

Approved Minutes of the
Electric Utility
State Apprenticeship Advisory Committee

October 30, 2017
Western Technical College
Mauston, WI

Members Present	Employer / Organization
Ardelt, Bruce	Oakdale Electric Cooperative
Brodbeck, Steve	Madison Gas & Electric
Chartier, Chris	WPPI Enegery
Christopherson, Garry	Dairyland Power Cooperative
DeGrave, Jeff	Wisconsin Public Service
Jeske, Ken	WE Energies
Kumm, Nicholas	Marshfield Utilities
Lukasavitz, Craig	IBEW Local 2150
Muench, Mark	Alliant Energy
Nitek, Jeremy	Dairyland Power
Tremaine, Todd	City of Oconomowoc Utilities
Members Absent	Employer / Organization
Diehl, Leo	Rice Lake Utilities
Consultants & Guests	Employer / Organization
Aagaard, John	Alliant Energy
Crownhart, Ed	Mid-State Technical College
Kallies, Jacob	MEUW
Kiel, Todd	Northeast Wisconsin Technical College
Mayek, Mandy	Mid-State Technical College
Nakkoul, Nancy	Wisconsin Technical College System
O'Sullivan, Kathy	Bureau of Apprenticeship Standards
Smith, Owen	Bureau of Apprenticeship Standards
Wehling, Adam	Chippewa Valley Technical College

1. The meeting was called to order at 10:00 a.m. by Craig Lukasavitz, Committee Co-Chair, in conformance with the Wisconsin Open Meeting Law.
2. A roll call was conducted. A sign-in sheet was circulated. A quorum was present.
3. The committee reviewed the current roster. The committee still has a vacancy. The committee recommended a representative of the Substation Electrician apprenticeship from either Menasha and Kaukauna Utility.

4. **Old Business**

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

i. For action: approve the minutes.

The committee approved the minutes as written.

ii. For action: proposed revisions to state Exhibit A and Job Book for Electric Line Worker

The committee approved the proposed Exhibit A with some revisions to the optional work processes.

The committee approved the approach to the job book and granted the focus group authority for final revisions.

b. Revisions to CFR 29.30

Owen reviewed that the revisions had been released, but following the Presidential election and the new administration, it was unclear whether the new administration would keep or omit the revisions. Owen informed the committee that the administration has decided to keep the revisions, but the U.S. Department of Labor has yet to release further implementation guidance to states. Therefore, the Bureau advises sponsors and stakeholders to "stay tuned" for further information.

The committee did not have questions or comments.

c. Federal grants to expand apprenticeship

Owen reviewed that the Bureau received three federal grants to expand registered apprenticeship: the WAGE\$ grant; the state expansion grant; and the state accelerator grant. He reviewed that the WAGE\$ and expansion grants will focus on expanding registered apprenticeship into new sectors of the economy and recruiting and retaining women and minorities. These grants will indirectly affect the utility trades by increasing the pool of qualified applicants to all apprenticeships through promoting youth apprenticeship and pre-apprenticeship readiness programs. The state accelerator grant will be used to increase the Bureau's administrative capacity: the Bureau will further train its field representatives in consultative skills training for outreach; fund additional field representative positions; and upgrade its contract management system.

The committee did not have questions or comments.

d. Apprenticeship LEADERS

Owen reported that 64 stakeholders will participate in the LEADERS campaign. The Bureau will kick-off the campaign with a formal luncheon and presentation during National Apprenticeship Week in November.

Owen emphasized that the participants represent all sectors and categories of stakeholders, e.g. construction sponsors, manufacturing sponsors, service sponsors, and technical colleges. Participants will choose their level of involvement; stakeholders could simply permit the Bureau to use their logos in outreach material or commit to co-presenting with the Bureau at presentations to new industries.

Owen concluded by encouraging attendees to apply, if they have not done so. There is a role for everyone, and each participant chooses his or her level of participation.

The committee did not have questions or comments.

e. Apprenticeship Completion Award Program

Owen reviewed that ACAP had concluded on June 30, 2017, and was recently renewed for two years as part of the Governor's budget for the next biennium. In the interim, the Bureau's database still sent eligibility notices to apprentices and sponsors. Apprentices that became eligible in the interim will be grandfathered in.

The committee did not have questions or comments.

f. Other

The committee did not have additional topics.

5. New Business

a. Presidential Executive Order: Expanding Apprenticeships in America

Owen explained that there are two means of registering an apprenticeship program: through a state approval agency, such as Wisconsin or Minnesota, or through a state that administers apprenticeships directly through the U.S. Department of Labor, such as Illinois or Michigan. In both cases, the apprenticeships are registered.

In contrast, Owen explained, the executive order will create a third option: industry-recognized apprenticeships, which will be distinguished by less regulations, less requirements, and less "red-tape" for sponsors.

A federal task force was created recently to develop the implementation plan. The timeline of the task force is not known. Once it recommends its plan to the President, it will disband within 30 days.

The committee asked how industry-recognized apprenticeships would operate in Wisconsin. Owen cautioned that many details on the implementation and related policies are unknown at this time.

b. 2017 WI Senate Bill 411

Owen explained that this proposed law would make the apprentice-to-journeyworker ratio 1:1 for all trades and remove the Bureau's ability to modify the ratio. He noted that it would most directly affect the construction trades, which have varying ratios. He noted that it would apply to the utility trades, but not affect them because their ratios have always been 1:1.

The committee did not have questions or comments.

c. National Apprenticeship Week 2017

Owen informed the committee that the third annual National Apprenticeship Week will be November 13-19. The Bureau encourages all stakeholders to consider hosting an open house or similar event for their local partners and audiences. Monday will feature the kick-off of the LEADERS campaign, with an official luncheon at the Governor's Mansion. Tuesday will feature a meeting of the WI Apprenticeship Advisory Council at the cement mason's training center; a career fair will be held concurrently upstairs. Wednesday, November 15, will emphasize construction training centers across the state. Thursday will feature a luncheon at the Bradley Center for apprentices working on the construction of the new Bucks arena. Friday will feature an event at Milwaukee Job Corp. Many, many more local events will be held.

