16 to 18 year olds, in school youth, which was really clear. But it's a little bit less clear as to, what we are talking about when we say high school Registered Apprenticeship. **Are we in a Registered Apprenticeship program starting in our junior and senior year?** And how did that work and how did they get their laws to make that work? So I think if we're going to brand it I think we should have a little bit more emphasis around definition. And then I think long term the issues are going to be scalability, right? If we've got these great models, we've got some promising practices out there. I think we're still early in this process but,

you know, what are some of the keys to scalability long term? You know, how do we promote that? How do we support that? How do we sustain that? So those are two questions that I would have.

Andrew Cortés: I do think we need to consider those questions and I want to get to Mike's comment as well. From my perspective, Registered Apprenticeships, there is a high school version of Registered Apprenticeship. Registered Apprenticeship is such a flexible model that it can be creatively connected to many different efforts. I mean, that's my personal take on it because I feel so strongly that people misunderstand the succession on the model as it is. So let's not confuse them any further by saying "well high school Registered Apprenticeship looks like this". It's more about how high school activities, in a variety of different ways, can connect either the Pre-Apprenticeship or management apprenticeship. From my perspective, but that's a comment I will put out there for the group. But I saw that Mike had a comment.

Mike Donta: Thank you. There are a couple points I wanted to share, one is, I think somebody used the term over here red hot! It is a red hot issue in all of the states, and I think that the states would like more guidance from the DOL, especially as we try to bring things closer together to get that guidance out as quickly and as early as possible and before everybody else starts choosing the model that they want to go with. Also I've heard the term, and I hear it every day in my state, Apprenticeships! The model is so good that they copy it. They don't want to give that industry recognized credential. I wanted to be quiet but I do want to say one thing before we take a break. I learned last night that today is Jill's birthday, so happy birthday to her!

John Ladd: Thank you very much. Laura from your perspective I'm hoping that you're getting a lot of good feedback. Are there specific asks for the body to help the group move the work along?

Laura Ginsburg: I think one of the biggest is, what body should take up these questions right now. We have this great Ad Hoc Work group where we have subject matter experts from the field, and there have been suggestions about pulling in the guidance counselors to get their input. **Do we/should we continue with this group? Do we need to bring this discussion in just to the ACA at this point and maybe widening the ACA members who are working on this? Expand the ACA members beyond Brian Turner, LeAnn Wilson, and Jim Wall?** I think that would help us, and we can go back to the group. They'll have more suggestions. We'll do some research and then we'll come back to you. But, do we want to keep it in or do we want to still use those SMEs?

John Ladd: Can we do both? I mean, I would imagine there's probably others here who might want to get more involved in the effort as well as continuing the group. I do think you need those subject matter experts. I think you need to even expand the pool of them beyond guidance counselors. Someone from the chief states school officers as well.

Laura Ginsburg: Well they are here!

John Ladd: Okay, great. But do other folks have other thoughts on this?

Bernadette Oliveira-Rivera: I'm not sure from the conversation if there is the ability to capture these credentials and to have those be successful across various platforms would be critical. So I think you've got infrastructure and where are these attainments recorded and who has access. The One Stop Career Centers may be a place to look at because when someone is looking for employment or whatever the scenario may be, a lot of individuals will go there for support. So I'm just wondering if we've given any thought to the **data collection and data sharing** aspects of this initiative. And do we need to consider bringing in experts on this from that side?

Laura Ginsburg: Actually, because of other activities happening nationally, I think, the Industry-Valued Credential, all 50 states are dealing with this data collection issue. There's the national credentialing coalition where states are all talking about the data sharing infrastructure. So there is a national clearinghouse that is experimenting right now, a pilot, like with the manufacturer's certification. There's a whole set of welding certification. So they're all doing the work to test whether or not they can clear all this through the clearinghouse so that if somebody earns it, your institution or your WIB or your high school, can send the data up and say, okay it's a hit. This person actually earned this credential. There's an infrastructure that is evolving. We don't have to build it ourselves. But feed the data to it.

Andrew Cortés: All right. Thank you very much. We have a lot to think about. I don't think we can answer the questions within the next 30 seconds about how the group can most effectively move forward. However it is now 10:01. So what I'd like to ask folks to do is consider over their break time how best to help move this work forward. I would agree that some sort of combination of Ad Hoc expertise along with a more robust ACA work group could be helpful in reframing a lot of these questions. It's very rich discussion and I agree that it's definitely a hot button issue, and one that, given the apprenticeship prominence right now as the preeminent solution, one that we have an obligation to figure out. So if folks could think about that over their break. We will break until 10:30. We'll preserve the break and shorten the next section to get us back on track. We are now adjourned for 30 minutes.

Bill Peterson: I would recommend that when they have a meeting or we're going to have a call or do something, just open it up to the whole committee and anybody that wants to jump on the conference call can be a part of it.

John Ladd: Let's make that suggestion again once we are official convened.

Bill Peterson: I'm trying to get out of here before 4 o'clock.

Andrew Cortés: All right, ladies and gentlemen. Thank you for returning from your break. We want to get right back into our agenda. Just very quickly, before we go to the next section, we had a suggestion from Bill Peterson that when we roll out our next ad hoc

groups around the issues we were just discussing, that we just broadcast that broadly so other folks can hop on the call. I just wanted to get that on record so that we capture that suggestion prior to scheduling the next meeting. But with that in mind, and with that said, I just want to move on to our next agenda item, the international interest in apprenticeship. I will turn it over to John Ladd to lead this discussion.

John Ladd: Welcome back everybody. We'll try to get us back on track in terms of our agenda. But we have been joined by our colleagues from the International Labor Affairs Bureau (ILAB) who we've been working really closely with over the past year on a number of these international efforts. I'm going to turn it over to them in just a second here. They have some efforts that they'd like to share with you. We've been collaborating with them as well. But I'll just try to set the stage a little bit. As you know we've been working more and more in the international space over the past, really, two years and it's been incredibly fruitful for us on a lot of different fronts.

INTERNATIONAL INTEREST IN APPRENTICESHIP

- The collaboration that we have with a number of these countries that are also looking at their partnership systems and how they can grow and expand, and it has been a great learning experience for us. We're not necessarily looking at these countries in terms of how do we import this system or that system but, we are looking at it from the perspective of, what are the institutions, what are the mechanisms, who are the players, what are the roles people play, do we have that capacity or do we have people here in this country that can play similar roles. It has been incredibly helpful in our thinking and framing some of the initiatives that we've been advancing over the past couple years. So I think that's one area that is incredibly helpful.
- I think the other area is, this ideas of foreign direct investment here in the United States, the State Department, and the ambassador community have been some of our strongest proponents and advocates. Those countries, those companies that have apprenticeship in their DNA and have operations here in the U.S., and they're very receptive to the idea of doing apprenticeship and are willing to help lead on that. So the Swiss portfolio has really grown dramatically. The German portfolio is growing. We do a lot of work with the German Chamber of Commerce and others, but we have emerging relationships with both the Netherlands, Austria and a whole host of countries, so it's definitely a growing part of our business and a growing area where we're seeing a lot of success.
- It began in earnest with some of these formal agreements that we established both with Germany and Switzerland and you know, they have been very important to establish that relationship and move it forward. We thought we'd just cover a little bit of some of the things that are happening under those agreements. The Swiss are a little bit further along and there are kind of two pieces to this. There is that employer engagement effort that's a little bit outside of the MOU.

- The MOU is really a government to government agreement and we're looking for areas of cooperation. The MOU does provide a platform for us to connect with our ambassador in Switzerland, who, if you haven't met Ambassador Suzan LeVine, she is an amazing person that we've been lucky to work with, and calls us and sends us leads almost every day. We're really looking at this portfolio of 600 companies here that are active in the U.S. The Swiss are the seventh largest investor here in the U.S., Switzerland is a huge investor here in the U.S. We already have 20 of those companies that are part of the LEADERS initiative. One more company is coming on as part of starting up apprenticeship programs. We're going to do a signing with one of those companies very soon here next week.
- So, that portfolio is just growing and growing. But then under that broad MOU, there are some areas that we're really looking to try to advance over the next couple years here. One thing we hear from all these companies and we're hearing it from other areas as well, this idea of doing apprenticeship exchanges. If they have operations around the world and their parent companies are back in Switzerland, there is an opportunity for someone to start their apprenticeship here in the U.S. and do part of their apprenticeship, you know, in Switzerland or Germany or other places? The employers that we've talked to are just incredibly excited about this. Chris, I think folks in the UA were talking with Laura about this as well; we had some really strong interest in this area.
- This is another area where, you know; think about the prestige factor that could be part of selling apprenticeship to young people to talk about, them having the opportunity to do part of their apprenticeship overseas. So these exchanges are something that we're looking at. How do we make that process easier for people to understand? Are there supports that we can provide to help provide that? Is there a way that we can create a community of practice of apprentices that are studying abroad? How do we lift them up to really showcase them as doing some great academic and technical work as part of their apprenticeship?
- There's this broader area where we're creating a broad community of interest. There are more and more of these delegations going abroad and looking at the Swiss system, looking at the German system and then coming back here. A very recent example of that is Colorado. The Governor of Colorado brought 50 people over to Switzerland. It was a strong business delegation but it had school systems, it had labor, it had pretty much everybody that was an important stakeholder in that system. Going over as a group, spending a week in Switzerland as part of their effort. And then, coming back here and trying to figure out how they are going to do apprenticeship in Colorado and begin at that high school level. So again, you know, the conversation we had this morning is really a part of that. As these delegations go over, how do we create this community where people can learn from each other, not just as an individual group, because there are groups going over all the time. That experience of seeing apprenticeship, in a different context or to see what other countries are doing, is one of the more transformative experiences we think people

are going to have. And of course, a lot of best practice exchange, information exchange, is something that we're looking into as well.

- With the German MOU we're looking at some similar projects. But also the Germans are unique in that they have a very strong chamber of commerce infrastructure here in the U.S. You know, there's a Midwest, New York, southeast and I believe they have a small office out in San Francisco. They have a little bit of infrastructure here in the U.S. that we can help leverage. So working with those entities and bringing them together is something that we want to work on with them, as well as this idea of exchanges.
- Anitha Weiss and Zack Boren have been working on this a lot more in depth than I have. Is there anything else you want to talk about in terms of the work plan?

