



Secretary's Advisory Committee on Apprenticeship (ACA)

ADVISORY COMMITTEE ON APPRENTICESHIP (ACA)

Meeting Minutes

Location: Virtual ([Webex](#))

Date: September 27, 2022

Time: 1:00–4:00 p.m. Eastern Time

1:05–1:15 p.m.

CALL TO ORDER AND MEMBER ROLL CALL

Mr. John Ladd, Administrator for the Office of Apprenticeship, opened the call. Mr. Ladd greeted the committee members and the public and noted that all meeting materials will be available on www.apprenticeship.gov.

Dr. Pam Eddinger, ACA Chairperson, then read the names of ACA members on the call.

MEMBER ROLL CALL – EMPLOYER, LABOR, AND PUBLIC REPRESENTATIVES

Employer Representatives:

- Amy Kardel, Senior Vice President of Strategic Workforce Relationships, The Computing Technology Industry Association (CompTIA)
- Carolyn Holmes Lee, Executive Director, The Manufacturing Institute
- Noel Ginsburg, Founder and CEO, CareerWise
- T. David Long, CEO, National Electrical Contractors Association
 - Delegate: Jared Karbowsky
- Obed D. Louissaint, Senior Vice President of Transformation and Culture, International Business Machines
- Karmela Malone, Senior Vice President of Claims, The Hartford
- Timothy Oberg, Assistant Director, Independent Electrical Contractors
- Valerie S. Richardson, Director, Workforce Development, Prisma Health

Labor Representatives:

- Raymond W. Boyd, Assistant Director of Education and Training, United Association of Journeymen and Apprentices of The Plumbing and Pipe Fitting Industry of the United States and Canada



Secretary's Advisory Committee on Apprenticeship (ACA)

- Daniel Bustillo, Executive Director of the Healthcare Career Advancement Program, Service Employees International Union
- John A. Costa, International President, Amalgamated Transit Union AFL-CIO/CLC
- Stephanie Harris-Kuiper, Executive Director of the Training & Development Fund District 1199J, American Federation of State County and Municipal Employees
- William K. Irwin Jr., Retired Executive Director, Carpenters International Training Fund
- Michael C. Oathout, Director of Occupation, Safety & Health and Apprenticeship, International Association of Machinists & Aerospace Workers
- Vicki L. O'Leary, General Organizer and Director of Diversity, Ironworkers International
- Bernadette Oliveira-Rivera, Assistant Director for Training, Laborers' International Union of North America
- Anton P. Ruesing, Executive Director of the International Finishing Trades Institute, International Union of Painters and Allied Trades
- Todd W. Stafford, Executive Director, Electrical Training ALLIANCE
 - Delegate: Marty Riesberg

Public Representatives:

- Todd Berch, President, National Association of State and Territorial Apprenticeship Directors
- Walter G. Bumphus, PhD, President and CEO, American Association of Community Colleges
 - Delegate: Jennifer Worth
- Erin E. Johansson, Research Director, Jobs with Justice
- Donna Lenhoff, Principal, Donna Lenhoff Associates, representing Chicago Women in Trades
- Robbie Melton, PhD, Associate Vice President, Tennessee State University, Smart Global Technology Innovation Center
- Traci R. Scott, Vice President of Workforce Development, National Urban League
- Orrian Willis, Senior Workforce Development Specialist, San Francisco Office of Economic & Workforce Development
- Randi Wolfe, PhD, Executive Director, Early Care & Education Pathways to Success

MEMBER ROLL CALL – EX OFFICIO REPRESENTATIVES



Secretary's Advisory Committee on Apprenticeship (ACA)

- Johnathan J. Gardner, Director, Human Capital Programs and Chief Learning Officer, U.S. Department of Health and Human Services
- Amy Peterson, Senior Advisor, Industry Relations, U.S. Department of Energy
- Michael Shapiro, Deputy Assistant Secretary for Economic Policy, U.S. Department of Transportation
 - Delegate: Paige Shevlin
- Kevin Gallagher, Senior Advisor, Upskilling and Broadband, U.S. Department of Commerce
- Amy Loyd, Assistant Secretary, Office of Career, Technical, and Adult Education, U.S. Department of Education

1:15–1:20 p.m.

AGENDA OVERVIEW AND OPENING REMARKS

Mr. John Ladd reviewed the meeting agenda and noted that the meeting would mark the transition from year one to year two and involve a brief review of the work completed in the interim report and a proposed plan for the final report. Mr. Ladd then introduced Acting Assistant Secretary for Employment and Training Brent Parton.

Acting Assistant Secretary Mr. Brent Parton: Thank you, John, Dr. Eddinger, and ACA members. I'm excited to be with you all again. The transition of seasons is before us and we are in the transition period of our work within the ACA. This is an important pivot point and meeting for the work of the ACA. I want to say a few things up top about where we're at in this work and why it's coming at a critical time. Recognition goes to the ACA for your incredible work over the last year on the interim report. The questions now are how does it move forward from here and where do we go from here? We have been combing through all of the recommendations made and determining which ones are the "low-hanging fruit" we can advance on right away and which ones require more substantive efforts, such as internal administration guidelines, regulations, and priorities for investment. Some of the big topics that you all weighed in on, at this transition point we're coming back to you because we need a little bit more, we need the expertise, engagement, and experience of this group to think through these challenging issues that push us in a strategic direction. This group has an opportunity to dig into some bigger remaining issues and transformative opportunities for the Registered Apprenticeship system.



Secretary's Advisory Committee on Apprenticeship (ACA)

It's been a big year for Registered Apprenticeship. We've continued to see solid efforts and innovative steps to expand and diversify the Registered Apprenticeship System and it remains a top priority of this department and the administration as a whole. The ACA is a critical piece of that and complements a number of other initiatives where we are trying to push progress forward. The sector sprints that we have undertaken have taught us a lot about how the apprenticeship ecosystem works across a range of sectors, and that moves us away from scattershot investments and toward coordinating the range of partners in the private sector, whether they're intermediaries, labor-management partners, State grantees, or national contractors, to bring focus, attention, and effort to what it means to grow Registered Apprenticeship programs (RAPs) and to do that equitably in a range of sectors. We've done it in trucking. We're doing it in teaching. And we're doing it in cybersecurity. It's been a unique opportunity and learning experience for what this system can be and how it can expand and diversify programs at a great pace. We already have 100 new cybersecurity RAPs in less than 90 days, which speaks volumes about what could happen with federal interagency coordination and coordination among partners that we have funded and made seed investments in, but most importantly working directly with employer, labor, and industry partners on the ground to get those programs up and running. It demonstrates success and has been a learning experience about the systems change that I think the ACA has contemplated at multiple levels that really brings together practical experience as well as what we're seeing in terms of opportunities for overall recommendations to reshape the system.

At the same time, we're building the ground game with advocates, we can do so many things and I think we have so many more things to do when it comes to strengthening and diversifying a Registered Apprenticeship system with the levers we have in the federal government. The beauty of apprenticeship is that, at the end of the day, the private sector has to lead to well. The apprenticeship ambassador program that we launched at the White House a few weeks ago is really a first cohort of over 200 industry, labor, community college, intermediary, and nonprofit partners that have come together and agreed to be ambassadors and advocates in their communities for Registered Apprenticeship. That's private sector leadership that we can provide platforms for, but it's really driven by the fact that people would rather hear, learn, and exchange about Registered Apprenticeship not from us but from people like you who are actually in the system, who have experience, and who are their peers when they want to know how it's worked or what's not working for them.