Committee members and consulting technical colleges stated they will consider hosting local events.

d. WI Apprenticeship Diversity Conference 2018

Owen shared that the Bureau plans to host a conference in the fall of 2018 dedicated to discussing recruitment and retainment requirements, strategies, and questions. The objectives are to provide sponsors with as much guidance on complying with federal regulations as possible, discuss best practices and lessons learned, and brainstorm strategies for Wisconsin.

The committee did not have questions or comments.

e. Bureau of Apprenticeship Standards Electronic Registration System (BASERS)

Owen reiterated that, through the accelerator grant, the Bureau is upgrading its information management system to provide electronic registration and electronic signature capture. The new system, BASERS, will allow the sponsor to directly enter apprentice applications online and will later allow sponsors and apprentices to sign the contract online.

When the sponsor submits the application online, the application will trigger an alert to the apprenticeship training representative, who will review and approve the application. These upgrades will greatly reduce the amount of paperwork and travel times for ATRs, particularly those in remote areas who often travel hours to obtain one signature, and will gradually allow the ATRs to shift to performing more outreach and compliance tasks. As part of the pilot testing, the Bureau's programmers will research methods for sponsors to upload large quantities of application in bulk. For example, BASERS may receive cvs of Excel files. BASERS will be pilot tested through the summer of 2018.

The committee did not have questions or comments.

f. BAS personnel update

Owen reported that the Bureau hired five new apprenticeship training representatives this year due to new positions, retirements, and promotions. The new ATR for Appleton South, a new district, is Tim Budda. The new ATR for Waukesha is Richard Badger, who was hired after Josh accepted the position of Chief of Field Operations. The new ATR for Lakeshore area is Lynn O'Shasky, who was hired after Sandy Destree accepted the position of Field Supervisor. The new ATR for Racine is Dominic Robinson, who was hired after Tim Ziffer retired. The new ATR for Eau Claire is Rachell Faber, who was hired after Rob Ecker accepted a new position with Chippewa Valley Technical College.

The new program assistant is Ann Thiel, who was hired after Tatyana Brown accepted a new position in California. The new manager of the WAGE\$ grant is Nancy Kargel, who was hired after Meredith Alt accepted a new position within state government. Last, Bob Sceldroup, the ATR for Milwaukee, has retired. The Bureau has not filled the vacancy yet.

The committee did not have comments or questions

g. Other

The committee did not have additional topics.

7. WTCS Update

Nancy Nakkoul reported that enrollments across all apprenticeships have increased by 21.6%. In addition, the Great Lakes Higher Education Foundation will again award apprenticeship scholarships this year. However, many utility apprentices do not qualify because their first-year wage is too high.

Adam Wehling of Chippewa Valley Technical College reported the college has 124 utility apprentices this year: 36 are new; 22 are in their first year; 23 are in their second year; 40 are in their third year; and 49 are in their final year. The college's new Energy Education Center is in its third year of use and is going well. Adam concluded by sharing that the college has noticed that more utility sponsors are asking the college to provide more hands-on training rather than theoretical instruction. He noted that this may be a future conversation for the state committee.

Action: the Bureau will add "additional hands-on training in related instruction" the agenda for the 2018 spring meeting.

Mandy Mayek, the new workforce development coordinator for Mid-State Technical College, introduced herself. She explained her position is the combination of several prior positions. She handles all apprenticeships except Metering Technician, which is handled by Ron Zillmer.

Todd Kiel reported that Northeast Wisconsin Technical College has 40 Electric Line Worker apprentices, is starting a new section of Substation Electrician apprentices, has hired an additional instructor, and is being widely remodeled.

7. Participants included 409 apprentices and 101 sponsors with a contract in active or unassigned status on October 27, 2017.
9. The committee tentatively scheduled its next meeting for Monday, May 14, at 10:00 a.m., at Western Technical College in Mauston.
10. The meeting adjourned at 12:45 p.m.

Follow-up items

BAS will update the roster.

BAS will add "additional hands-on training in RI" to the next agenda.

Submitted by Owen Smith, Program and Policy Analyst

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Scott Walker, Governor
Raymond Allen, Secretary
Chythania Brown, Division Administrator

October 27, 2017

TO: State Electric Utility Trades Apprenticeship Advisory Committee Members & Consultants

FROM: Owen Smith, Bureau of Apprenticeship Standards
Phone: (608) 266-2491; Owen.Smith@dwd.wisconsin.gov

SUBJECT: **State Electric Utility Trades Apprenticeship Advisory Committee meeting**

DATE: Monday, October 30, 2017

TIME: 10:00 a.m.

PLACE: Western Technical College, Room 121-123
1000 College Ave
Mauston, WI

TENTATIVE AGENDA

1. Call the meeting to order.
2. Introduce attendees.
3. Review the roster.
4. **Old Business**
 - a. Review the follow-up items from the previous meeting:
 - i. **For action:** approve the minutes.
 - ii. **For action:** proposed revisions to state Exhibit A and Job Book for Electric Line Worker
 - b. Revisions to CFR 29.30
 - c. Federal grants to expand apprenticeship
 - d. Apprenticeship LEADERS
 - e. Apprenticeship Completion Award Program
 - f. Other
5. **New Business**
 - a. Presidential Executive Order: Expanding Apprenticeships in America
 - b. 2017 WI Senate Bill 411
 - c. National Apprenticeship Week 2017
 - d. WI Apprenticeship Diversity Conference 2018
 - e. Bureau of Apprenticeship Standards Electronic Registration System (BASERs)
 - f. BAS personnel update
 - g. Other

6. **WTCS Update**
 - a. WTCS
 - b. Chippewa Valley Technical College
 - c. Mid-State Technical College
 - d. Northeast Wisconsin Technical College
7. Review the program participants.
8. Schedule the next meeting.
9. Adjourn.

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Electric Line Worker • 6-821261014-01-T
Exhibit A - Program Provisions

Approved: January 23, 2015

TERM OF APPRENTICESHIP: The term of apprenticeship shall be Time-based, which has been established to be 8,000 hours. Hours of labor shall be the same as established for other skilled employees in the trade.