Zack Boren: It's really exciting to see what Colorado has been able to do with their experiment to bring apprenticeship to the state. They are one of these states that has hit the ground running. We're going to be moving very quickly. We have a broader statewide plan involving a variety of new industries that we haven't been engaged with. So we're looking at Finance, Banking, and Healthcare. Places where they're going to be bringing young people who are in that 17 or 18 years old into the workforce. So that's sort of their interest in growing their own. So it's really exciting to see that.

John Ladd: All right. I'll just hit a couple other items and then I'll turn it to our ILAB colleagues here. Some upcoming events and activities I want to highlight. We did a forum in Brussels. We had a number of the ACA members participate in that, it was a chance to broaden the discussion away from the bilateral one-on-one discussions to understanding broader issues within the European Union (EU) community and what we can learn from other countries within the EU. Apprenticeship is front and center on the workforce development agenda in the EU. It's very much tied to their youth employment issues. It's even tied to the ways to integrate refugee communities into their society. It's very much a big topic of conversation.

- **Hannover Messe**, was this huge trade show that the U.S. was a partner country in for the first time. The president participated and there were a number of workforce development forums at that event. It mirrors what we have here next week, the SelectUSA Summit, which is literally about attracting and telling businesses why you should invest here in the United States. We're going to have a big presence at that event next week.
- And coming up, I think Martin Simon and others have been involved in some of this work, but there is an ongoing study effort being led by **the Organization for Economic Co-operation and Development (OECD)** that is looking at work-based learning and apprenticeship. They will be hosting the second of three different forums that they have been having here in Baltimore in July 2016. They are looking

at apprenticeship here in the U.S., looking at some youth apprenticeship models, and I think we have a number of you involved in that as well.

- Finally, we're looking at co-hosting an event with the **Global Apprenticeship Network (GAN)**, which is an emerging organization looking at helping to expand apprenticeship globally, they very much have a youth apprenticeship focus. The GAN will be bringing their board of directors here in the fall and we're looking to do some kind of an internationally focused event around apprenticeship here in the fall in conjunction with that activity. There is a lot happening on the international front that will be keeping us busy!
- I hope somebody might get to **SelectUSA** next, since our next flight up here. But it's a big event, a huge trade show here in the U.S. and an opportunity to really connect with companies that are looking to invest in the United States. So I think that's what we have on our front. I know you guys have been just so great to work with. I probably missed lots of things that you want to cover, but you know there have been lots of conversations as well at the G20 around apprenticeship. So I don't know if there are some things you can cover from that front.

DEPARTMENT OF LABOR'S BUREAU OF INTERNATIONAL LABOR AFFAIRS (ILAB)

Kristin Sparding: Yes. I think John gave a nice overview of our international engagements and probably one of the key things that we would like to report, as Mark Mittelhauser says, there is a lot of momentum, a lot of really positive momentum on apprenticeship here in the United States. That's the same also at the international level. So to the extent that we in the Bureau of International Labor Affairs (ILAB) are able to assist our colleagues in the apprenticeship office capitalize on that global momentum and help move things forward here in the United States as well, we have been really interested in doing that and partnering department-wide on these efforts.

A bit part of what the ILAB is we and our colleagues represent the U.S. government at the International Labor Organization, which is part of the United Nations family in Geneva, as well as the labor components of the Organization for Economic Cooperation and Development, the OECD in Paris which John touched upon. There's a lot of research and meetings that are being conducted recognizing apprenticeship more and more as an important workforce development option and support developed countries but also in emerging and developing economies as well. I won't repeat what John already talked about in terms of our engagement with a number of European governments. I personally am an advisor for Europe so I have been involved in a lot of that, as well as our U.S.-EU working group in Brussels. John mentioned the upcoming GAN event in October 2016; we're working very closely with them. The GAN is kind of a new organization, and have only been around for a few years so they are still sort of getting their footing locally. They are helping a number of countries set up apprenticeship networks in their countries, working very closely with the business community, and the extent to which they do that, or the way they do that, sort of manifests itself differently depending on the needs of the particular

country. The GAN was an offshoot of, and came out of the G20, which Claudia Calderon is our lead on, so I think Claudia will actually elaborate more on what we're doing in the G20 to advance apprenticeship.

Claudia Calderon: So I've been covering the G20 for several years and I've noticed that apprenticeship has come up several times within the G20 but quite honestly it's just been discussed, nothing has really been done. So some of the things that the United States did this year in conjunction with the Chinese presidency is develop what we call a **G20 initiative to promote quality apprenticeship**. It's essentially lobbying each of the G20 countries to increase the number, quality and diversity of apprenticeship. So we developed some principles or action oriented items that the G20 could be taking and we were in negotiations in Geneva just on Monday and we have had good feedback from all of the rest of the G20. In addition, we have been engaging with what is referred to as the **L20 and V20**. They represent unions and businesses respectively and in our consultations with them, they had been very supportive of this and they will be endorsing it as well. So there is support, not just among governments, but also among unions and employers themselves. And so, it's something that, going into the German presidency this December, we're hoping that maybe, fingers crossed, we'll be able to do significantly more within the G20. So that's our goal.

Brian Turner: Are those dates locked in on yet? The reason I am asking is that, there is an opportunity, and maybe they don't coincide, but, you know, trying to do the national apprenticeship weekend, is there any chance that those two events could coincide. I don't know and maybe timing is just not there.

John Ladd: The timing wasn't there. We did look at that, we really did consider it. Does anybody have the dates of the GAN event? That would be right on the heels of manufacturing day and we just felt like it would detract.

Brian Turner: I just didn't know if there was a way!

John Ladd: It would have been a great idea. Are there any questions on the international front? I know Martin Simon and the ACA have also been really engaged in a lot of international work as well. Martin, if you have any comments on that front.

Martin Simon: What we are hoping to do is take a group of governors to Switzerland and Germany in the fall. So we're working on putting together a small group of governors, each governor would bring a team of cabinet members, and industry people too. We have been working with the embassies in both countries to help put that plan together. You know, getting governors to commit is a bit of a challenge and in an election year, it doesn't help. But we're optimistic that we'll be able to bring that together. If it does, I was thinking we could maybe be able to do something during apprenticeship week with that group of governors and certainly getting them to host something in their states. I went to be a part of the EU trip and it was very interesting, the thirteen countries that were there. There were some very common challenges, but one of my takeaways was that Germany and

Switzerland are going through a lot of changes. One of the issues that came up is around employer engagement and they are years ahead in terms of how long their systems have been around. They're going through some similar problems of not being able to keep employers engaged. Also making the connection, going back to some of the earlier discussion, to how do you create a clearer path so that apprenticeship isn't a terminal event but it's part of a career path, and so that was an interesting discussion. A lot of the discussion was on how to keep parents engaged. I was surprised at how much time we spent on that conversation, but they saw parents as a critical stakeholder group that had to be involved. We know that that is an issue here, but that it is also still an issue in these countries with really advanced systems, and we spent a little time on that. So those are just all my takeaways.

Man: Is there any way of getting, like, a best practices guide from them, with the employer engagement and why? Because, as you said, they've got really advanced systems; identify what the favorite top three things that they have in their systems. The difficulties they're having and what they're doing to combat it, a document or best practices?

Man: That's a good idea.

John Ladd: Yes. I mean, I think that was the workgroup area that we had and they have a lot of different resources, but I don't even know that they necessarily need to create something new. Part of these broader agreements is about how we could share these best practices and create clearinghouses of information. Then we're not all reinventing the wheel.

Man: Yes. Just to follow up on that, instead of a book, just the top three things.

Bernadette Oliveira-Rivera: Well, it's definitely exciting and in some ways it is reassuring to hear that there are very similar issues to what we encounter here in the U.S. I have a question both for you Laura, probably you, John. With all of these different contingents going out and exploring these various models, I imagine that's a lot of excitement about bringing some of these concepts back to the U.S. and beginning to implement some of those ideas. Thinking about Colorado in particular, where they're already moving in that direction, is the department remaining involved in, and how are you overseeing what is happening out in the field with implementation? Just as a means of kind of determining what's working, what's not; and moving from there.

John Ladd: It's a great question. The Colorado experience has been a real partnership and we're actively involved in what they are doing. Zack Boren is part of the delegation and continues to work with them and I probably get calls from them every other day. So we do absolutely want to remain very closely connected to these efforts and we've offered to host sessions, coming back. Figuring out ways to put our people together, maybe a convening with the Secretary, just a report from all of these various delegations that have gone, and just asking, **What have you learned? What have you done? How can we support you?**

There is a lot of work that needs to be done once, the commitments are made, and they do need a lot of support.

Zack Boren: I think the takeaway from Switzerland was the intermediary department that's part of what we're doing with our industry contracts. So I'm really excited to come out and really change the way we're doing business. Really being able to put pieces together for our employers and doing that engagement. Their first thought about the government, maybe it's an industry association, or maybe it's a labor union, or other ones. I'm really excited about that kind of transformation that we're going to be bringing with this stuff. But John's right, as far as the states, we're going to be, it's going to be a pretty new experience for us. States are going to go in some dramatically different ways. You know, from the apprenticeship agencies to, you know, government-led initiatives. So it's an exciting time and we're going to have to make sure states are following our guidelines but also giving them the flexibility to be really innovative.

Bernadette Oliveira-Rivera: My follow up would be, and I know that we spent some time in Europe and particularly with Germany and Switzerland. Is there any interest in visiting say a system like Australia, where it's also very well-established? Just a suggestion of another model because we have been focusing so heavily on what we're calling Europe and really we're looking at a couple of kind of the strategic reaction to make sense but maybe broadening that a little bit to other countries.

John Ladd: Yes, absolutely. We would love to and we do have some good relationships already with folks in Australia and Canada and the countries we've been to in the U.K. We'd definitely like to broaden the scope beyond the European context. But they certainly had the longer cultural history with apprenticeship and I think other parts of world are also kind of standing up their own apprenticeship systems. That's part of the work that we're doing with ILAB is about positioning the U.S., right, as a global leader. Talking about what are the strengths of our system and what are the innovations, because as established as those systems are, sometimes they are so almost rigid in some places. That the flexibility in our system, I think, is one of our strengths and I think we have to talk about that and think about, how we can promote that idea and the relationships and partnerships that we can build. The possibility we give to states and others to design different program designs and models. So I think, increasingly, we want to position the U.S. as a global leader on apprenticeship and help support apprenticeship development across the globe.