Secretary's Advisory Committee on Apprenticeship (ACA)

Last but not least, the investment piece continues to be a big part of it. We've had a number of major investments be announced. The framework for the Apprenticeship Building America grants is something we're continuing to develop and engage with for the next round of funding that we're hoping Congress gets squared away soon. The investments will continue and we're continuing see the capacity that's needed out in the field to work across industry in the public and private sector to grow these programs across sectors. There are historic levels of federal investment coming through with the Bipartisan Infrastructure Law, the CHIPS and Semiconductor Act, and now the Inflation Reduction Act that has first-of-its-kind apprenticeship incentives in the clean energy sector, leveraging tax credits structures. This is a huge moment for thinking about how the system is built and corresponds to where those new incentives and investments are. We've had really substantive and important conversations in emerging sectors that are being supported in this, whether that's transit, clean energy, semiconductors, or advanced manufacturing, but at the same time building strong pathways into those jobs with our partners in the building trades and construction sector. There's going to be really historic sets of opportunities for ensuring those jobs go to the folks in the communities where these investments are happening.

As we pivot to this next year, we have a strong agenda that we're going to be talking about today, including what that Strategic Framework looks like that puts the recommendations in context. So let's hear from you all about the areas we continue to engage in and dig in with us on emerging sectors, pathways to apprenticeship in Youth Apprenticeship and Pre-Apprenticeship, system modernization, and, most importantly, putting Diversity, Equity, Inclusion, and Accessibility (DEIA) at the center and position apprenticeship as a core DEIA strategy for access to and progression over time within a range of occupations. With that, I could not be more proud to have a kickoff meeting and I appreciate the opportunity to say some words up top.

I now have the privilege to introduce Selena Pabon, a plumber apprentice with M. Davis & Sons.

1:20-1:30 p.m.

APPRENTICE PERSPECTIVE

Ms. Selena Pabon: Thank you for allowing me to share my story. My high school gave me the opportunity to begin an apprenticeship and a pathway to start my plumbing career. I have had outstanding support from my teachers that passed down their years of trade knowledge from the



Secretary's Advisory Committee on Apprenticeship (ACA)

plumbing industry. This opportunity has been very informative, diverse, and broadens my skill set. The program was sponsored by my company and there are many companies that will sponsor apprentices. Because of the apprenticeship I was awarded a journeyman's license which increases my employability and earning potential, and I was able to graduate debt free. I personally believe it's a great program.

1:30–1:40 p.m.

DEPARTMENTAL UPDATE ON ACA INTERIM RECOMMENDATIONS

Mr. John Ladd: We really appreciate you sharing your story, Selena. Brent, as always, we appreciate you spending some time here with us and carving it out of your busy schedule. First, I wanted to give you all a short report back on where we are with reviewing and analyzing the interim report and all of the recommendations provided by you all back in the spring. As Brent mentioned, the report is comprehensive, thorough, and a daunting report to be able to identify all of the recommendations in it. We went through an exhaustive process of cataloging and identifying all of the recommendations contained in the interim report. We not only looked at the report, but we also looked at the cross cutting themes and recommendations. We reviewed all appendices, including issue papers, to make sure we captured everything. In that process, we identified 145 specific recommendations that you all provided to us. We looked for some opportunities where we can consolidate those by either topic or implementation effort. The next step that we've taken is to look at those recommendations and assess them against efforts that we have already accomplished or that we are planning to do. We've also identified where we need to take additional actions and areas where we're going to come back to you and ask for more information and analysis on a specific topic. We did identify a number of recommendations that had implications beyond our direct control or potentially required further collaboration with our federal partners. After we cataloged and assessed the recommendations, we reorganized them based on how we might implement them with the levers and tools in our toolbox. Ultimately all of this gets rolled up and we'll be submitting a plan to the Secretary for his ultimate review and approval.

What are all of the tools and resources that we have to realize our full power and implement the recommendations that you all provided? We've identified these major areas of activity that we'll be looking to organize the recommendations around in our implementation plan. A large cross cutting theme was that we can't do any of these recommendations unless we significantly



Secretary's Advisory Committee on Apprenticeship (ACA)

increase our organizational capacity at all levels. We're already taking steps in that direction, adding specific capacity here in the national office and in our regions specifically around industry expertise, but also beefing up our frontline staff. That way we can perform the critical functions of oversight and quality compliance in a more robust way. Regulatory and policy guidance is another area where you all made a number of recommendations, so we're identifying potential bulletins, circulars, and TEGs that can be developed to help promote the policy and overall direction you all recommended. Another area was around enforcement and oversight, increasing our capacity and our effectiveness in that area. We're looking at tools, resources, data, a whole range of efforts to drive enforcement and oversight. You also had a number of recommendations around technical assistance and system building. An example of that is increased functionality for apprenticeship.gov. Federal investments, the power of the purse, is an important driver of the change that we want to see. Your input was very helpful and utilized in the development of our FY22 spend plan that we'll be rolling out here over the course of the next year. Industry outreach was another area that you provided a number of recommendations in. We've established industry liaisons, we had an apprenticeship ambassador meeting at the White House, and we have the cyber sprint going on. A lot of recommendations in promotion and partnership with ApprenticeshipUSA launching since the interim report was submitted. That was a specific recommendation that you all had in the interim report, and we're excited to have relaunched that in conjunction with recognizing the 85th anniversary of the National Apprenticeship Act. Last but not least, there are a lot of recommendations around data, technology, and process improvements. We are moving forward on developing data dashboards and the ability for people to view and analyze the data that we collect from the system.

Lastly, we have some observations from us. We are looking to accept and begin implementation on most of those recommendations. The recommendations ranged from the strategic to the tactical, but for the most part, very much aligned with the existing priorities of the administration. Many of the recommendations can inform actions that were already in process and can inform future activities. You'll hear from the Co-Chairs how it sets the stage for us to pivot from the work of the first year and think about more strategic and transformational questions and issues facing the system. We think that the recommendations in the interim report would benefit as a whole if there was more of a Strategic Framework with high-level context at the front of the report. It would be helpful both to communicate the goals and ambitions of the report itself to the public as well as helping as we move forward in implementation. The interim report did a really good job of both balancing the need for flexibility and innovation while standing true to the longstanding standards of excellence that Registered Apprenticeship



Secretary's Advisory Committee on Apprenticeship (ACA)

represents. We want to commend the committee for that and continue that as we move forward. We did see a lot of overlap and consistency across the different subcommittees and we think that's an opportunity for even more collaboration to pull out those cross cutting themes and principles. Again, we're incredibly thankful and indebted to the committee for all of their hard work in year one. We think we've got a great start here and great input to move forward. I know folks are very committed and passionate about many of the recommendations in the report, but just as a reminder, the implementation part of the report is a responsibility of the Department. The committee is going to send the report to the agencies, but there's a wall between providing the recommendations and the implementation part of those recommendations.

Next, we're going to pivot to the year two conversation, but are there any questions about the interim report and DOL's process so far?

Ms. Donna Lenhoff: Regarding "levers for change," you mentioned building capacity through increasing staff, can you comment? Have you brought more people on or is it more hiring authority?

Mr. John Ladd: We have received authority to hire additional staff. All levels and locations have received funding to increase staff at the field and state level, in the regional office, and in the national office.

Ms. Donna Lenhoff: Can you comment on the numbers of staff and the levels?

Mr. John Ladd: There is a mix of positions within the organization at all levels of leadership. In the 20 percent category.

Ms. Donna Lenhoff: My second question is about the FY22 spend plan – how does that work for the appropriations request for FY23?

Mr. John Ladd: As part of the appropriations process, Congress requires us to submit a spend plan based on that appropriation. We have just completed that process, so we are moving forward with that spend plan. The funds that were appropriated as part of the FY22 budget have to be expended by next June 30th.



Secretary's Advisory Committee on Apprenticeship (ACA)

Mr. Todd Berch: We're in alignment with your statement about needing a narrative at the front end of the report. Many organizations are looking for that.

1:40–2:00 p.m.