PROBATIONARY PERIOD: The probationary period shall be the first 2000 hours of employment, but in no case shall it exceed twelve calendar months. During the probationary period, this contract may be cancelled by the apprentice or the sponsor upon written notice to the Department, without adverse impact on the sponsor.

SCHOOL ATTENDANCE: The apprentice shall attend the Wisconsin Technical College System or other approved training provider, as assigned, for paid related instruction four hours per week or the equivalent and satisfactorily complete the prescribed course material for a minimum of 640 hours, unless otherwise approved by the Department. The employer must pay the apprentice for attended related instruction hours at the same rate per hour as for services performed.

WORK PROCESS SCHEDULE: In order to obtain well-rounded training and thereby qualify as a skilled worker in the trade, the apprentice shall have experience and training in the following areas. This instruction and experience shall include the following operations but not necessarily in the sequence given. Time spent on specific operations need not be continuous.

<u>Work Process Description</u>	<u>Approximate Hours</u>	
	(Min	- Max)
A. Safety	500	
B. Climbing--All Structures	300	
C. Operation of Utility Vehicles--Digger/Bucket Trucks, Pullers, Trenchers, etc.	400	
D. Hand and Power Tools	100	
E. Ropes and Rigging	40	
F. Pole Work	700	
G. Guying & Anchors	200	
H. Overhead Secondary	600	
I. Overhead Primary	1000	
J. Electrical Apparatus, including Overhead Transformers, Voltage Regulators, Capacitor Bank Switching/Sectionalizing	1000	
K. Underground	1000	
L. Distribution Grounding	100	
M. Local Optional Work Processes, Including: Metering, Transmission, Lighting, Tree Trimming Right of Way, Basic Computer Skills, Radio Communications Skills, Map Drawing/Reading, Surveying, Staking, Protective Devices Coordination, Other Equipment Operation, such as: Forklift Operation, ATV Operation, Snowmobile Operation	1420	

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Exhibit A - Program Provisions

Paid Related Instruction	640
TOTAL	8000

The above schedule is to include all operations and such other work as is customary in the trade.

MINIMUM COMPENSATION TO BE PAID:

The apprentice's wage must average no less than 60% of the skilled wage during the term of the apprenticeship. (DWD 295.04) The apprentice may not be started at less than minimum wage.

Base skilled wage rate N/A per hour.

If at any time the base skilled wage rate rises or falls, the apprentice's wage shall be adjusted proportionately. The wage rate of apprentices employed in this trade and this firm shall be based on the base skilled wage rate stated above.

All apprentices are covered by State and Federal Wage and Hour Standard requirements. All apprentices shall be paid no less than the minimum wage established under regulations.

CREDIT PROVISIONS: The apprentice, granted credit at the start or during the term of the apprenticeship, shall be paid the wage rate of the pay period to which such credit advanced the apprentice.

Work credit hours approved:	N/A
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School credit hours approved:	
 Paid related instruction:	N/A

 Unpaid related instruction:	N/A
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Total credit hours to be applied to the term of the apprenticeship:	N/A
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SPECIAL PROVISIONS:

The apprentice will complete a standard First Aid course and standard CPR/AED course during the first year of the apprenticeship, and maintain such certification throughout the apprenticeship.

An apprentice in his/her final year must successfully complete the Transition to Trainer course. This course will be included in the current hours of Paid Related Instruction (PRI).



Final Draft:
Revised Exhibit A and Job Book for
Electric Line Worker

Adhere to safety rules, regulations and practices.	500
A. Demonstrate employer's emergency procedures.	
B. Use fall protection equipment.	
C. Use personal protective equipment.	
D. Use insulating protective equipment.	
E. Provide vehicle and personal roadside work protection.	
F. Demonstrate proper minimum approach distances for live conductors.	
G. Adhere to environmental protection procedures.	
Use hand and power tools.	100
A. Electrical testing equipment	
B. Power tools	
C. Compression tools	
D. Temporary mechanical jumpers	
E. Load interruption tools	
Rig equipment and material.	100
A. Tie various knots.	
B. Perform various splices of rope.	
C. Use a handline and set of blocks.	
D. Use slings.	
Operate vehicles and equipment.	300
A. Inspect the vehicle or equipment.	
B. Operate a truck on a public roadway.	
D. Operate a trailer with a vehicle.	
E. Operate a digger/derrick truck.	
F. Operate an aerial device.	
G. Operate stringing equipment.	
Climb poles and ladders.	300
A. Maintain climbing equipment.	
B. Inspect pole prior to climbing.	
C. Climb up the pole.	
D. Work aloft from the pole.	
E. Climb down the pole.	
F. Work aloft from the ladder.	



Install poles, anchors, and guy wires.

500

- A. Select the appropriate pole.
- B. Install the pole manually.
- C. Install the pole using digger-derrick.
- D. Remove the pole using a digger-derrick.
- E. Move the pole via trench.
- F. Straighten or lean the pole.
- G. Install a power screw anchor.
- H. Install an expansion anchor.
- K. Install a down guy.
- L. Install a span guy.

Ground the line.

100

- A. Overhead (equi-potential) grounding
- B. Underground grounding

Maintain an underground distribution system.

1100

- A. Install primary and secondary cables.
- B. Splice secondary cables.
- C. Terminate secondary cables.
- D. Splice jacketed and non-jacketed primary cables.
- E. Terminate jacketed and non-jacketed primary cables.
- F. Install pad-mounted transformers.
- G. Install pad-mounted switchgear.
- H. Operate underground switching.
- I. Troubleshoot underground equipment.

Maintain an overhead secondary distribution system.

700

- A. Install a single and three-phase triplex service.
- B. Install a parallel secondary.
- C. Install and remove secondary conductors.
- D. Troubleshoot overhead secondary equipment.

Maintain an overhead primary distribution system.

1100

- A. Construct framing for single-phase poles.
- B. Construct framing for three-phase poles.
- C. Perform work on energized primary conductors.
- D. Troubleshoot overhead primary equipment.

Install electrical apparatus.