Scott Kisting: The flight was 16 hours, it's just brutal. I want to thank you guys for highlighting apprenticeship and helping us bumble through it. I was excited when you started to write that because our industry is really hitting a log jam. When you released that RFQ that really helps some people in the industry go, maybe they are trying to understand our industry. So I think it was really a great relief that we brought back from the international trip, one thing you're looking at a traditional industry in apprenticeship and at some of the new ones, that's what I'm looking for, and your point was sustain the fire once it's going.

John Ladd: I just think the industry is a new model and it is really helping where it started. The key to industry association is very hard doing this work. They are doing it more personal. So they, Manufacturing in Switzerland, really put together a design on training helping getting new companies to sign on. I think that is a very interesting model, if you're talking about industry and what they need. What occupations are going to have apprenticeship, and then letting the industry associations know that this is an option and they're going to move in a new direction!

Man: John, you're forgetting there are a lot of other intermediaries interested in investing here in the U.S., join these other groups that give you training in the U.K., or other countries. You know I've been, and the folks that already have the training, you know, what Jim was talking about. The curriculum and other things they're interested in working with us. They're just trying to understand our model. So I think the more we talk, and the more we go back and forth with these things, the better the chance that we're going to see some really interesting results, I'm sure.

Greg Chambers: John what's your initial thoughts on this student exchange program? Are you going to kind of mirror what the Department of Education had set up? Or are you going to relax work visas? Eliminate them, exempt them? I mean, what...

John Ladd: Oh, no, no, no, no. I mean, we're not about changing visa or immigration law. We're looking for what flexibility exists under the existing visa program and just making them a little bit more transparent for how you, and for the record, which visas you can use. Is it work visa? Is it an educational program? We are trying to create more of a step-by-step process for people. Then looking for other opportunities to connect; I'll be working with the Department of Education and others about some of their more established programs and could they support a process under some of the more traditional educational programs? So we're not looking to change immigration law here. We're looking to just make it easier and more transparent for those companies that want to do it.

Andrew Cortés: Thank you for the international update. There's lots of exciting work. I know that my engagement with that work has been very, very limited. But even just one brief trip, as many of the members were able to join us to the Swiss Embassy, just to discuss CTE was an exciting conversation. Just hearing the business perspective and the buy-in, and the challenge! It's what businesses offer to the U.S. and saying, you know, you're looking at this as a cost, when you should be looking at that on the other side of your ledger. Just sharing those messages and giving us those good examples to take to our employer base and say, hey, let's look at this issue, let's look at Apprenticeship from this perspective, has been helpful. It was 600 Swiss companies? I mean, I know they're all making important contributions. I would love a few more of them to be restaurants. Potato pancakes, those are good (laughter). But in any case, we do have some significant work to do within our caucuses. So I actually just wanted to invite Jill Houser up to the mic for a moment just to briefly remind folks of what the Ad Hoc group on Women in Construction is looking for in terms of feedback and deliberation for the caucus.

Jill Houser: Thanks Andrew. So I think we're looking for actual items that look good, and move on them for no or little cost. They can come out of recommendations. We can move forward and keep the momentum going here. The second is framing kind of just the next step. The area that we want to spend a little more thinking on, so we can really have a clear idea of what we want from us to move forward on. Then, I think the third step that maybe we'll be having tomorrow is the larger discussion around the depth and breadth of the work of the ad hoc group.

Andrew Cortés: Ok, so if folks could bear that in mind when we're going into our respective sector breakouts, we are really look for what are the items that are actionable now, how can we space things going forward, reflect the conversation there, the conversation that we had yesterday moving forward but we also have a lot to talk about in that sector caucus breakouts. I don't think that we really have to go too deep within the high school R.A. framework but at least providing input and feedback on the most effective next steps from the body's perspective would be helpful from a sector's perspective. Again, our projects and our priorities for next term are going to be important especially to inform our discussion of recommendations for the next administration. However, that's a lot to cover in a caucus so if we could at least focus on the women's ad hoc progress report and what we can do with the current state of the report now, the actionable items, and some guidance to the youth ad hoc group as well would be helpful. Just to make a brief announcement, please be reminded that the sector caucus breakout sessions are for ACA members to discuss pre-deliberative work products. Therefore, unfortunately they are closed to the public but we will report out well when we return from our caucus breakout sessions. The labor sector, C5515A, the public sector N5437A, I'll find them along with you and at this point I'd like you all to go ahead and breakout into our caucuses and if we want to continue, 12 o'clock is lunch. If you're not done with your caucus, please bring them all up to the lunch room. There's a great cafeteria. You can continue the conversation. Thank you.

MEETING BREAK: SECTOR CAUCUS BREAKOUT SESSIONS AND LUNCH

ACA SECTOR CAUCUS REPORT OUTS

Public Sector Report Out

Andrew Cortés: All right welcome back everybody. Just would like to officially call the meeting to order. Thank you all very much for your flexibility around the agenda. Now that we're back, we'd like to get some sector caucus reports. I will model a very brief public sector report. Primarily, I'll be honest, we focused on the women's ad hoc progress report and the primary requests for the public sector are as follows.

- First, let's pull out the specific recommendations regarding women in construction and the information resources that are contained within it. And at least package that for our next meeting and look at it as a field guide and it's specific to the issues of women in construction trades.

- Second, the public sector thought it might be wise for us to broaden the focus of the white paper as a whole to, basically to address the issues of impacting and increasing diversity in apprenticeship. And within that white paper, also recognize the fact that this will be work of a series with the first in depth look at the issues of women in construction and I think there's a lot of reasons to do that do that given the amount of energy and focus, subject matter, expertise. It's been operating on the ground since the late 70s around this particular matter.
- Then a third recommendation would be to use the information for the dispositive labor or to use the information that's in the draft now internally at least right now because it's some great information within it to both inform the current grantees and to inform future funding opportunity announcements that may be forth coming and that we know are going to be forth coming in the already present world to specifically grab the portions of the great element that are in the document now but integrate that into practice internally.
- Finally, there was another point captured, we really want to continue to utilize the subject matter experts that have come together around women and construction to help us look at how implementation is going and how the future field guide is developed.
- We feel that we have a great resource and that we've had a lot of dedicated effort from some great experts that understand what this looks like on the ground and we don't want to lose that. That concludes the public sector report on women ad hoc progress report regarding the high school registered apprenticeship framework. We didn't get into that too much, however, there was some conversation around the lunch table around the need to keep registered apprenticeship separate and distinct, and align high school activities to the registered apprenticeship model as opposed to try to recreate a high school type or apprenticeship like or confuse the field anymore.
- We're concerned about market demand of course with graduates but also just making sure that people align the activities, you know, utilizing as we were discussing a lot of best practices that have been developed through pre-apprenticeship and some of the other work. That concludes the public sector report. Are there any other questions for me or any of the other public sector members?

Connie Ashbrook: I just might mention that the series of field guides might confirm things like people of color, people with disabilities, veterans, reentries, returning citizens, youth, so we're thinking potentially our capacities is two years but you know, it might be more depending specific matter experts we can engage but just wanted to put that on the record.

Andrew Cortés: Yes, thank you, that is why we lean on our colleagues within the sector; I always forget something. That is precisely right. We thought that the field guidance might provide a way for us to take a broad look, in the white paper, at diversity and

apprenticeship. Looking at specific issues and targeted populations through a series of field guides and resources that enable people to do work with specific populations that are as appropriate. So thank you for bringing that back up. Any other questions for the public sector caucus members? Thank you for the public sector report. Who would like to be next? Thanks.

Employer Sector Report Out

Jim Wall: Some of the same concerns in terms of the women ad hoc report. We felt pretty strongly that to primarily focus and just to single out women, excuse me if that's a huge issue, but in today's world it should be included that, instead of just women, to include diversity in the conclusion in apprenticeship.

- We understand the interest in the building and construction trade as an issue because of the significant number of apprenticeship opportunities there. But I think that it really should apply to apprenticeship as a whole and not just in the construction industry because there are also issues in other industry sectors and it shouldn't just call out one side of it.
- The other concern was there was some discussion about the regulation, that they improve, the fact that they're in the construction industry, you know, until there's enough women, you know, to have I think at some point there was a possible recommendation of a 20% percent requirement. Well if you can't get any in there now, it's just unrealistic to have a regulation that would put a burden on the sponsor if there weren't enough people in that sector and that also the regulation would be counterproductive because the President's goal expanding apprenticeship. You know we don't need to give our employers or sponsors another reason not to be involved in apprenticeship. One of the reasons companies probably don't register their program is because of the fear of regulations. So we would really recommend that we look more at the incentive side, how we incent corrective behavior and change behavior and get more women into it. And also face the reality that if we're really going to get more diverse and more women in apprenticeship as a whole, we need to look outside of the construction industry and there's a whole lot of additional occupation areas that are apprenticeable that we need to look at as well. We need to make the pie bigger so to speak.
- In terms of the youth ad hoc report, one of the key concerns was that we really need to ensure that the youth apprenticeship movement if you want to expand upon it in education that there needs to be direct connection to the local labor market and there has to be that direct connection with real jobs. We really have to be careful how we go down this path that it doesn't get co-opted by education to be an education program but it really needs to have strong ties to employers and real jobs and it's not probably going to be one size that fits all in different parts around the country. We would suggest that maybe as one of the first steps for action that there be an effort to fund maybe a series of pilots into different occupations in different

locations to help build out that blue print that Johan Uvin talked about this morning. The third recommendation was that instead of youth apprenticeship we call it youth in apprenticeship, just to make sure that there's that designation that it is an apprenticeship effort if that makes sense.

- Then in terms of goals, we would really encourage the development of annual measurable goals for the work that we're working on. We seem to be doing a little bit of everything and not focusing on specific goals so you know, so it really would be nice I think to have some annual goals for us as a group to work on and then hold ourselves accountable for measurements.

John Ladd: Can you give an example

Jim Wall: Talking about, how you want to involve some of the facilities and some of the things that are going on. What do we need to do to and how do we help in the different areas throughout the country where we've got the industry. What is the body doing to help the apprenticeships expand, what are we going to do over three months, six months, 12 months, to help constantly facilitate? I think that's the part of it and to have clear deadlines or achieve milestones. We're going to have conversations about youth in apprenticeship, what we need to do is say, "What is it and what are the milestones? Set dates of what we're going to do to help support that to get that done versus let's just talk about it. All right you can talk about the last session you've had for what, two years. That's great.