ACA YEAR TWO PLAN – STRATEGIC DISCUSSION AND OVERVIEW

Dr. Pam Eddinger: Thank you, John and Brent, for helping us put a punctuation mark in the process of our work for year one. It reassured me that the recommendations going forward are being appropriately put into context for implementation. We appreciate the reiteration that DOL implements the recommendations and the committee understands our role. Our work is iterative and aimed at process improvement. It is also necessarily transformational because we are in transformational times. While we look at our proven strategies on how to develop powerful and good jobs for our labor force, we are also dealing with new standards, new fields, new knowledge, and new ways of operating that we've never encountered before. Our ability to spend year one to do iterative work for process improvement now calls us to do part two of our work. To look at what is new in the field and what requires new processes and thinking to change and transform into the next iteration to meet the needs of our students, workers, and employers.

I'll now turn to our two Co-Chairs, Noel and Bernadette, to discuss the specific details about what drove us in this direction to ask for a Strategic Framework to frame the remainder of our work for the year and what categorizes it as transformational rather than iterative of the current process.

Ms. Bernadette Oliveira-Rivera: It is nice to be able to engage with all of you again and I want to just take a moment to thank my Co-Chairs for the work that you've continued to do since we've had this break. I'd like to acknowledge the committee for their continued work and congratulate you all for being able to come from very different backgrounds with different perspectives to put together the interim report. It required a huge amount of work and thought to help grow and inform improvements to the Registered Apprenticeship system. I'd also like to discuss the forward momentum and what the Department is asking us to do in terms of taking the interim report and working towards a final report in the second year of our work. We don't want to give the impression that the effort put into this first draft is going to fall by the wayside, particularly for anything that the Department hasn't immediately acted upon. We are not discussing a rewrite of the interim report. It is more about looking at these meatier issues that



Secretary's Advisory Committee on Apprenticeship (ACA)

came out of this initial exploration and narrowing focus, delving deeper, and developing some strategic guidance that is sustainable about how we want to move Registered Apprenticeships forward. It is a crucial moment to do something significant and transformational. I'll hand it over to Noel to continue the discussion.

PROPOSED ACA YEAR TWO PLAN (TWO ACTION ITEMS)

Mr. Noel Ginsburg: During the time when this administration's policies on apprenticeship were being launched, having our feedback and ideas was of critical importance, particularly the tactical things that we rolled out with so many recommendations. Now, in the second half of our work, we want to delve deeper into the Strategic Framework of what it is we'll be working on going forward to enable us to guide and continue the work after the two years of this committee and to create some form of strategic guardrails to ensure that work continues. We'll also focus on issues that staff wants us to go deeper on and that need further fleshing out as well as keeping some of the same subcommittee structures as we had in the past but allowing individuals to make decisions as to which subcommittees would be best for them going forward in terms of what they wish to weigh in on. That, combined with the work that we've already done, hopefully will set a course for what is a unique moment in time around apprenticeship. There is so much thought being put into this, not just on the ACA, but in all the departments, from Commerce to Education to Labor. The cross-functional work teams that have been a part of this effort are productive in aligning our work not in silos but together. Our work on apprenticeships serves the broader base of education, not just around work-based training, but also how we integrate education along with that and how that drives our economy forward. I look forward to the work in the next year.

PROPOSED ACA YEAR TWO PLAN: QUESTIONS AND DISCUSSION

Dr. Pam Eddinger: Before the break, are there any burning questions? Are folks comfortable with going forward as planned?

Mr. Todd Berch: I just want to say that I'm pleased with the interim report and am looking forward to working on year two.

Dr. Pam Eddinger: We are looking to develop a Strategic Framework to be included in the final report, and it would be probably 6 to 10 principal elements, one or two statements per subcommittee, and to go into a preamble. Then we will review the topic areas in our next session



Secretary's Advisory Committee on Apprenticeship (ACA)

after we break. Keep in mind how we can best leverage future meetings to provide platforms to discuss and bring issues to the foreground. We talked in the past about conducting site visits to different groups in the community to learn about best practices. There are other possibilities too as we look to expand into areas of industry and employer sectors that may not know about apprenticeships or do not think positively about apprenticeships. After the break we will discuss future meetings.

2:00–2:15 p.m.

Break

2:15–2:40 p.m.

Dr. Pam Eddinger called the meeting back to order, and, acknowledging a question posed in the meeting chat, asked that members please hold questions for a bit.

PROPOSED PRIORITIES FOR YEAR TWO

Mr. John Ladd: Let's now dive a little deeper into the plan itself. Dr. Eddinger and Bernadette gave us some of the background and context around our thinking for year two, and now we'll go into the details a bit more. Hopefully that will clear up some questions you might have, but we also want to provide an opportunity for feedback and dialogue with you all. We're boiling this down to two big asks in year two: developing a Strategic Framework and diving deeper into specific topics.

ASK ONE: STRATEGIC FRAMEWORK

Mr. John Ladd: The Strategic Framework is meant to align our work with the submission of a Final Report – we're being deliberately broad here, but the idea of Strategic Framework is to identify a 6- to 10-point action plan, or 6 to 10 key principles for advancing apprenticeship. It is incumbent on you all to think about how best to do that. As part of our process moving forward, we'll meet with the Co-Chairs and spokespersons or Co-Leads from each of the subcommittees to flesh this plan out a little bit more. It's hard to communicate 145 separate recommendations to the public – so how do we present something in a more concise way? In a more strategic way that talks about the broad vision for advancing apprenticeship, which encompasses modernizing,



Secretary's Advisory Committee on Apprenticeship (ACA)

diversifying, and expanding Registered Apprenticeship. We've provided some illustrative examples on this slide – no expectation to use these exact words, but we wanted to give you an example and some direction on what a Strategic Framework might look like. For example, the industry engagement subcommittee could put forth the need to continue to innovate to serve the emerging needs of all industries; the Pathways group could talk about providing high-quality career pathways for youth and adults that lead to family-sustaining wages and good jobs; and Modernization could talk about the need for the system to be highly regarded and well-understood by its customers as the nation's premier workforce development model.

These are just illustrations for you all to think about, some of which come directly from the Interim Report. This wasn't intended to be a statement that covers every issue and topic you discussed in subcommittees. Instead, it's about identifying principles that can guide the work moving forward – something we can fall back on as our "North Star," and that we can reference in the preamble to the report to frame the more specific recommendations. We just wanted to provide you some examples to illustrate the concept. And do know this is only part of what we see as the work of the subcommittees for the first half of year two.

ASK TWO: DIVING DEEPER INTO SPECIFIC TOPICS

Mr. John Ladd: For ask two, we recognize there are issues with less than full consensus, and we're asking the committee to take another look at those. Some of the issues that made it into the report were tougher and more challenging, and there may not have been a full consensus. We're asking the committee to take a deeper look, potentially using meetings moving forward to learn about these issues from outside experts or visit programs that are good models in some of these issue areas.

So folks have some idea of the framing here, we have some initial ideas for these deep dives to share. For the industry engagement subcommittee, we're asking that you all look at the issue that we brought up at the end of the year around strategies to promote family-sustaining wages. How do we ensure that's a focus for Registered Apprenticeship? For the Pathways group, we're asking you all to take a deeper dive on the Youth Apprenticeship question. We would like the Modernization subcommittee to think more about how we define and promote high-quality RAPs. Lastly, for DEIA, we want to lift up the question of how we drive compliance with EEO requirements from 29 CFR part 30 – we know this was a common theme in the interim report



Secretary's Advisory Committee on Apprenticeship (ACA)

that was referenced by all the subcommittees, and we want to make sure there's a cross cutting focus on each of these topic areas. We'll talk more about these in a little bit.

QUESTIONS AND DISCUSSION ON YEAR TWO ASKS

Mr. John Ladd: Before we get into topic areas for each subcommittee, we wanted to open it up for questions, feedback, or discussion on these two asks.