1100

- A. Install single-phase transformer.
- B. Install three-phase transformer bank.
- C. Install a pole-mounted regulator.
- D. Install a three-phase capacitor bank.
- E. Install recloser.
- F. Install three-phase switch.
- G. Install sectionalizing equipment.



Local Optional Work Processes

1260

Ask state committee to keep, reduce, or omit this list.

- A. Metering
- B. Transmission
- C. Lighting
- D. Tree trimming right-of-way
- E. Employer-specific software
- F. Radio communication
- G. Mapping
- H. Surveying and staking
- I. SCADA
- J. Substation
- K. Operate off-road equipment.
- L. Operate a trencher.
- M. Operate a forklift.
- N. Operate a backhoe/skid steer.
- O. Specialized climbing equipment,

Paid Related Instruction

640



DRAFT



Adhere to safety rules, regulations and practices.

A. Demonstrate employer's emergency procedures.

Demonstrate proper techniques for performing a pole top rescue.

Demonstrate proper techniques for performing an aerial bucket rescue.

Verbalize the procedure for reporting a traffic accident. Verbalize the procedure for using a mobile radio in the case of an emergency. Verbalize the procedure for reporting an injury.

Verbalize the procedure for reporting damage to public property

Verbalize the procedure for fire protection to existing Class A, B, and C fires.

Verbalize the procedure for safely using Halon extinguishers.

B. Use fall protection equipment.

Demonstrate knowledge of the three components in a personal fall arrest system.

Explain when personal fall arrest system shall be used.

Inspect personal fall protection equipment for wear.

Replace worn items,

Demonstrate the use of a personal fall arrest system on various structures.

Demonstrate the use of a personal fall arrest system while working in an aerial device.

Demonstrate the use of a personal fall arrest system while working on a ladder.

C. Use personal protective equipment.

Head protection

Hearing protection

Hand, arm and body protection

Safety toe footwear

Wearing apparel

Eye protection

D. Use insulating protective equipment.

Explain the differences in insulated gloves by type and class.

Explain when insulated gloves shall be worn.

Inspect insulated gloves for damage.

Explain when insulated sleeves shall be worn.

Inspect insulated sleeves for damage.

Demonstrate the proper procedure for storing insulated gloves.

Demonstrate the proper procedure for storing insulated sleeves.

Explain when protective cover-up is needed.

Explain the differences in protective cover-up by type and class.

Inspect protective cover-up for wear.

Install and remove protective cover-up.

Demonstrate the proper procedure for storing protective cover-up.

E. Provide vehicle and personal roadside work protection.

Demonstrate the proper use of the following:



Flags
Cones
Road signs
Flashers
Vests
Barricades

F. Demonstrate proper minimum approach distances for live conductors.

Identify the minimum clearance when working near energized, exposed or unprotected circuits.
Identify safe distance when using insulated tools and personal protective equipment.

G. Adhere to environmental protection procedures.

Explain methods of identifying equipment that may contain PCB liquids.
Identify two or more types of such equipment.
Describe hazards associated with handling PCBs.
Explain proper procedure for testing/sampling PCBs.
Explain PPE used during a PCB spill.
Explain containment techniques for a PCB spill.
Explain proper clean-up materials.
Explain proper handling and transporting methods.
Explain proper reporting.



Use hand and power tools.

A. Electrical testing equipment

Demonstrate proper use and maintenance of properly operate a continuity tester.
Demonstrate proper use and maintenance of a three-phase rotation tester.
Demonstrate proper use and maintenance of a low voltage tester.
Demonstrate proper use and maintenance of a high voltage tester.
Demonstrate proper use and maintenance of fault locating equipment.
Demonstrate proper use and maintenance of a clamp-on ammeter.

B. Power tools

Demonstrate proper use and maintenance of a gasoline chainsaw.
Demonstrate proper use and maintenance of an electric drill.
Demonstrate proper use and maintenance of a hydraulic drill.
Demonstrate proper use and maintenance of battery-operated tools.

C. Compression tools

Demonstrate the proper use and maintenance of a wedge tap tool.
Demonstrate the proper use and maintenance of a hydraulic compression tool.
Demonstrate the proper use and maintenance of a battery-operated compression tool.
Demonstrate the proper use and maintenance of hand compression tools.

D. Temporary mechanical jumpers

Identify the size.
Install the non-load interruption mechanical jumper.
Remove the non-load interruption mechanical jumper.
Identify the load-interruption jumpers.
Install the load-interruption jumper.
Operate the load-interruption jumper.

E. Load interruption tools (load buster)

Select the proper load interrupt tool for the voltage involved.
Inspect the tool for defects.
Manually operate the tool to ensure latching.
Attach the tool to the switch.
Operate tool per manufacturer's instructions.



Rig equipment and material.

A. Tie various knots.

Tie the following knots and explain when they would be used:

square knot
bowline
timberhitch
bowline on a bight
two half hitches
clove hitch

B. Perform various splices of rope.

Perform the following splices and explain when they would be used:

Eye splice
End splice
Short splice
Handline becket

C. Use a handline and a set of blocks.

Construct a hand line.
Attach the hand line to the pole.
Show the proper procedure for raising and lowering equipment.
Construct a set of blocks.
Identify different uses for a set of blocks
Install a set of blocks to sag conductors.
Install a hoist to sag conductors.

D. Use slings.

Identify the proper sling material (nylon, chain or cable).
Identify the proper size of sling for the load.
Inspect the sling for damage, wear, and expiration.
Select the proper method of attaching the sling to the load.
Attach the sling to the load using a basket hitch.
Attach the sling to the load using a choker hitch.
Attach the sling to the load using a vertical hitch.



Operate vehicles and equipment.

A. Inspect the vehicle or equipment.

Demonstrate proper procedures for conducting a truck/trailer inspection.
Properly complete truck-trailer inspection form.
Properly complete boom inspection form.

B. Operate a truck on a public roadway.

Conduct pre-trip inspection.
Load and inspect a truck according to DOT regulations.
Start engine.
Shift gears.
Use proper signals for turning, passing and stopping.
Use seat belts.
Yield right of way.
Maintain sufficient following distance.
Maintain safe speed.
Properly park a truck/trailer on an incline.
Properly place, remove and store wheel chocks.