John Ladd: So I have to put my FACA hat back on here just for a minute, worst acronym every (laughter). You know, we are a little bit challenged, I like that idea, but I do have to point out that we have to figure out and have to be aligned through the advisory rule of the committee versus the implementation of those recommendations, right? We've gotten a lot of counsel from folks around the department about needing to draw that line very clearly with the ACA. In their view, the committee develops recommendations, and kind of throws them over the wall. We receive the recommendations and have our discussions on what we want to implement or not but we don't co-implement the recommendations with you which is you know, a change from the way these committees have operated in the past. So they do have to remind us that we have to think about that and then think about, and then I think there are still bench marks and timelines you can still put into those recommendations as they you know, if it's been two years, we recommend you know, X number of reports have been implemented. We come back and report against that progress but you know, we can't ask you to engage in the implementation of those recommendations alongside with us.

Jim Wall: In order to move in the Ad Hoc committee, I think we can change our mindset that if we set goals for ourselves, then we have a timelines. What are we doing, what's our goal? Internally, we, in our deliberations, we need to be holding ourselves accountable for putting the timeline of when we're going to get that final recommendation, if we don't ..(unintelligible) is a great example because our goal and timeline is to have a few recognized youth, once we're done and go on to the next. Let's get them in your hands and

we'll talk more. If we don't, actually use the efforts we start down the road, we produce a product we see it successively scratch the surface well, good change course and say okay, well maybe we need something additional to help on that matter, something like that. Without that check or balances, how well are we doing.

Andrew Cortés: I think this is a really great point. I hear very selectively (laughter) so let me just make sure that I heard what I thought I heard and what I thought I heard is that we wanted to ensure that our labor and our efforts are most appropriately harnessed in a way that we are accountable to ourselves rather the progress we were looking to make as a committee, right. Although I don't care for the FACA acronym either (laughter), we do recognize that our role is advisory and so we can set performance milestones around the topic areas we want to address as an advisory committee and hold ourselves accountable to those so that we're not covering ground that is unnecessary and we're not wasting the brains trust that's sitting around this table. Is that more or less what I was hearing out of that?

Jim Wall: Well and also if your liability is to advise, but we're not giving them actionable rules, what are we are doing is putting a strain on the staff people.

Andrew Cortés: And although I appreciate that point, I would point out, correct me if I'm wrong, we could create useable items that the department chooses not to implement. That doesn't mean our work is not worth doing, it means the department chose not to implement those because of their own internal priorities. I just don't want us to feel constrained of the issues that we want to address as an advisory committee. Our advice is our advice and folks can take it or leave it but I agree that we need to make sure that there as honed as possible to be as useable and implementable as possible as well.

Bernadette Oliveira-Rivera: I would just say that John, and I'm not with the public sector so maybe I'm thinking out of term, but you did a wonderful job of setting out the broad goals for the work of the committee as different stages of the process. I'm wondering especially as our next meeting approaches with maybe some turnover, kind of thinking about how to rearticulate what it is that the committee should be focusing on and looking at that as kind of a starting point to measure whether or not we're actually staying on track what it is we're supposed to be doing. I do feel like we are on target but maybe we haven't revisited that in a little while.

John Ladd: I was also going to make the point that it felt like the discussion I was hearing was really setting the stage for a lot of the agenda items for our next meeting, right? We'll be reconstituted, our membership is back in place, it will be the first meeting of the newly reconstituted reconvened ACA with the appropriate time to take a look at how we want to measure our work as the advisory committee. So am I hearing that correctly as well? I mean, this feels like a topic that we are going to move forward through our next meeting in the fall. Do we have agreement around that? Okay great. Thank you. Anything else?

Greg Chambers: So, John, question to you, I'm sure you have a performance method of organization on an annual basis typically for me for performance metrics. Are those things that you can share with us what your performance metrics are? I mean, is your group trying to get this year, next year, those types of things so we can actually do? I think we need to align activities based the bar stools so that we have impact versus small items that may not have the kind of impact that we need to make the change.

John Ladd: I'm not sure I completely understand that question but I don't think that there's a direct correlation between my standards and the work in the committee. I mean, there's definitely an overlap. There are areas that have a clear connection you know, whether it's the policy areas we've agreed to but there's internal stuff in there, there's reorganization and all kinds of things going on that we wouldn't necessarily be asking for input and advice from the committee. So you know, my work in the committee is more the priority and if we're clear on what those priorities are and the areas where we need input from the stakeholder community is what drives the key questions that we have. I think it's pretty clear what our overarching priorities have been for the last two years, how do we grow and diversify apprenticeship and I think everything that we've looked under that umbrella has been connected to those two overarching goals, right. Lots of different pieces within that but I think we want to keep things kind of at a higher level in terms of what the broader goals for the system are but I do think ultimately getting metrics makes sense. Then looking for, some examples is there is huge push to grow apprenticeship diversified for the last two or three years. What have we done since then? What's our prime account today versus three years ago? What was the way we tracked that goal? Well that was easy, right when we set the goal at 375 thousand, we're at 456 thousand today so we've got it over 75 thousand. Our goal is to get 500 thousand by the end of September 30. We have a big gap to make here. I know our growth rate is a little bit expediential. I put those numbers out there every time I speak in terms of what are benchmarks are, what are goals are. Well, we've hit all of our targets. We've been on track to be meet them. We're now at the point where that curve starts to really kind of get a lot deeper. We knew we had to back load a lot of growth right that you can't just put an investment here in apprenticeship and get that number of apprentices here, right? It's never going to be that way. It's not like the training program where you can. It's an industry driven system that you can support, remove barriers, and apply technical assistance but employers have to make this decision as to whether it's in their bottom line interest to take on more apprentices. We've always kind of stressed that with folks when we're setting these goals but that's why you see all these investments coming out and those investments take time to grow and to get those numbers. We've had about 50 thousand per year that we've been trying to get but in the last two, two and half years of the five year growth plan but we have to get 100 thousand apprentices starting in FY17 and 18 hit those targets. Those are big numbers.

Man: Those numbers is it because of the downsizing going on in the military you have a big decrease, just curious.

John Ladd: No the military numbers, I have studied the growth, have definitely slowed in that area because of what you said but we're still primarily only in the Navy and the Marines.

Man: Like 25 thousand?

John Ladd: Ninety-five thousand in our military, a big chunk of our programs. But they've held on pretty steadily to that 95 number for pretty much the last few quarters. We are looking much more appropriately to which states are growing, which states have kind of plateau, which states are declining. We do see strong growth in most of the states and if each state can grow by 10, 20% each year, we can get to that number but not every state is growing. It's definitely a group of high performing leaders states that are growing and expanding and there's a lot of people that just aren't in the game right, they've been pretty static for a long time.

Andrew Cortés: So just to sort of combine both of those comments, I think that it's appropriate that we message, hold ourselves accountable for the goals that the committee sets out for itself but to Stephen's points, we want to make sure that we are as helpful as possible between both the administration and the department as they look to achieve their internal goals. But we also recognize there's a dividing line here. So to the point, what we have done to increase the population numbers, if not ours, to increase the actual numbers, however we put out great guidance that helps people do that. All right, so that I think would be the appropriate measure for us around that.

John Ladd: I think it would be really hard to correlate recommendations here that translate into outcomes in the system there. So it's not incredibly important, and this issue, the ratio issue, I mean, I think the bigger challenge for us is the pace of change is so fast and a committee structure is very challenging if we're meeting two times, even if we met four times a year. I don't think that will necessarily change, right? The pace of change is just so fast in trying to get meaningful input and get the dialogue that we need to say hey, we need your input in this area but we need it by next Tuesday, right. It's just doesn't work in a typical structured committee structure. I think that's been our biggest challenge over the last year is how do we get input more quickly you know, we're doing regulatory work or getting input on how might we modify 29.30 you know, we would have to retrieve a window that we could have recommendations and deliberate. I mean, the pace of the last two years has just been, has really worked against us.

Andrew Cortés: Understood. But I think the ratio work that was accomplished at our last meeting was important, right. Although virtually done, that was time sensitive you know, we were asked for specific kind of feedback around a particular issue. We provided that feedback within the realms of what's appropriate for the committees to address and then the department implemented. I think that's a good example of good feedback in use of the committee. I do want to be sensitive that we have not heard from the labor caucus yet so I don't know if there's anything from the employer sector, any questions that we want to close out that sector report.

Labor Sector Report Out

Chris Haslinger: First off, thank you, the work in here certainly was a lot of stuff to go through the time put into this. We talked about it and when we were looking at it, we kind of would go on the same lines of some of things I've already said that we really felt strongly that just by limiting it to construction is not the best!

- We think it applies to all the different sectors, the approach to increase in each of those sectors is different but it really needs to be more encompassing to be able to work across the board. When we looked at it, what we kind of came up with maybe there's three steps to this, one being the simplest or we talked about action items or achievable items is maybe the first sentence, maybe from the OA is a statement about how apprenticeship works. Or how this could be a great career choice or career path for women or those in underserved populations that you know, for the OA to come out with that, you know, really promote what is apprenticeship, you almost have to provide that education first as to what is an apprenticeship for them. And to do that in the paper, like on page five and six, there's resources and things that they were talking about whether it's a social media on videos and then further along in the document, you have different resources that are available that many of us hadn't seen before or didn't realize were out there. The first step would be a good strong statement from the OA about what is apprenticeship, how it works, and it could be a career path for people in these area and also, here are some resources, and we're doing our best to promote it out with the videos and putting stuff online. That's really the first thing to help people no matter what sector they're in to try to get more women or underserved into an apprenticeship program is let them use this tool, let them know where these tools are and what they can do. So we thought that was kind of a step one.
- Step two, which is laid up nicely on the paper, the training and retention, we've helped to promote the tools that are out there and the different resources. Now, what can we use to help train for that? So maybe there's some successful mentoring programs that we can use as a best practice because you can't pick somebody in your mentor for somebody coming in. It's really got to be identified by what the qualities or the traits of the successful mentor including those in the best practices so you can help work on the training and the detainment is part of the act.
- The third part which we thought really goes into here but you're in that fine line of the regulatory, is with the compliance where you start talking about what could this be changed by 2019 or other regulatory and we thought that if you look at it in three different steps this is a great framework to use, what's in here is really been laid out well and to incorporate that so if you were to divide it up by the steps, you don't have to start from scratch. Here's a great framework you know, to go from and use those documents to put those things together that would maybe be some steps and be some achievable goals. But also factors in knowing that we have some changes

coming you know, the ACA the 29.30 could be doing that. So that's what we kind of came up with for the document that was set out.