Dr. Randi Wolfe: I think a Strategic Framework is a great idea, it's a necessity. My concern is that if it becomes too much of a greatest common denominator – in the sense that it's the topics on which everyone agrees – that we lose the teeth of the whole thing, the hot-button issues that we've been trying to grapple with. I'll just give you the example that's in my mind – those of us who represent emerging sectors are absolutely used to being at the table with labor and that construction and prior trades are sort of dominant. But I don't think the traditional sectors really, fully embrace the emerging sectors, and there's a tension there. Is this actually a changing environment, or is it just tweaking it around the edges? So that a few more people, a few more industries, that can fit into an already established environment. So, that's what I mean by losing teeth if we only go for the greatest common denominator. I'm afraid we'll lose the moment to address transformational issues, and it's a significant moment.

Dr. Pam Eddinger: Randi, I think you are hitting on one of the things I've been thinking about: language is powerful, and we've been naming these things "Strategic Framework"... maybe it's more of a "transformational framework" that we're looking for. Tweaking the labeling of what we're trying to do will ensure that we don't lose that really productive tension. If we're in a situation where we're only playing around the edges and trying to fit everybody in, if that's the goal, we will never get to the point where we get to the heart of the question – how do you then become truly inclusive? It can't just be around the edges, it has to be transformational. I certainly am not married to the language of "Strategic Framework." It could be a "transformational framework" if the committee and our subcommittee Co-Chairs or spokespeople would like to take on that challenge, to see what we get. If we don't get there, it's not the end of the world, but at least we tried. I don't know, are folks open to that kind of language?

Ms. Donna Lenhoff: Are there areas where we don't want to be transformational? To the extent that Registered Apprenticeship is the gold standard, that it is an earn-while-you-learn model, I



Secretary's Advisory Committee on Apprenticeship (ACA)

don't think we want to transform that, right? Those are things that are foundational to Registered Apprenticeship. Strategic/transformational/foundational, maybe?

Mr. John Ladd: This conversation is exactly what we're asking for right now, this is a great conversation. Obed is next, and then Amy?

Mr. Obed Louissaint: Thanks John – I'm fine with strategic or transformational, I think my question is more around the purpose of the framework. It could be one of two things, or a hybrid for prioritization. I get that 145 recommendations is a lot...so is it a framework to then start to think about the priority of the 145, or is it simply a communication vehicle?

Mr. John Ladd: Good question – I don't know if I have an immediate answer. I think it's a little of both – it's less about prioritization and more about being an ongoing guide for implementation. It would help us prioritize certain activities, but we can't expect that there will be an answer for every question, right? A framework helps us have those kind of "North Stars" that help us fill in the gaps in some of the recommendations. So I think it's both that vehicle for external communication as well as an ongoing guide for implementation.

Ms. Amy Kardel: This is along the lines of what I was thinking – I don't have a preference on what we call it, but I'm excited to have these conversations. The question I want to bring to the table is, as we work in our subcommittees, we're obviously siloed. With groups that are thinking about and discussing similar topics – how are we going to assure that in the second year, we get cross-communication? Obviously, we'll still be working in a virtual format, and we won't be able to convene in the same way. Is there a logistical way to accomplish this – for example, for those of us in the industry engagement group to talk with the traditional Registered Apprenticeship group? So that we get some work done in the subcommittees that reflects feedback from other subcommittees? I don't want us to stay so siloed that we don't get to transformational understanding.

Mr. Noel Ginsburg: I agree; we shouldn't get caught up in the language today. Even in a great system like Registered Apprenticeship, evolution is always necessary around continuous improvement and responding to the changing nature and types of apprenticeships that we're seeing formed across the country now. Because some of the instructions that make Registered Apprenticeship so effective, without some change - what I would call additions to, or modernization – we could really inhibit the opportunity for more and more people, young people



Secretary's Advisory Committee on Apprenticeship (ACA)

as well as the existing workforce, to participate. So I think innovation and transformation is important in the context of building upon what works well and extending that to broaden the reach of apprenticeship.

Ms. Bernadette Oliveira-Rivera: Thank you, John. I agree that all of us here have the same goal – we definitely want to see the Registered Apprenticeship system continue to thrive, grow, and expand. Perhaps some of the things that are a little bit of a hindrance to the conversation are exactly what Amy was saying, where we don't have enough of an opportunity for individuals to learn and really understand what the existing Registered Apprenticeship system looks like. We did spend a lot of time in our process of preparing the interim report looking at these strategic areas that we think deserve attention, but it would perhaps be worthwhile to help everyone understand how the current system works with all of its stakeholders – particularly, what the registration process looks like, and also what the ecosystem of currently RAPs looks like.

And I bring that up only because we have these conversations and we're talking about the current Registered Apprenticeship system, consistently the building trades are referenced as "the old model" or "the existing model." The building trades don't have a model on their own – we participate voluntarily in an existing Registered Apprenticeship system that currently has certain requirements and processes in place. We're not the only sector or the only industry that does that. And I think it's an important point to bring up; we should all kind of look at this together, because if we are able to approach this from the perspective of continuous improvement, rather than transformational action, those two things may go hand in hand. But how we approach the process will be very different and it's impossible to have continuous improvement for transformational action when you don't look at what's in place and say, "Okay, this is what we're starting from, here's what's working and here's what's not." And it will be important to this conversation to clearly articulate if you're an employer in an emerging sector, or someone who is currently interested in participating in the system, but is finding it difficult. What is preventing you from participating? Is it lack of interest? Do you not see value in it? Is it that you don't have the money to do it, or you're not willing to invest the money? How we respond will be based on what we learn. I do think the framework is pretty critical and I do feel like we have to narrow down, which is what we're being asked to do as a group. Yes, there is a healthy tension there. Some if it has to do with us being willing to recognize our starting point. And the shared goal of wanting to move forward in a positive way, because at the end of the day everyone on this committee has the same goal – how do we build the system that is thriving, provides economic opportunity for workers, and supports industries' growth? That's really what



Secretary's Advisory Committee on Apprenticeship (ACA)

we want, so I recognize there's tension, I know these are not easy areas to address, but I do feel that the framework can help us get there. And our willingness to learn from each other is going to be a big part of that process.

Mr. John Ladd: I think those are great points, Bernadette, and I will flag that in our discussions, we actually thought it'd be helpful for the industry engagement group to maybe reorient or reframe itself – it's almost set up as pitting new and emerging industries versus traditional industries at conflict with each other, when actually the needs of all industries continue to evolve and are changing over time. How does Registered Apprenticeship meet the needs of all industries? It's not as if the construction industry is static with unchanging needs; I think there is a way to reframe this to make it less about the zero-sum game between the two industries or two groups – instead, there's this ongoing need for the system.

Lastly, I would say that this is part of the idea for our next in-person meetings, getting out of DC to do site visits in places where things are working where there's lessons to be learned, where we can all educate ourselves about different models that are out there, as well as finding ways to elevate these issues and bring more attention to them. So, great discussion. I'm trying to see if there are any other hands? Todd Berch?

Mr. Todd Berch: Thank you. We have heard about these tensions between existing and developing – John, thank you for that segue and for laying it out well. We have to recognize there are five tenets of Registered Apprenticeship, whether you are old school or new school. Those five tenets are direct industry involvement, structured on-the-job learning and related instruction, progressive wage increases, and industry-recognized credentials. There's five tenets no matter what you do in what industry – those are very much the focus in all the States that I represent (federally authorized by John's office and the Secretary). To have the conversation, yes, there are little differences between the construction industry and everything else, but those are the five tenets that we utilize. I'd recommend we look at that accordingly to help alleviate some of this tension.

Mr. John Ladd: Thanks all, great discussion. I think we can pivot now to dive a little bit deeper into the specific topics that we're asking the subcommittees to take a second look at. I'll turn it over to the various Co-Leads, and we'll start with Cierra Mitchell.