C.. Use a trailer with a vehicle.

Properly lock a pintle hitch.
Properly connect a trailer electric cord.
Properly connect a break-away cable.
Properly attach safety chains.
Properly check turn indicators, brake lights, trailer tires, and loads.
Set trailer brake control.
Match machine with approve trailer and towing vehicle.
Position towing vehicle and trailer on level ground with brakes set and wheels chocked.
Position trailer ramps.
Load and position machine at safe operating speeds.
Secure machine properly.
Unload machine and stow ramps.

E. Operate a digger / derrick truck.

Properly place, remove and store wheel chocks.
Explain purpose and proper use of outriggers or stabilizers.
Inspect controls.
Test controls.
Identify energized conductors and unprotected clearances.
Barricade truck.
Determine boom angle.
Identify weight of objects to be lifted.
Interpret load chart.
Maneuver a load smoothly.
Use hand signals.



F. Operate an aerial device. .

Properly place, remove and store wheel chocks.
Explain purpose and proper use of outriggers or stabilizers.
Inspect upper and lower controls.
Test upper and lower controls.
Identify energized conductors and unprotected clearances.
Barricade truck.
Maneuver bucket smoothly.

G. Operate stringing equipment.

Properly place, remove and store wheel chocks.
Explain purpose and proper use of stabilizers.
Inspect controls.
Test controls.
Identify energized conductors and unprotected clearances.
Barricade equipment.
Ground equipment.
Set up pulling equipment.
String conductors under tension.



Climb poles and ladders.

A. Maintain climbing equipment.

Properly inspect a climbing gaff for sharpening.
Demonstrate proper procedures for sharpening a gaff.
Demonstrate proper use of a gaff gauge.

Properly inspect the safety strap.
Properly inspect the total wood fall restraint.
Properly inspect climbing belt.
Properly inspect all other fall restraint systems.

B. Inspect pole prior to climbing.

Explain and demonstrate the procedure for butt testing a wood pole, including drilling and sound testing.
Explain and demonstrate proper procedure for visually inspecting a wood pole. .
Explain the employer's approved method for identifying dangerous poles.
Identify all hazards on a pole. Identify butt decay.
Identify shell rot.
Identify proper depth.

D. Climb the pole.

Identify the correct side of the pole to climb.
Identify energized conductors.
Maintain minimal approach distances (MAD).
Properly climb over obstacles using total fall restraint..

E. Work aloft from the pole.

Properly perform the following while belted in:

Install a handline.
Use hand line aloft.
Walk around pole. (omit?)
Turn and reach left and right. (omit?)
Position yourself correctly.
Install and remove a hoist/set of blocks without difficulty.
Throw a rope over an obstacle at least 15 feet from the pole.

F. Climb down the pole.

Identify the correct side of the pole to climb down. .
Maintain minimal approach distances (MAD).
Properly climb over obstacles using total fall restraint, if required.

G. Work aloft from the ladder.

Identify the correct ladder.
Inspect the ladder.
Set up ladder.
Secure the ladder.



Ascend the ladder safely.

Transition from ladder to another surface, such as roof, pole or platform.

Belt in and tie off according to employer standards.

Install a secondary service while aloft.

Descend the ladder safely.

DRAFT



Install poles, anchors, and guy wires.

A. Identify poles.

Identify the class.

Identify the height.

Identify the setting depth.

B. Install a pole manually.

Obtain and verify locates.

Protect work area.

Dig a pole hole manually to proper depth and circumference.

Attach blocks between old and new pole.

Install cover-up as needed.

Raise new pole in controlled manner.

Lower the pole into the hole in controlled manner.

Plumb and cant the pole to align.

Backfill and tamp the pole.

Tag pole.

C. Install a pole using digger-derrick.

Obtain and verify locates.

Protect work area.

Lower auger.

Dig a pole hole to proper depth.

Stow and latch auger.

Attach winch line to pole.

Install cover-up as needed.

Raise and set new pole in controlled manner.

Plumb and cant the pole to align.

Backfill and tamp the pole.

Tag pole.

D. Remove a pole using digger-derrick.

Obtain and verify locates.

Loosen soil around pole with an auger.

Inspect pole for rot.

Attach and use pole puller.

Remove pole in controlled manner.

Lower pole to ground or trailer.

Backfill hole.

E. Move the pole via trench.

Obtain and verify locates.

Inspect for pole rot.

Protect work area.

Check for attachments.

Create a trench to appropriate depth and width.



Attach winch line to correct height.
Move pole to new location.
Maintain proper tension on conductors, cables and guys.
Backfill and tamp the pole.

F. Straighten or lean the pole.

Obtain and verify locates.
Inspect for pole rot.
Protect work area.
Lower auger.
Dig a pole hole to proper depth.
Stow and latch auger.
Attach winch line to pole.
Install cover-up as needed.
Straighten or lean the pole.
Maintain proper tension on conductors, cables and guys.
Backfill and tamp the pole.

I. Install a power screw anchor

Obtain and verify locates.
Protect work area.
Lower auger.
Select proper anchor and rod.
Assemble anchor.
Remove auger.
Install anchor adaptor.
Insert and lock anchor rod into anchor adaptor.
Start the anchor at correct angle.
Screw in anchor.
Unlock and withdraw anchor adaptor from anchor.
Disassemble and stow anchor adaptor.
Reattach and stow auger.

J. Install an expansion anchor.

Obtain and verify locates.
Protect work area.
Dig an anchor hole to proper depth and circumference.
Select and assemble anchor.
Install anchor assembly in hole.
Expand anchor.
Backfill and tamp the hole.

K. Install a down guy.

Select the proper size and length of guy wire.
Select the proper guy attachment.
Select the proper insulator.
Assemble the guy.
Hang the guy on the pole.
Select guy tensioning equipment.
Tension the guy.



Attach the guy wire to anchor.

Trim guy wire.

Install guy guard.

L. Install a span guy.

Select the proper size and length of guy wire.

Select the proper guy attachment.

Select the proper insulator.