- On the high school, we definitely felt strongly that when you're talking about high school, it's really the pre-apprenticeship, non-apprenticeship that really was something that we felt you really have to clarify and do. And you don't want to start using those terms interchangeably and that was mentioned in there about the direct entry, I think it was mentioned a couple of times, we think maybe some clarification on that because you also don't have a direct entry equals entry because then you're into a flooding of the market. And your people have to hope that they're going to get a job and next thing you know there is no job for them because the market was oversaturated so clarifying that direct entry, whatever the office stance is, and on that is clarification is that it's not automatic entry, so really it's more of a fact finding of that piece.
- For an actionable item one of the things we think with the (unintelligible) there and Johan Uvin's already working on this. What about doing some sort of a best practice white paper to let people know where are the successful high school type of pre-apprenticeship programs and how can we use those to look at areas that maybe didn't have a pre-apprenticeship program within the high school? There's a couple people mentioned them around the table today but not knowing how this started, how are they funded, school districts are a whole different high school, how they're funding, so how are they making it successful? Is it a school district funding some? You have employers funding some? Is there third party groups that are doing it, different models that would be good to get back on that. We think it's already working maybe on, Johan's already working on some of that. Maybe that could be an item to get to the next meeting to come back with.
- The last one, we didn't really talk about, but to worry about is we're talking about the high school which was one piece of this you know, here, but that 16 to 24 year old that's outside of the high school segment, is there any possibility and this is me asking, with everything we're trying to push with the RACC and that are there some resources that between registered apprenticeship programs in colleges that could work together to go after that group of 16 to 24 year old that may benefit from being an apprenticeship? Is there some resources that could be put in there from colleges affiliated with the RACC that was just a follow up question I had so, but then we came up with time to discuss.

Andrew Cortés: Thank you very much. Any other input from any other members of the labor caucus? Are there any questions for the labor caucus? Thank you. (Connie)?

Connie Ashbrook: Chris, I had a question. Would you elaborate a little more on your step for part number three, you said look at the training that's set within kind of mentoring.

Chris Haslinger: Under the outreach and recruitment there's suggested solutions which are one, there's one and two and then one, two, five, six, and seven, we thought were things that could automatic, really be an easy thing for John, oh I'm sorry it's page five and six. These are things that really could be quick actionable items because it's talking about referencing other websites and putting out videos. And we thought those are things that could be really implemented right away of like a step one about promoting more to women or the underserved the different opportunities in the apprenticeship program. The suggestive solutions, number three and four, three and four, we thought could actually be changed and also looked at as kind of best practices for areas that have been successful. So we started looking at some of these and if you want to work on the outreach and the promotion piece, there are already some great suggestions here and those were the numbers that we looked at. But I think that it really could be pushed more to promote you know, careers in all the sectors or the opportunities and apprenticeship to women or the underserved areas in that. There was a lot of different pieces in here and we just got it fairly recently and to try and get through all of that, we just didn't have that much time. But if we looked at it from a staged approach of one, two, and three, then really for step one here's a lot of things that they're already in here that are great ideas that could be put out there.

John Ladd: I do have a question. Could you talk a little bit more about the idea of pre-apprenticeship that's at a high school level? I think I understand where you're coming from but I know there is a lot out there, formal apprenticeship at the high school level.

Chris Haslinger: The concern that we have there is where people were interchanging apprenticeship and pre-apprenticeship. I think Jim had that example where somebody went through a three-week apprenticeship where it's not really apprenticeship. It's really clarifying when you're talking about a pre-apprenticeship training model. If you're talking about, and I'm just going to default to construction, apprenticeship for construction in a high school, you have all kinds of different issues with safety, with OSHA regulations, and maybe in the area of IT it maybe a whole different thing. You don't have the different safety requirements that we would have in construction and you really have to watch that fine line because that's where people started thinking well, it's an apprenticeship program and it's not really an apprenticeship program because if it's a registered apprenticeship program, then are all these selection procedures met? Is it regulated? Do they have apprenticeship standards? They have all of these different things that are there that's why we thought you know; the pre-apprenticeship was one that whether it's a high school program, there are numerous different names for it. Really providing that clarification on what's the one versus the other I hope that makes sense!

John Ladd: So you're thinking it couldn't, it really needs to be defined really clearly and may not be able to exist in the construction industry.

Chris Haslinger: At least, I'm just speaking of construction site, I don't think it is because then you're getting into why apprenticeship for you know, operating crane, or

apprenticeship high school, that's a one year type of thing once you have registered for the types of programs that are out there.

John Ladd: You might not be completing your apprenticeship program while in high school but could you start your apprenticeship program in high school and continue after high school? Or maybe we can look at it as can't you start the course work for when you enter your apprenticeship?

Chris Haslinger: Right but then you're into the direct entry language that is it automatic entry or is it applied and what do they have to meet the standards that were in place for that regular registered apprenticeship. There's a lot, and you realize is not an easy answer for it and each sector will maybe look at it differently.

Connie Ashbrook: Well this is where I think the quality framework standard for the apprenticeship would be worthwhile. So for instance, each industry could look at a number of different factors whether to take a certain course, advance standing and start second term. Whether they get points towards the application process, whether they get direct entry, and really defining what is direct entry versus automatic entry and the clarity between the two, looking at this and the industry folks that are participating in this. I think all of those terms and potential continuation or interception need to be for clarification defined and I think the branding quality framework standards is a really good framework for how this is working out.

Andrew Cortés: Quick comment. So I'm hearing apprenticeship aligned activities. There's a couple of different ways you can align the activities in apprenticeship at the high school level with apprenticeship services, you can do it through co-enrollment which does give you credit if you're in the apprenticeship program. The main thing that I think I hear some agreement or reactions to is that for many when people ask what apprenticeship is, first thing I say is it's structuring employment. It's employment that's structured to teach you your occupation and you perform the occupation which combines on the job learning and related technical instruction. Structured employment being the first to work with that. A high school generally isn't able to be employed while in high school. So I think that's the tricky part because it's like yes, we want people to start their apprenticeship pathway as thoroughly and as effectively as possible. But we're also recognizing the fact that you have an entire senior class enrolled in a high school apprenticeship that doesn't necessarily mean that each one of them is going to get employment within that apprenticeship occupation upon graduation. I think the cautionary note that I'm hearing from committee. I don't think that we're in any disagreement. I'm actually hearing nothing but agreement. It's pretty impressive across the three sectors that we have this much alignment between our comments that we didn't state that in the audience. But am I hearing that accurately? From your perspective, Chris?

Chris Haslinger: Yes, it's probably and just again, I'm falling to construction, you really have to watch that fine line because you're saying that the employment piece and if they're in school and they're going through it. But if there's no on the job learning as part of it,

then it's not setting the true definition of an apprenticeship program, you know, it's a, you know, whatever else you want to call it.

Man: Even if you end up providing credit as a sponsor for somebody who will gain a practical skill application with credit for that on the job, right. It's a legitimate program in high school, getting training in whatever it may be and they're going to get credit and so you go through so you know, maybe at the end of the day. I think it's important to note that when using an apprenticeship it can be a vehicle to greatly expand apprenticeship but it's not, it's not apply in every occupation, every industry, and every vocation. I think it's certainly a discussion that we had via ad hoc committee, we were looking at not just, not a school based program but a program in cooperation with the school would include actual employment and release time from school to going to the workplace at certain periods of time in the program. There are models doing this but you know, construction is among itself with the nature of the work and the way the employers are structured and the transient nature of it, the safety issues, just a whole lists of things that create issues there. But if you look at other industries, health care, IT, manufacturing, many times you're dealing with single employers in the communities so you don't actually have the safety issues and other things that are barriers, in the construction industry, but getting people on that career path. It's not going to be everyone in high school but there is significant suggestions that could go into those areas and be quite successful that it could be a model to speak but I think we all have to realize that it's not going to fit everywhere and there's prohibited occupations that are going to include that right off the back.

Man: I did not complete an apprenticeship program. This is something greater than an apprenticeship program. I think it will be full integration between the partners to the point where you won't even have both partners sign off on the standards. You know, this is a sponsor thing and you're pulling in the related instruction. This is truly a partnership with an agreement and there are a lot of ways to really approach this with technology, I mean clean simulator and they're filthy but you might. So even though they can't get on an actual crane, you might have a simulator they can get on and learn to run a crane through a simulator. Not going operate, 200 or 100. But if you want to there is sort of that we going actually do even though you know, legally where we can't compensate, technologies really solving a lot of problems and you can bring them in to actually do some of that learning with that technology.

Connie Ashbrook: I feel like I want to echo something that was said by Andrew quite eloquently, it seems like the goal is we want to provide you with opportunity to connect with registered apprenticeship programs in a meaningful way that values their experiences that their getting through CTE and through other like pre-apprenticeship programs that may be out there. My concern is when we try to say that youth are in a registered apprenticeship program at the time of their education in the K through 12 system and/or in other outside systems that are truly not a registered apprenticeship program I believe that we should get them to make it separate. Make it very clear that it's not one of those things, because again, at least for construction, it would be almost an impossible challenge to make that happen and we don't want to give missed information that, or false

expectations so by calling it apprenticeship and using apprenticeship. We just need to assess what we're going to call it; we just need to be very careful at defining exactly what that means. I believe there's a great opportunity here to work with our partners and really think creatively about how we expose this group to different career opportunities and the advantages of the registered apprenticeship, and how we articulate with partners. To make it that any one person within any of these systems can access whatever services they need or are interested in it at any point without including credits from the work that they've done, but I do want to make sure that I don't believe that registered apprenticeship at that level.

Greg Chambers: Where is the, you know, just the Chris what are the standards, and don't think, even in the so as a partner, they've standards, they've related you guys shared back and forth between the sponsors and you have a full on partner within registered apprenticeship. I still wouldn't call it youth apprenticeship. I'd call it registered apprenticeship and have the high school as a partner so I think we're getting hung up a little bit on the labeling issue. Registered apprenticeship is registered apprenticeship and some things are going to work in some industry sectors that are not going to work in others that don't mean it's wrong to do it.