2:40-3:30 pm



Secretary's Advisory Committee on Apprenticeship (ACA)

PROPOSED YEAR TWO TOPIC AREAS

Industry Engagement in New and Emerging Sectors

Ms. Cierra Mitchell: Yes, thank you, John! My name is Cierra Mitchell, I am a Division Director in the Office of Apprenticeship overseeing the industry engagement, marketing, performance, and systems portfolio. I have the absolute pleasure and honor of co-leading the Industry Engagement in New and Emerging Sectors subcommittee (with Sasha Cooper-Morrison and Jim Foti). Hi to everyone on that subcommittee – it's been a few weeks since we've met, and I'm looking forward to working with you over the next few months. As John mentioned, as we move forward, we want to make sure that we're not just focusing on new and emerging sectors, but instead maintain a laser focus on the emerging needs of industries that have historically used apprenticeship well, including the building and construction trades.

Randi, I know you mentioned that tension between the construction industry and other industries, and mentioned that the construction industry doesn't, or tends not to, embrace new and emerging sectors. I think there's an opportunity within the subcommittee to think through how we can work with the construction industry to make sure they embrace these new and emerging sectors as we talk about transforming the Registered Apprenticeship system. The truth is that the construction industry is the leading industry with Registered Apprenticeship – they've been doing it for 85 years, and we have an opportunity to use that experience, lessons learned, and best practices and expertise, to help us as we expand, modernize, and strengthen new and emerging sectors. So I think giving them a role in this transformative process is important – I'm looking forward to hearing other ideas you have on how we can work with them.

Another key part of the work that we'll focus on moving forward in year two is promoting strategies leading to family-sustaining wages across industries. Issues around family-sustaining wages and lower wage occupations have come up a lot across the subcommittees in year one, and we've identified this subcommittee as a group that might focus on that issue moving forward. We've talked about having a panel (still in the works for upcoming in-person meetings) to talk about broader issues that exist around family-sustaining wages and lower wage occupations, and there's been an interest in bringing in industry experts, other Federal agencies, or others throughout the Department of Labor (like the Wage and Hour Division) to talk about what we might be able to do about those particular occupations. We'll be focused on how



Secretary's Advisory Committee on Apprenticeship (ACA)

Registered Apprenticeship can create career pathways to move apprentices from lower wage occupations into middle and higher wage occupations. Really excited to work with you all on this.

In addition to looking at career ladder programs and other strategies, we also want to look at what mechanisms are needed to do that work across RAPs, such as direct entry or advanced credit. We've also been getting questions around whether or not there should be different levels of Registered Apprenticeship. Should there be something between a Pre-Apprenticeship and a Registered Apprenticeship, especially for those at the beginning phase of the career ladder. We also want to ensure that well-established, existing occupations are not fragmented – so not just looking at what we do moving forward and what opportunities we can create, but also looking at existing programs and occupations and ensuring that they have those career opportunities moving forward.

Lastly, regarding what actions are needed to mitigate occupational segregation (particularly in lower wage occupations) with a focus on underrepresented populations. Donna, I believe I saw you request data on that topic. And as Bernadette mentioned, there needs to be an awareness of what the ecosystem looks like – how many apprentices are in industries, what those demographics look like, what those wages are, what those occupations are. We are happy to share that information, and I'm excited to work with you all on that! I'll open it up for any questions.

Ms. Donna Lenhoff: Thank you for the offer to help with data! I have a question about the structure of these “deeper dives” that you all are proposing. It strikes me that at least some of these issues, which we've already identified as cross cutting issues in the Interim Report, might give us an opportunity to have cross cutting engagement across the subcommittees and silos. I think being in silos is something we all agree has been a problem, and we would like the opportunity to talk with one another outside of those silos – that's something we've all identified as something we'd like to do. So I wonder if, instead of having it sort of assigned to the IENES subcommittee, we could create an ad hoc group that consists of interested representatives from each of the subcommittees. I think all the subcommittees were part of the negotiations on language in the Interim Report. I think it might make sense to do these deeper dives outside of the existing subcommittee structure, and instead focus on issues that really only come up within that subcommittee. So I'll put that out there as an alternative way of organizing the work.



Secretary's Advisory Committee on Apprenticeship (ACA)

Mr. John Ladd: Thanks, Donna. I think we can circle back on that as we move through the discussion here today. Randi, I think you were next?

Dr. Randi Wolfe: Let me make two points. One, I think it's a little strange to take a subcommittee whose initial charge was to specifically focus on new and emerging sectors – in recognition of the fact that new, emerging sectors have different barriers, different learning curves, different institutional contacts and so forth – and turn that subcommittee into something embracing everybody. I don't know where that lands and how it becomes substantive when we're trying to actually look at industry engagement across the board. I just want to say it out loud: it doesn't make sense to me and I think it's going to really hamper our ability to make significant improvement on either those industries that historically used Registered Apprenticeship or those that are new. So, I'm just sort of challenging the assumption there. I don't know what else to do about it, but I just think it's strange.

Second, like Pam said earlier, words matter. Every time we sort of get on this issue of low-wage jobs, we don't want apprentices in low-wage industries, we conflate industries that don't pay well (for whatever the reasons) with quality jobs that are in low-paying industries. I think we have to keep distinguishing between those two things. In the case of early childhood education (ECE) and other segments of the care economy, there are crisis-level shortages that are leading to huge impacts on the overall economy. Especially women's ability to re-enter the workforce after the pandemic. Beyond that, it still seems like there's a risk there of failing to honor worker empowerment. Because to me, worker empowerment should include the right for a worker to work in whatever field they are called to work in. And then it's on us, as a system of worker advancement, to make sure that the workers in any industry are treated fairly, are paid well, have access to career mobility, and all the rest. There's such a risk of throwing out the baby with the bathwater. Again, in the case of ECE, I have no objection to the five critical pieces that were called out. Our apprenticeships are all degree-driven. We have incredibly high standards of what our Registered Apprenticeship look like. Sometimes I wonder that when people are raising their concerns, if they're raising concerns about things that most of us aren't even aware of. And we may be jumping to the incorrect assumption.

Dr. Pam Eddinger: John, if you'll allow me to respond to Randi, I think she maybe put her finger on it. When I look at the questions that are emerging from this group that are on the screen, and I look at the title of the brief, they don't match. The answers to those four bullets that would emerge through discussion are very different answers that wouldn't necessarily answer the



Secretary's Advisory Committee on Apprenticeship (ACA)

question of strategies leading to family-sustaining wages. Perhaps that's where the mismatching is – we've labeled the brief one way, but have a set of questions that drives us somewhere else. So I would ask that we hold those two things steady for the moment. Maybe it's the naming of the brief? I'm also looking at Noel's comment in the chat, where he talks about the expansion of Registered Apprenticeship is really the multiplier effect. You need all the industries, not just traditional versus modern, which is kind of like a false dichotomy. So Randi, I really appreciate your comment here, because I'm not quite sure that the brief is pointing it to the right place, but the questions might be (or vice versa). So thanks, just wanted to chime in. Tim?

Mr. Tim Oberg: I was going to second what Randi was saying. We definitely need to be able to look at the traditional longstanding apprenticeships and see how we can adapt and change. When we're looking at the new and emerging, they may come up with a great idea that we could use in established apprenticeships. That's something that does need to be talked about, but I don't know if that's the right subgroup to talk about it, where we could take new ideas from the new and emerging sectors and use them in the construction-based or other longstanding traditional apprenticeships.

Mr. John Ladd: That's all great feedback, really appreciate all the comments. We did go back and forth about creating new subcommittees, keeping the old subcommittees, which issues belonged in which subcommittee, so definitely open to feedback here as well. In the interest of time, let's move on to the Apprenticeship Pathways topic. Megan?

Apprenticeship Pathways

Ms. Megan Baird: Good afternoon! I'm Megan Baird – special shoutout to the Pathways subcommittee members. I'm sure you're aware that this subcommittee really focused on Pre-Apprenticeship in year one recommendations for the Interim Report, and our focus for year two will be on Youth Apprenticeship. This subcommittee has actually already spent a great deal of time over the summer diving into Youth Apprenticeship – what do current models look like? What should it be? What should it not be? I think this group can attest to what John said earlier – we're diving into those tougher and more challenging questions. I'm hoping that we can move the conversation forward with an Issue Brief on Youth Apprenticeship. So the goals for this group are to focus on exploring the viability of establishing different standards for Youth Apprenticeship - in particular, at the school level, what are the core elements of apprenticeship? Thinking about related technical instruction and on-the-job learning – how should these be



Secretary's Advisory Committee on Apprenticeship (ACA)

different? Conversely, if the standards for registration for youth aren't different, what are the other mechanisms that should be explored to expand Youth Apprenticeship and help promote the dual apprenticeship model. So, two different approaches to Youth Apprenticeship that we're wanting to get feedback on.