Assemble the guy.

Hang the guy on the pole.

Select guy tensioning equipment.

Sag the guy.

Attach the guy wire.

Trim guy wire.

DRAFT



Ground the line.

A. Overhead (equi-potential) grounding

Explain the theory of equi-potential grounding.

Review switching and hold-card procedure for grounding purpose.

De-energize line.

Install hold-cards.

Inspect testing equipment.

Test to ensure equipment is de-energized.

Select proper grounds.

Inspect grounds.

Install ground cluster attachment, if needed.

Install grounds according to employer's procedures.

After work is complete, remove grounds according to employer's procedures.

B. Underground grounding

Explain the theory of equi-potential grounding.

Review switching and hold-card procedure for grounding purpose.

De-energize line.

Install hold-cards.

Inspect testing equipment.

Test to ensure equipment is de-energized.

Select correct grounding equipment.

Install grounds according to employer's procedures.

After work is complete, remove grounds according to employer's procedures.



Maintain an underground distribution system.

A. Install primary and secondary cables.

Select the proper type of cable.

Select the proper size of cable.

Determine the proper depth.

If the proper depth is not achievable, follow company procedures.

Identify proper backfill.

Identify the proper bending radius for standard primary cable and cite references.

Identify the proper bending radius for standard secondary cable and cite references.

Install duct.

Install cable in duct.

Install cable via direct bury.

B. Splice secondary cables.

Select the proper stripping tool for removing insulation.

Select the proper splice.

Select the proper crimping tool.

Install splice according to manufacturer's instructions.

Lay cable at proper depth.

Backfill cable.

C. Terminate secondary cables.

Terminate in a customer entrance.

Terminate in a pedestal.

Terminate riser to an overhead secondary.

Terminate riser to an overhead transformer.

Terminate in a single-phase pad-mounted transformer

Terminate in a three-phase pad-mounted transformer

Terminate a parallel secondary.

Tag and label cables.

Tag and label enclosures.

Other

Other

Other

D. Splice jacketed and non-jacketed primary cables.

Select the proper stripping tool for removing insulation.

Select the proper splice.

Select the proper crimping tool.

Install splice according to manufacturer's instructions.

Lay cable at proper depth.

Backfill cable.



E. Terminate jacketed and non-jacketed primary cables.

Select the proper termination.
Select the proper stripping tool for removing insulation.
Select the proper crimping tool.
Install termination according to manufacturer's instructions.
Terminate on a pole.
Terminate in single-phase equipment.
Terminate in three-phase equipment.
Terminate in a single or three-phase pad-mounted switchgear.
Tag and label cables.

F. Install pad-mounted transformers.

Establish proper grade and foundation.
Verify transformer is level.
Identify proper type, size, and voltage by nameplate.
Select correct primary fuse size.
Install primary fuse.
Identify correct tap setting.
Install proper equipment grounds.
Energize the transformer.
Verify voltage.
Verify the rotation on a three-phase transformer.
Operate transformer elbows and oil switch(es).
Tag and label equipment.

G. Install pad-mounted switchgear.

Establish proper grade and foundation.
Verify switchgear is level.
Identify proper type, size, and voltage by nameplate.
Select correct size of primary fuse.
Install primary fuse.
Identify correct tap setting.
Install proper equipment grounds.
Energize the switchgear.
Operate switch(es).
Tag and label equipment.

H. Operate underground switching.

Select proper tools.
Select proper tester.
Obtain employer switching procedure.
De-energize underground cable according to employer switching procedure.
Install cards according to employer lock-out / tag-out procedure.
Test cable or equipment de-energized.
Install grounds.
Remove grounds according to employer switching procedure.
Re-energize cable according to employer switching procedure.



I. Troubleshoot underground equipment.

Determine whether secondary cable faulted.

Locate faulted secondary cable using employer's equipment.

Determine whether primary cable faulted.

Locate faulted primary cable using employer's equipment.

Determine whether transformer is defective using testing equipment.

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Maintain an overhead secondary distribution system.

A. Install a single and three-phase triplex service.

Inspect service entrance to ensure it is clear.
Test service entrance to ensure it is clear.
Select proper conductor size.
Meet all clearance requirements.
Sag service wire.
Install proper service dead-end grips.
Select proper connectors for wire size at service entrance.
Install connectors.
Select proper connectors for wire size at pole.
Install connectors.
Test voltage at meter socket.
Verify rotation for a three-phase service.
Install meter.

B. Install a parallel secondary.

Select proper conductor size.
Meet all clearance requirements.
Sag new conductor.
Install proper dead-end grips.
Select proper connectors for wire size.
Install connectors on one end.
Select proper connectors for wire size at other end.
Phase conductors using proper secondary tester.
Install connectors.
Remove old conductors.

C. Install and remove secondary conductors.

Sag and dead-end open wire.
Maintain proper clearance between conductors.
Sag and dead-end bundled secondary cable.
Install secondary hardware and insulators.
Install conductor ties.
Remove conductor ties.

D. Troubleshoot secondary equipment.

Determine cause of overhead secondary fault.
Locate fault in secondary overhead.
Resolve the reason for the fault.
Repair the fault.
Re-energize the conductor.



Maintain an overhead primary distribution system.

A. Construct framing for single-phase poles.

Construct framing for the following according to employer construction standards.

tangent pole.
angle pole.
dead-end pole.
single phase transformer pole.
primary riser pole.

B. Construct framing for three-phase poles.

Construct framing for the following according to employer construction standards.

tangent pole.
angle pole.
dead-end pole
three-phase transformer pole.
three-phase primary riser pole.
three-phase gang operated switch

C. Perform work on energized primary conductors.

Install hand ties.
Install armor rod.
Cut slack into primary conductor.
Pull slack from primary conductor.
Transfer single-phase tangent pole from old to new.
Transfer single-phase angle pole from old to new.
Transfer single-phase dead-end pole from old to new.
Transfer three-phase tangent pole from old to new.
Transfer three-phase angle pole from old to new.
Transfer three-phase dead-end pole from old to new.
Change equipment from one phase to another.
Install fiber glass extension arm.
Transfer conductors to fiber glass extension arm.
Install lightning arrestors.
Install fused cut-outs.
Install switches.
Replace defective insulators.