John Ladd: What would be the trigger? What is the trigger?

Jim Wall: So there's lots of good examples of the intentionally a line of productivities at a high school level. You know, I used to run an alternative high school type program and they did practical practice method and that are employers. They get a lot of credit for that within the apprenticeship sponsor because the relationships, right. I think there was what we were talking about in terms youth in apprenticeship they are employed it might be two days a week initially. It might be during the summer but there is that connection to the employer. I think that's key. I think that's one of the things we're trying to stress is it has to be an education to the initiative but it actually ties to employment so I think employment is the trigger. So whether it becomes employment or registered apprenticeship and whether that's happening while they're in high school becomes irrelevant.

John Ladd: Well it sounds like it's not irrelevant for some folks.

Jim Wall: I think there's a requirement in many programs that you have a high school diploma.

Greg Chambers: So just two things, I guess both are for John, the one thing that you look at this is you can come up with the best thing you know, a lot of great people here and put all this together. You've got a great model, but now you also have what, 29 states that may look at this and be completely you know, different mannered than that and then let's say that we clearly say that it's pre-apprenticeship I'm just using this for example. We say that the pre-apprenticeship model in high school or apprenticeship you know whatever the term we're going by and then the state says, "That's great, but we're not doing that. We're a pre-apprenticeship." You know, that's also a whole other piece is that some of our

apprenticeship programs operate under this thing called (unintelligible) joy that we get to deal with that too and there's certain things that you know we may want to deal with a pre-apprenticeship or working with things will there also be departmental working together to maybe clarify, okay, they're not participants of your program because they're not apprentices but you're trying to work them?

Andrew Cortés: A lot of comments on that. Are there any further comments from Labor? Well you know, again, we are in agreement and alignment. It seems like with the youth apprenticeship issue we've got work to do. Some of these were talked about is articulation because we don't want to (unintelligible) but then again, we also don't want to include (unintelligible). It felt like comments around the women's work were incredibly useful and contains good information now. So it's feels like everybody was in pretty strong agreement around that so I wouldn't imagine anyone would have any strong objections to the department pulling what they can with current grantees. I also heard that it made sense to have folks go beyond construction but to pull that out. Potentially the field guide and specify that as we may with other targeted sectors but make the white paper more broadly around increasing diversity within apprenticeship as a whole and to stage that. That's also accurate the folks were agreement say knowledge (unintelligible) along that.

Man: When you say pull that out, the construction, is the same thing being done for all because if you don't then you're segregating again. What I was suggesting and where the public sector was suggesting and thought that the agreement around was potentially addressing the issue specific to women in construction as they were tasked but have white paper itself be brought.

John Ladd: So would there also be field guides for other industries sectors as well?

Andrew Cortés: Yes, that's the discussion point. Its women in construction makes sense to focus on first because of the work that's already been done, the expertise that already exists, but then to determine other sectors to focus on to pull out for field guides. The behavior itself should be around diversity and apprenticeship. So we were hoping that potentially a draft field guide for women in construction and a draft white paper around increasing diversity and apprenticeship could both come at the next meeting. That is more or less what I was hearing. Then, again, just to reiterate I also heard, I didn't hear any disagreement around taking the good work that has been done and utilizing it to the extent possible with existing grantees and upcoming announcements.

Man: Andrew, the (unintelligible) group we talked about one other thing on women in construction and that was that we should explore opportunities to incentivize the industries and occupations that women gravitate to. You know, we kind of approached it from the fact that construction is the largest segment of apprenticeship so it's a harder segment. But some women actually gravitate towards certain occupations. What are we doing to enhance that and incentivize it, whether it's healthcare or some other occupation? We need to be looking at that because the bottom line is the goal is to increase the number of women in apprenticeship as a whole. So whether it's dealing with construction and

trying to make things better there, or trying to incentivize and increase the occupations that women are already going to. The bottom line is to increase women.

Man: So let me just clarify that comment a little bit to make sure I understand it because I've heard of the apprenticeship use in general across-the-board. I wasn't hearing any of the specific tactic to bring women to a particular occupation although that may or may not be a good tool. I would just hate for us to be in the business of trying to second-guess where people might want to go, right? and diversity within apprenticeship as a whole, right? At this stage and then that they're going into already.

Man: So you suggest that we look at maybe in that field test?

Man: But not excluding everybody else, but...

Man: Right, I get that, we had to deal with occupational segregation as well, but if we could grow apprenticeship and have childcare, healthcare, and grow the number of women. But we're not necessarily promoting opportunities for women to move into other higher-paying occupations and high wage occupations. So you're going to deal with some occupational segregation issues within the industry as well. We are looking for equal opportunities within the occupational spectrum.

Man: Right now, understanding the place where we do have industry that we have a representation of a woman and minorities present, how do we get in a position to do it effectively? I think that's part of what we're looking at, is not just a traditional industry it's new industries coming forward, right? We came to you with the need to try and help us. But our industry has these other needs that you're trying to help us figure out how to bring those positions forward. That has left us with a lot of room coming into these roles with definable career paths now instead of I got a job for you.

RECOMMENDATIONS FOR THE NEW ADMINISTRATION

Andrew Cortés: So that was a pretty rich discussion where I heard a lot of agreement. I feel like there's some pretty good marching orders in terms of how do we best present this work and lift up what's working and also help address all of these issues at our next meeting. So with that in mind unless there are further comments on that I'd like to just go ahead and transition directly into the recommendations for the next administration in the interest of time and keeping folks getting the input from everyone while they're still here. Let's delve into how we can be most helpful at our next meeting. So I'll just open that up. John, if you want to chime in!

John Ladd: Sure. It might be helpful here to kind of talk about some of the general transition issue that are likely to be coming up over the next couple of months. In the short term what we're looking at is that all the current memberships for everyone here expire in July. So we're in the process of putting together the next membership package, we ask for those of you that were interested in continuing to serve, so we've got that input. Some

folks said they're not going to be able to serve moving forward. So there is going to be a little bit of turnover in the committee but what we're trying to do is make sure that we have a fully constituted committee, in place moving forward as we're entering this next transition period.

What typically happens though in a transition period is the next administration comes on and usually disbands all the existing apprenticeship committees. Now that may not happen this time around but that's typically happened. So even though we have the committee, if we expire prematurely, we want to make sure we have the committee in place so that we have the opportunity to continue to move forward. But I do want to forewarn people that there's always that potential that a new administration will come in and want to make their own selections for the committee. So just be aware of that, but we're hoping that doesn't happen, what happened this last go around is we had a big gap between the final committee meeting of the last administration and the first committee meeting of this administration. Because it just takes time, you know, as the advisor you've got to get people on board, get things through the process. So, hopefully we won't have a big gap between meetings but we will plan on having a meeting in the fall of the newly constituted ACA. Beyond that we will be entering a little bit of a murky period. I do think there will be an opportunity in that gap or in that initial gap after the election to have this committee put forward recommendations about, what were the efforts? What worked as part of the efforts of this current administration to lift up apprenticeship to grow, expand, and diversify apprenticeship? What would your recommendation be to that next administration for what works should continue? I think that would be really helpful for us if you're overall evaluation of the efforts of this administration and recommendations for moving forward.

We'd really love to have some initial conversation and will likely have to continue in the fall but, you know, what do you see as what's working, right? What would you recommend, be continued or expanded upon? What do you think can be improved? What do you think some of the efforts have been that might be shoring up, need to be tweaked, maybe they're not working at all, and you think we should go in a different direction? What else needs to be done? What are some of the things that maybe we haven't been thinking about or focusing on that you think the next administration should be taking a look at? So I'd love to get some additional conversation going here, but I think not necessarily a big white paper. I don't think that's really what's needed here. I think something short and concise with some top-level recommendations or principles or something to be a tight concise document. Something for the transition people and say, hey, here's something that our committee shared with us as things that they see working and/or things that could be improved. So that's kind what we would be looking for. More than just saying continues to look at that.

When they first come in the training piece or oversight can or can't do in our role. Something that can be put together that's short and concise on here's everything that has been worked on the last two or three years and here's what's open right now. Because for some of us we may have talked about something two meetings ago and it's in your staff is working on it but we've moved on to something else. Maybe it's a, I don't want to say a cliff

notes version of what the ACA is currently working on, but also be a refresher for some of us that we're working on that. At least then there's kind of an overview. I think that would be something beneficial.

Brian Turner: I think that would be really helpful and a great resource, but I'm trying to think a little bit more broadly in terms of like the policy implications and changes that we want to consider. What I'm thinking of here is not necessarily appropriate for the ACA but I'm going to go ahead and say it anyhow. Our approach as a country over these last couple of years is just to do more and more sort of what we've done, more sponsors, more funding thank God. We need a lot more than that but I'm wondering if it isn't possible to do sort of a meta-analysis looking at the countries that have successful apprenticeship engagement. Not the details of what they have but have the alignment of education and work to school-based learning and work-based learning. They have coordinated efforts among groups of employers by industry and by groups of unions by industry looking at apprenticeship. All of this is part of a system that's meant to work. I think that just doing a little bit more, and a little bit more, and a little bit more of what we've always done isn't necessarily going to get us where we need to be. I'd like to say that in the countries I know a little bit about, Germany, Switzerland, Austria, and how far behind Australia would be, but in those countries 30 or 35% of young people go straight from high school to a four-year college degree. The other 70% go to apprenticeship. What's our percentage? What are we doing for the half of the population of learners that aren't going to respond, not going to thrive and in the theory first classroom environment but to be tremendously bright, but we don't serve them. We defined them as failures. So I just wonder is there a way without getting into detailed research we could just identify what are the common features of countries that really pay attention to frontline workforce education and training compared to the U.S. I've had sort of on the side of my desk for 30 years of how much does the country spend as a country on post - on workforce training? The U.S. is, you know, we're down there with Uganda, no disrespect to Uganda, but it's, you know, there's dozens and dozens and dozens of countries that made this a higher priority financially as from the federal government. So just features like that to just lay out, we don't know how far behind we are. Without saying we want to copy anybody but looking at this very broad category, alignment, education, employers, laborers, investments, and put a picture up and okay here's the map of the world leaders where we are, you know?