Also, should there be entry-level occupations that are identified or developed specifically for Youth Apprenticeship? Do we want to target certain occupations when we talk about the Youth Apprenticeship model? This group has also been discussing actions that Education might take to help promote career pathways and achieve greater alignment with Registered Apprenticeship. How might we do this with secondary and post-secondary education? As we ensure that we are increasing access for all youth who want to be in a Youth Apprenticeship program, how should the Department assess different models that are targeted for serving in-school youth or serving out-of-school youth?

I know that Youth Apprenticeship is a very large (and sometimes unwieldy) conversation, but we're really trying to drive the conversation with some very specific questions for the group to address. Let's open it up now to questions?

Dr. Pam Eddinger: My comment isn't just on the Youth Apprenticeship work you've been looking at, but for general issues around access and getting into the system – this is an important discussion. From what I've seen in the areas that I've worked in, apprenticeship is also about persistence and retention – often, I can get a lot of folks from marginalized populations to sign on, but then it's about the wrap-around support that allows them to stay. So when we talk about it, I think it's important to weigh that factor. It's not just talking about getting in the door and our policies and resources – when we talk about it in Issue Briefs, I think it's important to make that part of the discussion. And I think this applies across all the subcommittees.

Mr. Todd Berch: Thank you, good afternoon, Megan, good to see you again my friend! As you know, this is a very passionate issue for me. I just want to quickly go back to the potential site visits. There isn't a complete consensus from NASTAD on Pre-Apprenticeship; it's a topic for great conversation going forward. If there was a site visit related to pre-apprenticeship and secondary education, or a combination of a visit from Secretary Walsh and/or Secretary Cardona (who knows all of this very well). I'll just state that in Connecticut, secondary, post-secondary adult education, and Pre-Apprenticeship are driven by industry as a linear preface to Registered Apprenticeship, no matter what we call it as a title. So I just wanted to put that out there and



Secretary's Advisory Committee on Apprenticeship (ACA)

continue the conversation with NASTAD as a complete linear partner in this (especially at the Secretary levels). Thanks for letting me speak!

Ms. Megan Baird: Thanks for that, Todd. Definitely something that's been raised in our conversations before as well, and I'm sure it will continue to be raised.

Ms. Donna Lenhoff: This may be extending what Todd said about Pre-Apprenticeship; it's my understanding that while we did spend a lot of time (both in the Pathways subcommittee and the DEIA subcommittee) in the first year on Pre-Apprenticeship, there were a number of things that were still unresolved; partly, I think, because there are different kinds of Pre-Apprenticeships. As Todd said, there are some that are prerequisites to Registered Apprenticeship, but that's not always the case. So I wonder if there's going to be a place for resolving those issues as you see it, and if not, maybe we should create one.

Ms. Megan Baird: Donna, is that expanding on current recommendations, or adding additional recommendations?

Ms. Donna Lenhoff: We should clarify what Pre-Apprenticeship really is. Some of the assumptions made about Pre-Apprenticeship are that it is paid employment, which is not always the case. It seems like some of the general recommendations made might not really apply. Those were matters that did not come out until May, when our full committee met. I'm happy to go back and see if I can dig out exactly what those issues are, whether they are still issues that the ACA should be addressing, or whether there are things that should be addressed. One of them was certainly whether there should be some sort of certification or registration of Pre-Apprenticeship programs. I think that's what the recommendation in the Interim Report was – sort of that we will consider having certification. It wasn't really a recommendation, it was sort of a compromise rather than one that made a firm decision about that. I don't think we had consensus on it. Maybe we don't have consensus; maybe it's something that's not enough of a pressing priority for OA. That would be really interesting for us to know – if you all don't think that's important, you know, we can see if any of us think it's important. I have a feeling you would think it was important. But some States require certifications or registration of Pre-Apprenticeship and others don't. That's one thing I know of that was left out there without a resolution.



Secretary's Advisory Committee on Apprenticeship (ACA)

Ms. Megan Baird: Thanks for that, I think we can revisit those recommendations and reconnect to figure out the right way to address that.

Mr. Noel Ginsburg: I just want to add on what Orrian said in the chat that there is a significant difference around Youth Apprenticeships between those that start in high school and those that start after high school. And I think teasing that out is going to be important.

The second comment is about DEIA and the wrap-around services that Pam brought up earlier. It is really critical that those services are provided. We definitely see in Youth Apprenticeships, defined as in high school, that the ratio of students of color really balances out where we want to see it and is much more reflective of the economy than those starting after high school. And so building in DEIA in part is a function of when apprenticeships can start, and then how those students are supported in that apprenticeship.

The third comment relates to something Todd said – two weeks ago, we launched in New York City a program committed to 3,000 high school students starting apprenticeships across a whole host of occupations in the city. The key to that is that starting in high school, these young people are having the benefit of Pre-Apprenticeship training, career exposure, and skills that are used in industry. That will be the largest expansion of Youth Apprenticeship certainly in the country. But there is a real emphasis on ensuring the education system is a partner. In the second bullet point on the slide, when we talk about “dual apprenticeship,” I’m not sure if it’s actually that, or “dual education.” Certainly, there is a model by which the education system is a key partner in this, and I think that’s essential to the growth of apprenticeship in the future. Having Secretary Cardona and Secretary Walsh be a part of this process, maybe in our next convening, has real value, because this isn’t an either/or, it’s really that apprenticeships should be an options multiplier, whether for young people or old. But if you don’t connect it to the education system, then it becomes a “less than,” which it should not be. There should be equal dignity for either path, and you should be able to transition from one path to another and bring your experience and your credit, more importantly, with you.

Ms. Megan Baird: Thanks for that, Noel. Just flagging that there are some comments in the chat that are just reiterating/revisiting some of the Pre-Apprenticeship topics, focusing on different types of Youth Apprenticeship models, and the need for supportive services.



Secretary's Advisory Committee on Apprenticeship (ACA)

It sounds like we've got a good acknowledgement here from the group as well on some of the comments made.

Ms. Valerie Richardson: There needs to be some way for the committee to know of the recommendations that were reviewed, which ones have already been accomplished, planned, or consolidated – I think that will help folks on the call understand how these particular briefs came about, and it might help with some of the efforts around making sure that we don't forget about, or leave out, some of the recommendations that were submitted. Would it be possible for the ACA to get some kind of a copy, once it's been reviewed, of the particular recommendations that have been accomplished or planned – is it possible to consolidate that?

Mr. John Ladd: We do have to go through our internal process first, and then I think we can come back to the committee and provide more information on that duplication. That's a good point. Let's move on to the next topic area, Andy?

Apprenticeship Modernization

Mr. Andrew Ridgeway: Good afternoon, everyone, thanks for the rich conversations today. I've already been taking notes from some of these because I think, as others have pointed out, that there are a lot of opportunities for cross-pollination. I have the privilege of working hand in hand with the Modernization subcommittee, and we've had the opportunity to do a deep dive into what's core to Registered Apprenticeship, and also some discussion around data. We're trying to focus that a little bit here with this group – a couple of things that we wanted to discuss.

There's the need to look at our current measures, I think there were a bunch of recommendations in this space. What are the measures that would really tell us if programs are being successful (beyond just completion rates). What are the goals and activities we're wanting to incentivize? Whether it's completion rates, equity goals, credential attainment is one that I heard a lot about, wages has come up. Another question is, what do we do with that information? How do we get that into the hands of consumers and apprentices for making informed choices? What are some strategies for not only getting the data, but also making it useful for people who are major stakeholders (whether it's employers, apprentices, or other stakeholders).