D. Troubleshoot primary equipment.

Determine cause of overhead primary fault.
Locate fault.

Resolve the reason for the fault.
Repair the fault.
Re-energize the conductor.
Determine cause of transformer failure.



Replace transformer according to failure reason.
Re-energize the transformer.

DRAFT



Install electrical apparatus.

A. Install single-phase transformer for installation.

- Check name plate diagram for proper voltage.
- Ensure correct size.
- Ensure correct voltage.
- Assemble all materials and tools.
- Inspect transformer for defects.
- Dress transformer according to employer construction standards.
- Check voltage taps.
- Remove old transformer.
- Install new transformer on pole.
- Make necessary connections.
- Energize new transformer.
- Test transformer for proper voltage.
- De-energize new transformer.
- Finish secondary connections.
- Re-energize new transformer for permanent service.

B. Install three-phase transformer bank.

- Check name plate diagram for proper voltage.
- Ensure correct size.
- Ensure correct voltage.
- Assemble all materials and tools.
- Inspect transformer for defects.
- Dress transformer according to employer construction standards.
- Check voltage taps.
- Remove old transformer .
- Install new transformer on pole.
- Make necessary connections.
- Energize new transformer.
- Test transformer for proper voltage.
- Check for proper rotation.
- De-energize new transformer.
- Finish secondary connections.
- Re-energize new transformer for permanent service.

C. Install a pole-mounted regulator.

- Ensure correct voltage.
- Assemble all materials and tools.
- Inspect regulator for defects.
- Dress regulator according to employer construction standards.
- Remove old regulator, according to company procedures.
- Install new regulator on pole.
- Make necessary connections.
- Energize new regulator, according to company procedures.



D. Install a three-phase capacitor bank.

Ensure correct voltage and size.
Assemble all materials and tools.
Inspect capacitor bank for defects.
Dress capacitor bank according to employer construction standards.
Remove old capacitor bank, according to company procedures.
Install new capacitor bank on pole.
Make necessary connections.
Energize new capacitor bank, according to company procedures

E. Install recloser.

Explain the purpose and type of recloser.
Ensure correct voltage.
Assemble all materials and tools.
Inspect recloser for defects.
Dress recloser according to employer construction standards.
Remove old recloser, according to company procedures.
Install new recloser on pole.
Make necessary connections.
Energize new recloser.
Place recloser on non-reclose.
Return recloser to automatic operation.

F. Install three-phase switch.

Ensure correct voltage.
Assemble all materials and tools.
Inspect switch for defects.
Dress switch according to employer construction standards.
Remove old switch, according to company procedures.
Remove old operating handle.
Install new switch on pole.
Install new operating handle.
Make necessary connections.
Energize new switch.

G. Install sectionalizing equipment

Ensure correct voltage.
Assemble all materials and tools.
Inspect sectionalizing equipment for defects.
Dress sectionalizing equipment for according to employer construction standards.
Remove old sectionalizing equipment for, according to company procedures.
Install new sectionalizing equipment for on pole.
Make necessary connections.
Energize new sectionalizing equipment for, according to company procedures



September 2017

STATUS

Federal Grant Awards

WAGE\$

October 1, 2015 began the Wisconsin Apprenticeship Growth Enhancement Strategies (WAGE\$) \$5 Million grant supporting development of new Registered Apprenticeships in Advanced Manufacturing, Healthcare, and Information Technology. Over the grant's five-year term the state committed to establishing 1,000 new apprentices in 12 high growth occupations associated with those industry sectors. Since its inception (Between 10-1-15 and 8-31-17):

Sector	Occupation/Trade	Number of Apprentices Registered	Operational or Under Development
Industrial	Industrial Manufacturing Technician	37	Operational
	Maintenance Technician	112	Operational
	Mechatronics	0	Operational
	Welder – Fabricator	11	Operational
	Welder/Automated Welding	3	Operational
	Total	163	
Information Technology	Software Developer		Operational
	Data Analyst		Under Development
	Help Desk		Planning
Healthcare	Pharmacy Technician		Planning
	Medical Assistant		Planning

Apprenticeship USA State Expansion Grant

October 1, 2016 commenced the \$1.5 Million Apprenticeship USA State Expansion Grant. Award is to grow the number of women and underrepresented populations specifically in the construction industry, as well as develop new apprentice occupations in the Financial Services and Biotech industries. Working in conjunction with two of the state's workforce boards, BAS committed to adding 427 new apprenticeship contracts over the 18-month life of the grant. Since its inception: (Between 10-1-16 and 8-31-17)



Sector	Occupation/Trade	Number of Apprentices Registered	Operational or Under Development
Construction	36 Various Trades	1,232	Operational
Female	12 Various Trade	45	Operational
Minority	26 Various Trades	175	Operational
Bio Technology	Analysis Underway		Planning
Financial Services	Financial Services Representative		Under Development

State Accelerator Grant

Funding is to support the expansion of the Bureau of Apprenticeship Standards (BAS) staff, as well as fund outreach and awareness activities introducing apprenticeships in advanced manufacturing, healthcare, and information technology sectors. Added a new ATR for the northeast of the state, as well as a new supervisor, and supported training of the ATRs in their new roles to support apprenticeship outreach activities.



State of Wisconsin
2017 - 2018 LEGISLATURE

LRB-0888/1
MED:klm

2017 SENATE BILL 411

September 14, 2017 - Introduced by Senators KAPENGA, CRAIG, DARLING, FEYEN, LASEE, MARKLEIN, NASS, STROEBEL, VUKMIR and WANGGAARD, cosponsored by Representatives HUTTON, ROHRKASTE, ALLEN, BERNIER, BRANDTJEN, E. BROOKS, FELZKOWSKI, GANNON, HORLACHER, KATSMAN, KNODL, KREMER, KRUG, KULP, MACCO, NEYLON, PETERSEN, SANFELIPPO, SPIROS, THIESFELDT, TITTL and TUSLER. Referred to Committee on Labor and Regulatory Reform.