Bernadette Rivera: Well I have several thoughts. One, is that the work on apprenticeship has been accelerating we are kind of at a point in time which could be especially as John says, we have a good curve, but there's the other side of that, we're moving into a new administration. We're moving into a time when I feel like, Brian, is not just about the numbers. What about the quality of what's being done and how do we not just focus on numbers but on quality registered apprenticeship programs and making sure that we're sticking to that goal? I feel that's kind of the next step because it's more than the numbers. Part of that which I think is very hopeful is the cross departmental work that's begun. HHS, you know, we have to grant ourselves from HHS. We're not doing a registered apprenticeship but we're bringing in all the work based learning and that could definitely lead into a registered apprenticeship program using health and human service dollars. So I

just feel like I guess kind of taking off what you said, Brian, but we really need to look at the whole variety of programming that isn't just DOL, you know, that it's cross departmental and that can build quality programming and go beyond where we are right now. Because for me, I know a lot of apprenticeship programs where it is just about the numbers and I'm not sure about what the real jobs and quality look like. So that concerns me. I think the construction trades bring so much to the table in terms of excellence and the level of excellence and a lot of other apprenticeship programs could learn from. So I just think there's a whole lot of work to do there and I think that it's very important to focus on next.

John Ladd: I really think that right now for us to market the ACA to our interagency partners. I mean our champions are going to be gone, and the rest of them. The person taking their place we have no idea how they (unintelligible). So we need to develop something that actually markets this group to our interagency partners telling them, here are the advantages, present our needs to them at that point in time right out of the gate. I think we really need to attack that point we made a lot of progress in our interagency outreach and we can't afford to lose that. So we have to develop something that sells this group to them that we can be an asset to them and here's why you should come to those kinds of things.

Connie Ashbrook: So we'll add on to that. As much as I agree with that I think you should also consider how we can expand beyond the interagency because while the administration may change, I have several partners that won't. We want them to be our stronger vocal advocates to any administration saying we got great work from ACA. We want to continue to get that work and they will feel that encouragement internally and externally.

Andrew Cortés: With that in mind we need to, one, talk about why apprenticeship make sense, two, do a meta-analysis on broader apprenticeship in other places. Three, here is the great work that we've done but also some of the agency's work. Then four, market ourselves to external champions so we have continuity in terms of agencies but also the value that partners and incoming administration are getting around the ACA, apprenticeship, and why this work is important and so forth. Does that sound more or less right from what you were saying?

John Ladd: What the office of Apprenticeship has done well, this is doing well, and they're reaching out to the industries. You're getting out of the Stone Age into technology. I think that over the last 12, 15 years, I think there's been a real change but it's accelerated here in the last 3, 4, 5 years even, and you see it right now. I mean you got the healthcare outreach, information technology outreach those things are coming up. Telecommunications outreach, these are all things that are happening where we're going to new industries and that's something that I think has to be firmly embraced. I think you're also starting to understand that our society as a whole has changed. You said it before, it's moving quickly (unintelligible) just getting started, about to go fast. If we don't continue to communicate on this and change the model of apprenticeship, apprenticeship is critical, it's necessary, it's essential. Not let's burn it down and rebuild it. We have to start looking at it as these people came here for a career. What we are selling them is a career pathway. Those

careers a lot of times don't last 20, 25 years anymore. If we don't find a way to really support changing the data, that's one of the things they have to work on, let's hire, get a budget for some real data people so we can capture the training that's happening. How do we help the state's that right now are so confused with what happened federally? You guys have got great outreach to the state to where there's some consistency starting to happen but it's not moving fast enough. What we hear from the federal level is this. At the state level that's different. We need to continue this from a (unintelligible). We need to continue to support states so that there's that consistency because workforce without order, you have to start looking at this, you've got to start with this problem. Workforce without Borders, if you have a credential in the state of South Carolina that's great, but what if something happens to your job, you've got to go to North Dakota and Nebraska, let's figure out how to streamline that profit for the employers and the employee that wants that career pathway. The other one is I think you've got your communication piece. Remember your target audience. The number one sell you have to make is the sale to employers. You have to continue to support this entire group to get the employers to see the value of the retention, development, career pathway, for their employees. Because the benefit of grant dollars in that type of thing is a fantastic opportunity for employers to take advantage of but retention is what I'm interested in. Development of that person's character is what I'm interested in. You just have to help me get in. So, I think that's part of the partnership that happens around the ACA. If we do this well we may disagree and several of us potentially will but we learn from each other. I think that is what helps it is helping each other to see that. So there's some high-level, low-level, block-level.

Man: Thank you. I think the success that carries over, the challenge is the transition to a new administration. This administration had the champions as well as the Secretary of Labor and, you know, (unintelligible) turns out to be a challenge. But I think what has been successful is repositioning apprenticeship as a path to a postsecondary credential. I started on this and that wasn't the language that was being used. So I think that helps with a lot of issues. It helps with getting young people engaged in this. It's no longer a path to apprenticeship. It's a pathway to a career and it's postsecondary. I don't like to say it's an alternative to the traditional path we gotten away from that. But it is a postsecondary credential that I think positions it well where young people are looking at career options and I think it's been real progress on that. Hopefully that will continue. The other side just connects all the systems and the champions and they've gone beyond just the traditional industries that have apprenticeship that's been successful. Being able to have industry champions is going to be very helpful in reaching this transition to a new administration. Third, is there's congressional support for funding and its bipartisan support and that accomplishment over the last few years. And then, Cheryl, you mentioned that the cross systems is important, and it's not just at the federal level and state level, and the local level and that brings resources as well as important policies. I think one of the things I would like to talk a little bit about with the next administration is the transition. Really apprenticeship is, we don't really talk this way but it's a (unintelligible). We had a little conversation I know (unintelligible). Maybe apprenticeship belongs to department Commerce, economic development issues. Specifically with nontraditional apprenticeship programs and getting employers involved, Commerce may be an easier sell than the

Department of Labor. We should have Commerce involved in the committee talk about economic developments potential jobs, we did have Mary Ann here earlier from the MEP Center. She is one of our ex-officio members.

Van Ton-Quinlivan: So my comment may be in different words. I think it's important to remember that we sit at the skills table, right? By cutting into the bar option we became one of the many, we gained a voice. Because that's how the table got enlarged where having a bipartisan support, we got the employer community, we got the labor community. So I think it's important to figure out the agenda and continue to do that. The other thing that we have now that we didn't have a few years ago is the technical assistance infrastructure. The, kind of, the leaders in all sorts of these communities that you can actually deploy whoever's in the administration to make sure that whoever gets appointed here's from the apprenticeship community in the broadest way under the skills agenda. I think those are all very powerful and once people get appointed the integration, the connecting systems, that stuff is hard work, but that's the stuff that looks at scales. And to Scott's point, I think a lot of people around the table with his comment about, you know, kind of what is. I know in California, he was saying that it used to be in the area of automotive and electric vehicle 20, 25 years for a technology cycle. Then he said hybrid and electric vehicle and now it's a fuel-cell, it's not even, every two years it's run on a third-generation of fuel cells. Imagine how compressed the technology cycle is, it's almost - the challenge is to figure out from an education side how to move education to keep up with that kind of cycle because they are having a hard time. Then how do we accelerate or how did you conceive the process that could actually move that back? Maybe it's not the full long registered apprenticeship process. But maybe there are other processes that can help keep up with the skills (unintelligible) country.

Man: I think that's one of the key things they've done is talking about (unintelligible). But I think the involvement of the industry associations are going to be critical to not just help us take the apprenticeship to the industry. But to help states and the Office of Apprenticeship understand what's coming because to your point that's one of the struggles we have. We've already changed the requirements of the position. I just got credentialed here, now I have to go explain to the State it's a vicious cycle. Now if we figure out how to utilize those associations, they have a little more timeline. Maybe that's how we open up a pathway to get you the educators supporting them which is what you're looking at with this last RFP if I'm close. But it would definitely be exciting.

John Ladd: So I mean we can anticipate potential growth and change of position and not have the ability to (unintelligible). However, that's one of the beauties of registered apprenticeship. They can adapt to the program around the credentials that are changes. One thing I just wanted to build on a little bit is I really like that are changing. We spent a lot of time developing our leaders. How can we now utilize the fact that we have these leaders to our advantage at the ACA to express the importance of apprenticeship to the next administration? So the ACA, let's say our next meeting, we come up with a high-level summary and recommendations around this. Having to choose to deal with apprenticeship maybe, I don't know, I hope not. But the value propositions universal so if we make that

my proposition at a high level. We have nice summary documents. Here are the things that are working well. Here is what we need to know. We all signed off. What happens leaders also signoff? We endorse the state and provide the ACA recommendations. Apprenticeship says all of those international companies who are now our leaders. I don't know there because we have champions in the private sector. You know, those companies are - they are appropriations. We might as well take advantage of that fact, right? So I just want to put that on the table as well because a lot of your suggestions here and I think we need more voices. Are there any comments or thoughts?

Man: At some point we need to broaden the message to the general public. I keep thinking back to mass media and PSAs, someone like Mike Rowe to be a spokesperson to include in, a registered apprenticeship program. Some of the things that are on TV whether it's cable or otherwise use marketing. The military advertises! We need at some point to be taking at least a portion of the investment to speak to the American people and promote the career path outside of our base of industry and labor and the people that are already involved.

Man: Just to echo that a little bit. I can't tell you how many times I'm doing work, organizing employers around registered apprenticeship, I got a lot from the Department of Labor video around apprenticeship. We had software; we had people on the street to reconsider. I organized 3,000 just by using that video. You hit all those notes and you can rotate it to show people. I do think that you can do that and to your point, every tool that's come out that's been something different, they do something different showing a different aspect of registered apprenticeship and the power that this vehicle has! I just wanted to make that point that marketing works and very, very well to promote apprenticeship. I have one more that I forgot to say, John, you need more staff not better.