Another thing we heard about is getting this information into school systems early on so that high school counselors can start making these recommendations as well to students and changing



Secretary's Advisory Committee on Apprenticeship (ACA)

course there to better inform individuals. At the same time, we recognize that Registered Apprenticeship works because it works for industry, business, and labor. So how do we balance the need for more data with the burden associated with that? There's a tension there. How do we bring in more data to kind of arrive at a more complete set of a data on Registered Apprenticeship. I think we've gotten some firm recommendations there, so I think we can have some really good conversations around this: what are the key thing we want to collect? How do we collect it? How do we share it so people can make informed choices?

Another consistent thread that I hope this group can dive into is around high-quality programs: we've had a lot of discussions around that, and we've looked at our current policies to assess whether they did what we need them to do to fully address the demands of a high-quality system. I've heard more conversations around credentials, progressive wages, issues related to costs to apprentices, and transparency around that to ensure there are more opportunities to support the needs of programs and apprentices, and to give apprentices more of a voice in the process. We have 29 CFR part 30, but is there more that could be done as part of that process? Are we responsive to the needs of existing industries? I think I heard that early on when we were talking about whether the policy and process is responsive to everyone. I think that's a rich conversation potentially here.

And then, is there room for recognizing those programs that go above and beyond? Beyond the minimum criteria? We have these five key criteria to get in the game, but there's a lot of other things that might happen. Is there room for recognition-type programs for programs that lead to higher wages, degrees, credentials, higher completion rates, things like that. Is there space – beyond getting into Registered Apprenticeship – where we could recognize those high performers and get the word out about them. It will be interesting to talk about those types of situations. I've also heard a little about system-wide measures (not just measures that programs should be reporting) – we should be looking at that as well. Or industry-wide measures, something that kind of shows how apprenticeship is moving the needle within industries.

I think we have a lot of specific ideas, so how do we get that into a broader strategy like John was mentioning – getting information into the hands of consumers and customers, getting programs to be more reflective of the communities they operate in, guiding principles around what quality programs are and what are inherent to those programs, and if there are gaps between what we say is inherent to Registered Apprenticeship and what's required to be a RAP. I'm interested to hear some feedback or any other questions or thoughts in this regard. Karmela?



Secretary's Advisory Committee on Apprenticeship (ACA)

Ms. Karmela Malone: Hi, I have a general question about the recommendations here – and maybe this is just in the broader context – were the recommendations that are embedded in the Issue Briefs brought over from the overall recommendations? I recognize a number of them, and I'm just trying to understand from a process perspective. Do we look at the recommendations and then embed them in these Issue Briefs? My question isn't whether we should (I think we should), but did we do that? Are these recommendations from the committee? Because a lot of them look like they are, and that will answer part of my question when we get to the other component around what the work of the committee is going forward.

Mr. Andrew Ridgeway: Yep, a lot of the database recommendations were from the committee. So I think that's how we address those – I think it will overlap with what the DEIA group focuses on.

Dr. Pam Eddinger: Most of the questions that you have on here are about measurements – they are not leading indicators, but lagging indicators as to how did people do? I would recommend that if we're going to work on this particular brief, that should be balanced out. The idea of what are the foundational stones of a high-quality program, and is that governed by outcomes? Is that governed by industry-wide outcomes that we all agreed to from program to program, from the east coast to the west coast? And then, what type of professional development needs to be wrapped around those to ensure that your instructors, on-site mentors, are in alignment? One of the reasons why the automotive industry has done so well, in the Toyota programs or the GM programs, is that they've established some of these cross-industry foundational stones. So it's a balance between how do we measure, what do we measure, how do we build, what do we build? I think this one's across a lot of the briefs that we've talked about so far, which is there's a question of what exactly is out there in the field, right? Are there 6,000 different varieties of Registered Apprenticeships or non-Registered Apprenticeships and do we have an environmental map that we can all look at and say, "Here are the lanes by which we are going to swim," and then for each one of these lanes there are quality parameters, just like you've been talking about here, Andy. What should they start with and what do we measure? To me, that's one of those systems questions that, as we divide up these briefs into subcommittees, that we don't get to that unifying force. So, this is probably a comment more for our staff, for John, and those of us who are leading these subcommittees, to think about maybe when we get together. That layer of leadership of how do we then knit together these larger questions that we have.



Secretary's Advisory Committee on Apprenticeship (ACA)

Mr. John Ladd: Great questions, great comments. Let's hear from Julie on the DEIA subcommittee.

Diversity, Equity, Inclusion, and Accessibility

Ms. Julie Wong: Hi everyone, it's been an amazing year on the subcommittee, and we have a long journey with a deep dive into the data ahead of us. We started off looking at 29 CFR part 30, looking at the regulations and what exists currently, and I think there was strong agreement that part 30 did have a lot of strong elements for protection and compliance with EEO, but also opening it up to diversity, equity, inclusion, and accessibility. That does not mean that the implementation of those efforts was seen to be as strong, though, so a lot of our energy was spent in looking at that. We also looked at equity – to Pam's point – equity at every level. We did not just look at representation, we looked throughout the lifecycle of apprenticeship, all the way through to completion and onto career pathways and promotions. We concentrated a lot in the first year on the different demographic groups and understanding what the different concerns and issues were. In the second year, we'd planned to look more into industry-specific strategies.

DEIA is cross cutting, and one of the great joys of the first year and the Interim Report process for the subcommittee was to see how embedded DEIA was across all of the subcommittees. That recognition here – that DEIA is part of all the subcommittees' work – means that DEIA subcommittee members are encouraged to join and provide feedback to the other subcommittees on key cross cutting issues that have been identified, such as living wages, occupational segregation, equity indices, regional- and industry-specific strategies.

We're also looking at specific questions around pathways to living wages – what are the actions needed to mitigate occupational segregation, particularly in low-wage occupations? We're looking at the care economy, which we had several great discussions that we look forward to continuing with the other subcommittee groups, since the care economy and other occupational segregation issues have resulted in women (especially women of color) being over-represented in lower wage jobs. There are questions regarding Youth Apprenticeship, disability, apprenticeship quality. And finally, looking at some of the unprecedented spending opportunities that are coming through Congress, looking at those through an equity lens and trying to make sure that, since we have a once-in-a-generation, unprecedented funding opportunity, we also have a once-in-a-generation opportunity to make impacts for generations to come. I think Ray was really strong as a spokesperson for our subcommittee, in talking about how it can be generational – in



Secretary's Advisory Committee on Apprenticeship (ACA)

apprenticeship now and the next generation as well, in terms of diversity. We want to make sure that with the unprecedented spending coming through, that DEIA is a part of that. I'll open it up now to questions.

Dr. Robbie Melton: Hi everyone, Robbie Melton here and life is good! I just want to come into the panel and ask a question to embrace the whole concept of why we are here. Most importantly, on behalf of people with disabilities and in recognition of emerging technologies, it's important that we be inclusive as we move forward with apprenticeship modernization. I would request that we be forward-thinking with respect to the use of technology as an element of inclusivity.

Ms. Julie Wong: Robbie has been very instrumental in driving that in the subcommittee. We had a breakout session on that, and that's a fruitful area for year two. Building upon that, there were a number of things that the subcommittee has specifically said it wanted to look at.

Ms. Donna Lenhoff: One of these things to drive transformative efforts was doing much more about disability; another was concerns about prisoner apprenticeships – some of our members felt very strongly about that but agreed that we didn't have the bandwidth to get to that within the first year. We wanted to look at that in the second year, as well as justice-involved apprenticeships. So not just people in prisons, but people who are justice-involved. There was some talk about some of the underrepresented populations that we haven't really looked at, like rural populations or veterans. There are a number of things we thought were going to be getting to, and maybe within this structure that you set out here is okay. Hopefully you see enough flexibility for us to do that; I think we are going to want to do that. So maybe we need to expand the scope of what we're going to focus on – not just compliance, but other things as well. Maybe this is a resources question? The other sentiment is the cross cutting issues – if we're going to be joining and providing feedback for other subcommittees, than we've kind of got double the work. We don't really think that's fair, not to put too fine of a point on it. We would really like to have everybody put their thinking caps on to come up with a better way to organize this, so that's not what we're left with. We are very appreciative that DEIA is embedded everywhere, but don't think it should be on us as the only group to do that.

Mr. John Ladd: Thanks, Donna, great feedback. We do have one more group to hear from – our Federal partners workgroup. I'll turn it over to Mike Qualter.



Secretary's Advisory Committee on Apprenticeship (ACA)

Ex Officio Federal Workgroup

Mr. Mike Qualter: Hey, John, thanks to everyone for the really great discussion here today. In terms of the ex officio working group, we have engaged in a great partnership with other Federal agencies over the past year – whether engaging on occupations experiencing shortages, from teachers and cyber to tech and trucking, and those in the care economy, we feel like we've been really able to help drive a different kind of agenda through this really great working group, in part due to the great work of the group here. Of course, there are potential new drivers of apprenticeship expansion in the Infrastructure Act, and the Inflation Reduction Act is already being alluded to. This year, we want to build on the year one efforts and promote further collaboration and alignment, and I think we need to figure out areas where we could really kind of push for joint agency technical assistance. How do we build on efforts – like the trucking and cyber security areas and the things we learned there in terms of next sectors and occupations – that we can home in on in year two. How can we better share data across Federal agencies to make more data-driven decisions? And, as we roll out new investments and policy, how do we take the opportunity to ensure job quality and other critical lenses that we want to view our work through?

In the interest of time, I'll hand it back to John, but I do want to extend the invitation to the ex officio members to join other subcommittees. There will be really interesting conversations around modernization strategies, as you learned today, approaches to industry expansion, and others, that we know would be enriched by your participation. I know those teams would love to be able to leverage that expertise. Really excited about this coming year, and I'll hand it back to John!

3:30-4:00 pm

ROADMAP FOR YEAR TWO

Mr. John Ladd: Thanks, Mike. So clearly, we have a lot on our plate, and a lot of things that we're thinking about. You all have given us some great feedback today, and we'll look to incorporate that feedback into the plan going forward. I'll just quickly go over our proposed roadmap for year two of the ACA and highlight a couple of things in particular to make sure that folks see there's an opportunity to get more of your feedback into this process.



Secretary's Advisory Committee on Apprenticeship (ACA)

So, we're here in the September virtual meeting – this is really our kickoff for year two. We're envisioning that we're going to have up to three in-person meetings. One later this year, before the end of the calendar year – sometime in December, just given that we have National Apprenticeship Week coming up, which is a challenge for our office as well. But we'd like to do an in-person meeting in December, another in-person meeting in February or March, and then, similar to last year, have an in-person meeting here in DC where we could wrap up the Final Report.

The key thing I want to highlight is that we want to build in an opportunity for a kickoff meeting with the Co-Chairs and a spokesperson from each of the subcommittees. If you have multiple spokespersons, that's fine as well. I think that's where we can have more discussions and refine the scope of the subcommittees, and be clear about the Strategic Framework ask. It does sound like we have a bit more work to tighten up and get agreement on both the structure and the focus of the work for the subcommittees. We'll try to have that meeting in the next couple of weeks.

The work after that would then kick off – the way we envision this is in the first half of the year, the primary focus will be on trying to develop the Strategic Framework. The subcommittees can start fleshing that out between now and the next meeting, and then the drafts and the proposed framework statements would be brought to the full committee meeting in December. The ACA, as a whole, could review, discuss, and provide feedback at that meeting, and following that meeting, we'd hope that the subcommittee work could include finalizing that Strategic Framework based on feedback you got in December, as well as continuing to work on Issue Briefs. Those Issue Briefs would then come forward in that February or March meeting where there would be a broader discussion of the committee as a whole, we'd be able to finalize the Strategic Framework, and we'd start that Final Report moving through our internal process in order to be able to approve that Final Report in May. The Issue Briefs would then also come forward in that meeting.

I think an important distinction here is that we recognize the issues we're identifying in this next phase are more complex and that there may not be consensus. These Issue Briefs do not need to be incorporated into the Final Report. They would still be recommendations with the full standing of the Final Report, but we want to close out the Final Report by adding the Strategic Framework to the Interim Report that you all submitted. We want to continue to engage with you all and really go back to the model some of you who have previously served on the ACA might be more familiar with, where we continue to work on issues outside of a report cycle. We're



Secretary's Advisory Committee on Apprenticeship (ACA)

working with you on issues and engaging with you as needed on a continual basis rather than the sprint we had at the end of year one. We know that was not sustainable for everybody, but we do want to continue to work on these issues and move them forward. So, these Issue Briefs will be treated the same way as the report; they'll have their own process to accept recommendations and implement recommendations similar to the report, but we're trying to separate those products from the need to tie them directly to the Final Report.

Hopefully, that lays out our plan and a roadmap for year two, and gives you a little bit of understanding or assurance that there will be more opportunities to provide input into this process and into the final set of questions that we want folks to tackle here in year two. I'll stop here for a moment if folks have any questions?

Ms. Donna Lenhoff: John, are you saying that the ACA will continue past May 2023?

Mr. John Ladd: So the ACA Charter has to be renewed, and membership terms are for two years. The ACA absolutely will continue, but we have not yet had any conversations about what the process is for membership past this initial term, but these issues will continue to be important issues that the committee will be asked to address and provide input on, even as membership and composition changes over time.

Ms. Donna Lenhoff: So this group will review and approve the updated Issue Briefs in May, but they wouldn't be published by then? They'd be published later? I don't quite understand.

Mr. John Ladd: Well, it depends on whether the Issue Briefs are complete and ready by May – it kind of depends on where subcommittees are able to get to by that time. I'm just saying it doesn't have to be tied to being incorporated into a Final Report and clarifying that the work can just continue.

I know we've covered a lot and threw a lot at you in a short amount of time today, but the feedback that we've gotten here is really helpful. The forthcoming kickoff meeting with the Chairperson and Co-Chairs will continue the dialogue and finalize a plan before moving forward. Pam, I'll turn it back to you if you have any other thoughts on that.

Dr. Pam Eddinger: Thanks John, you and your staff have done a great job guiding us through and communicating the wishes of the Secretary on where we need to be heading. Noel and



Secretary's Advisory Committee on Apprenticeship (ACA)

Bernadette, you have been terrific thought partners as well. I'm so pleased that we're able to start this year together, and I'm looking forward to chatting with our Co-Chairs and the subcommittee spokespeople. I think a lot of the conversations today can get aligned pretty easily if we're all in the same room and dive into it, and then we'll give folks on the subcommittees better guidance.

I wanted to make one comment about having done this work for a decade and a half before it was popular. We never want this work to be on the periphery. We don't want work to be siloed. So if you're seeing it everywhere, all of that is done very intentionally by John and his staff and those of us who are supporting you.

Please note that the meeting rhythm you're seeing on the screen are the correct meeting dates, not the earlier versions that might have been out there.

Thanks to John and Kenya for pulling all this together, and without further ado, I will entertain a motion to adjourn.

Mr. Todd Berch: Motion to adjourn.

Dr. Pam Eddinger: May I have a "second" please?

Mr. Orrian Willis: Seconded, thank you so much and all in favor.

Dr. Pam Eddinger: Thanks all, and I will see you all next time!

CERTIFICATION

As the Chairperson of the Advisory Committee on Apprenticeship, I hereby certify the accuracy of the September 27, 2022 ACA Meeting Minutes.

A handwritten signature in black ink that reads "Pam Eddinger". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Dr. Pam Eddinger
ACA Chairperson