Bill Peterson: I mean over the last five years, actually December of '11, we put 70 new programs and I've got to say I didn't have to go promote. I mean I had to go out to the company of the request but these are all employers that have no other course. They've waited so long and pretty much tried to get around it so they could hire. So I've got another 40 programs and most of them other than about 5 of them last week and I haven't made an initial (unintelligible) they want of apprenticeship but I'm getting them every week. I don't see that slowing down. I think part of that is because of the administration, the Department of Labor being out there promoting themselves and I think that's a good thing. I've been in this department for 24 years and I haven't seen this much activity in the first 19 and we have six staff people, I could probably use another two, but I don't see it slowing anytime soon. People keep adding shifts. They keep adding, we keep adding, you know, female minorities for the next two years. I mean those are unheard of numbers, you know, and that's not even counting General Motors, and Ford, and all our small companies. So I think the incentives, they like it, but I don't think that's going to be a make or break it. The only thing I see with the small employers, their first question is what I think is good for them, the first thing they say is we don't want to train people and have them go down the street. I know that's different in Europe and all that because there's a lot of people involved in the apprenticeship system. But, our smaller midsize companies, that's the first thing they say. How can we make sure that these people stay, so we can get some return on our

investment and we're not training people so they go down the street for a couple bucks an hour more. I worked something out with them and we do something, because, truly - we don't want anybody to begin our program and then drop right after graduation. You guys keep doing what you're doing. The only thing I would say is that in the grant, I know we have four years and three months left and I don't know how often you're going to go in, to do a compliance or review. I talked to many people. There's a whole lot of people that are having a hard time coming out of the (unintelligible). Understand that that there's program that are for the price of that and they have a certain amount and they hit it. I'd like to see maybe something, worked out and agreed with because we're trying to (unintelligible), at the same time as ours. So we're going to work something on that, but I'd like to make sure that if there's something that's, behind this baseball and we think we can get more presence, I don't know how you'd do it but there's a team.

John Ladd: A lot of the materials we just put out there on the table, and in our next meeting some recommendations at a high level for the next administration.

Man: What are we missing?

Man: I do think we're missing the technology on it. I asked you about all that. I guess you guys can't do that.

Man: Everything comes through, whereas Handicap has not been able to market programs for apprenticeship, but that's a big issue

PUBLIC COMMENT

Andrew Cortés: Yes, it would be great to then refine that and have something that could be ready. I think that would probably be the primary focus of our next meeting beyond getting the updates. So is there anything else that we need to produce for you. We have to make sure we open up for public comment and hope people will catch flights. So we'll try to wrap that up pretty quickly. Speaking of which, we are going to go ahead and open the lines for both public comments. We have a few folks of the public right here right now. So if you could let the operator know to queue up all the comments, I would appreciate it. Do you want to come up here?

Sarah Liles: Good afternoon. My name is Sarah Liles. I am from Chicago and also the Secretary of the board, at the Chicago Women in the Trades. The numbers of women and other people in apprenticeship, that's been really inspiring. I wanted to say that at Chicago Women in Trades, we have observed that while on average, women can complete apprenticeship at nearly the same rate that men do, the number of women of color drops off drastically at every stage from entry throughout every level of work. Therefore, I have to ask our committee to consider, the Ad Hoc Committee increasing women in construction, to consider an accountability tool for apprenticeships that will measure the experience of all apprentices and ensure that women, and particularly women of color, are provided

equitable training in every aspect of their trade to work experience and to hours worked. Thank you.

Kimberly Brinkman: I just want to reiterate the appreciation that we have to this committee for doing this work. My name is Kimberly Brinkman. I'm a member of local 17 for the last 18 years. I am also a founder/organizer of Minnesota Women in the Trades. I just really wanted to bring forth the voice as far as I strongly advocate for raising the hiring goal. I would like to take a moment to tell you why. Basically there's a dissertation that I listened to from a woman named Heidi Wagner from the University of Minnesota, the panel that asked for questions for her, you know, grade on this, a pass or fail. It is amazing the information that is in here that she researched and came out and based a conclusion that if it was not for hiring goals, women and people of color would not be in the construction industry. So I would like to submit that for any of you that wish to read it. The third project that I wanted to bring awareness to was Women of Saint Paul, our state capitol, has a renovation project that's similar to what's going on out here. I was able to work on that project, thoroughly enjoyed it. While I was on this project, I wanted you to know that the subcontractor or the general contractor that had that project almost lost the bid. Then we may have almost lost the bid when human rights called them out and they were not meeting their good state efforts nor meeting the goals on that project. It was just a standard hiring goal. What happened was they hired a female diversity manager and brought her on staff and she hit it out at 34% minority participation and 21% female participation. I'd love to leave you this document also. I also want to bring forth that while on this project, there was a male who'd harassed a female. She came forth and brought forth her complaint, and she was not invited back to work. The company was aware of his behavior and he was left on site to harass three more women. Those three women came forth and then the issue was dealt with. I want you to understand that this high percentage of women in the trade is also a safety issue on our behalf. We're stronger in numbers. We have a voice and we can support one another. There's a whole article the Women's Press in Minnesota had given to Minnesota Trades Women and JE Dunn Construction for being game changers for 2015. So I think that's really important too. The other issue that I wanted to bring forth that I'm really proud of Minnesota was on the day March 21st, 2012, they raised our minority hiring goal from 11% to 32%. There is amazing data that is out there on the success that they have had creating a demand. I would have had that if the computer had not messed up. I just really encourage that research on that data because it's really important and it's really good. I just really want to thank you guys again. I really believe that if you just take a little bit of effort and look at the women and people of color in nontraditional occupations that the entry levels may, or the entry pathways may be a little different, but I really strongly believe that a lot of our barriers exist for us across the table as far as the apprenticeship. Also, had brought up about the research, Andrea Hansen from Jobs for Justice did research recently. We're waiting for that conclusion to come forth, but she specifically targeted a few areas wanting to extract the success. I'm really appreciative that you brought up it's not just the number of apprenticeships we're trying to do. We are really, truly trying to make careers. I believe strongly that to create that demand, there's going to be security at the highest level which has to be a journey worker. If you create that demand, the apprentices and pre-apprentices are going to come in on our coat tails and

they're going to have successful careers. I thank all of you guys so much for the work you're doing. Yes. They're in Japan. They develop here, yes.

Man: Nashville?

Kimberly Brinkman: Nashville, correct, wonderful favor, thanks.

Andrew Cortés: Any members from the public, private here that would like to comment?

Toni Wilson: Hi, everyone. My name is Toni Wilson and I'm with our Department of Labor Division of Youth Services. I have met some of you before I worked with the YouthBuild program. I just want to make a quick announcement. I know we've talked a little bit or the committee has talked a little bit in reference to technology. Next Wednesday we're doing, the Division of Youth Services is doing a presentation on a new app for young people on their phones in reference to connecting to career opportunities, explorations, and placement. The app itself has been mostly designed by young people, so we've gotten that feedback. I did put some information out to make sure we can send something out, but it will be all electronic. It's something to both look at for apprenticeship but also even at the starting place of thinking about maybe where we can take this for the next level. I just wanted to highlight that.

Andrew Cortés: What does the app do?

Toni Wilson: It's called Get My Future, which is getting career and job information into the hands of youth. So what we were talking about in reference to good information, there's videos, just kind of best practices of employment. But it's also kind of direct in your area what are some of the opportunities, job opportunities. People use programs that you can connect with some of the things people who are dealing with criminal backgrounds, there are resources around that. So it provides all of that information, but it's done through an app and so we can get it into the hands of young people. So a good place to start that technology.

Andrew Larson: Well, I'm not really the public, but, I would just like to make a comment on, I understand there are people not in the room. I'm Andrew Larson. I'm the national project coordinator for the IUPAT Job Corp Pre-Apprenticeship programs. Since a lot of this discussion is centered on Pre-Apprenticeship, because that's really what it is, there is no apprenticeship without fully, an indentured apprenticeship, especially, building trades programs. So anything that comes out of the school system has to be under that guise, I would say. Otherwise, there is a different category where somebody can reach at least full employment at a younger age than 18, which you can't. But that's really the pipeline that we have to reopen. That was a pipeline we had for many, many years in the public school system which supported building trades, manufacturing trades, machine trades, all of those skill trades were shut off to us. I don't know when that decision was made, sometime long after I graduated high school, but we have an opportunity to reopen that again. I think that's probably the most vital thing we can do for the economy if we help people who are

looking for jobs. It's really going to have to come from the Department of Education and the Department of Commerce. So I would suggest that maybe this apprenticeship committee could be expanded beyond the Department of Labor. Somebody mentioned down here to include commerce, to include education, and to have people input from all those agencies rather than just us speaking them up ourselves who have been involved in this for a long time. It's really a broader issue than any one agency directs. So I would make that recommendation. Thanks.

Andrew Cortés: Great. Thank you. Anyone else present that would like to make a comment? I also open it up to anyone, any member of the public on the phone lines who may want to make a comment.

Operator: We are not showing any comments in queue, but again, it is star one to ask a question or make a comment.

Andrew Cortés: No comments.

Operator: We're showing no comments at this time.

Andrew Cortés: All right. Just on more from someone who had to leave a little bit early but left written comments here, I will submit some questions and suggestions regarding some of the discussions we have had here, especially around pre-apprentice registry of apprenticeship. I will submit that for the record, but I just wanted to note for the record that IDW local 134 in Chicago and also a teacher at a Career Academy in Chicago submitted a comment. Aside from that, we can go ahead and close the public comment period seeing that there are no further comments. Closing remarks?

John Ladd: I want to thank everybody. You know, this committee has been just a remarkable committee over the last couple years and I know we couldn't have gotten through a lot of the efforts and initiatives that we've tried to launch this year without your great council and advice. So I just really want to say I appreciate everybody. We're hoping we'll be seeing many of you back here in the fall. But for those of you who aren't, I just want to thank everybody for their service and say how appreciative we are here at this Department for all the great advice. So thank you so much!

Andrew Cortés: And to echo those comments, I just wanted to extend my gratitude to everybody on the committee the time and effort and good work. I mean, collectively to advance what I feel is the preeminent system in this country. There's no better system. We just have to inform the rest of the world about that and make them drink the Kool-Aid that we all have. Take a break. All right. I don't know, I don't have a television, so that doesn't impact me (laughter). But seriously, I really appreciate everybody's efforts. We all do good work together! So I am looking forward to continuing our work, assuming I'm here with you all going forward, I know that we will. So thank you very much!

Operator: That does conclude today's call. Thank you all for participating. You may disconnect your lines at this time.

CERTIFICATION

As the Chairperson of the Advisory Committee on Apprenticeship, I hereby certify the accuracy of the June 2016 Summary Meeting Minutes.



Mr. Andrew Cortés
ACA Chairperson