1 **AN ACT** *to repeal* 106.02 and 106.025 (4); *to amend* 106.01 (1), 106.01 (9), 106.01
2 (11) (intro.), 106.025 (1) and 106.025 (2); and *to create* 106.015 of the statutes;
3 **relating to:** apprentice-to-journeyworker ratios in apprenticeships and the
4 minimum duration of carpentry and plumbing apprenticeships.

Analysis by the Legislative Reference Bureau

Under current law, the Department of Workforce Development administers the law concerning apprenticeship programs in this state and has various powers as necessary to perform that function. In addition, DWD must promulgate rules regarding procedures for approving and for rescinding approval of apprenticeship programs. Under DWD's current rules, in order to be eligible for approval and registration by DWD, an apprenticeship program must have standards that address a numeric ratio of apprentices to journeyworkers consistent with proper supervision, training, safety, and continuity of employment, and applicable provisions in collective bargaining agreements, except where such ratios are expressly prohibited by the collective bargaining agreements.

This bill specifically prohibits DWD from prescribing, enforcing, or authorizing, through any means, a ratio of apprentices to journeyworkers for apprenticeship programs or apprentice contracts that requires more than one journeyworker for each apprentice.

SENATE BILL 411

The bill also repeals certain provisions regarding minimum terms for carpentry and plumbing apprenticeships.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

1 **SECTION 1.** 106.01 (1) of the statutes is amended to read:

2 106.01 (1) FORMATION OF APPRENTICE CONTRACT. Any person 16 years of age or
3 over may enter into an apprentice contract binding himself or herself to serve as an
4 apprentice as provided in this section. ~~Except as provided in ss. 106.02 and 106.025,~~
5 ~~the~~ The term of service of an apprenticeship shall be for not less than one year. Every
6 apprentice contract shall be in writing and shall be signed by the apprentice, the
7 department, and the sponsor or an apprenticeship committee acting as the agent of
8 the sponsor. If the apprentice has not reached 18 years of age, the apprentice contract
9 shall also be signed by one of the apprentice's parents or, if both parents are deceased
10 or legally incapable of giving consent, by the guardian of the apprentice or, if there
11 is no guardian, by a deputy of the department. The department shall specify the
12 provisions that are required to be included in an apprentice contract by rule
13 promulgated under sub. (11).

14 **SECTION 2.** 106.01 (9) of the statutes is amended to read:

15 106.01 (9) AUTHORITY OF DEPARTMENT. The department, subject to s. 106.015,
16 may investigate, fix reasonable classifications, issue rules and general or special
17 orders, and hold hearings, make findings, and render orders upon its findings as
18 necessary to carry out the intent and purposes of this section. The investigations,
19 classifications, hearings, findings, and orders shall be made as provided in s.
20 103.005. Except as provided in sub. (8), the penalties specified in s. 103.005 (12)

SENATE BILL 411

1 apply to violations of this section. Orders issued under this subsection are subject
2 to review under ch. 227.

3 **SECTION 3.** 106.01 (11) (intro.) of the statutes is amended to read:

4 106.01 **(11) RULES.** (intro.) The department, subject to s. 106.015, shall
5 promulgate rules to implement this section, including rules providing for all of the
6 following:

7 **SECTION 4.** 106.015 of the statutes is created to read:

8 **106.015 Apprentice-to-journeyworker ratios.** The department may not
9 prescribe, enforce, or authorize, whether through the promulgation of a rule, the
10 issuance of a general or special order, the approval of an apprenticeship program or
11 apprentice contract, or otherwise, a ratio of apprentices to journeyworkers for
12 apprenticeship programs or apprentice contracts that requires more than one
13 journeyworker for each apprentice.

14 **SECTION 5.** 106.02 of the statutes is repealed.

15 **SECTION 6.** 106.025 (1) of the statutes is amended to read:

16 106.025 **(1)** The department may prescribe the conditions under which a
17 person may serve a plumbing apprenticeship, as to preliminary and technical college
18 attendance requirements, level of supervision of an apprentice, the character of
19 plumbing work, and the credit for school attendance in serving the apprenticeship.

20 **SECTION 7.** 106.025 (2) of the statutes is amended to read:

21 106.025 **(2)** Every person commencing a plumbing apprenticeship shall enter
22 into an apprentice contract under s. 106.01. ~~The term of a plumbing apprentice is~~
23 ~~5 years, but the department may upon application of the apprentice, the apprentice's~~
24 ~~employer, or both, extend the term for up to one additional year.~~

25 **SECTION 8.** 106.025 (4) of the statutes is repealed.

1 **SECTION 9. Initial applicability.**

(1) This act first applies to an apprenticeship contract governed by a collective bargaining agreement that contains provisions that are inconsistent with this act on the day on which the collective bargaining agreement expires or is modified, extended, or renewed, whichever occurs first.

6 (END)



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The White House

Office of the Press Secretary

For Immediate Release

June 15, 2017

Presidential Executive Order Expanding Apprenticeships in America

EXECUTIVE ORDER

EXPANDING APPRENTICESHIPS IN AMERICA

By the authority vested in me as President by the Constitution and the laws of the United

States of America, and to promote affordable education and rewarding jobs for American workers, it is hereby ordered as follows:

Section 1. Purpose. America's education systems and workforce development programs are in need of reform. In today's rapidly changing economy, it is more important than ever to prepare workers to fill both existing and newly created jobs and to prepare workers for the jobs of the future. Higher education, however, is becoming increasingly unaffordable. Furthermore, many colleges and universities fail to help students graduate with the skills necessary to secure high paying jobs in today's workforce. Far too many individuals today find themselves with crushing student debt and no direct connection to jobs.

Against this background, federally funded education and workforce development programs are not effectively serving American workers. Despite the billions of taxpayer dollars invested in these programs each year, many Americans are struggling to find full-time work. These Federal programs must do a better job matching unemployed American workers with open jobs, including the 350,000 manufacturing jobs currently available.

Expanding apprenticeships and reforming ineffective education and workforce development programs will help address these issues, enabling more Americans to obtain relevant skills and high-paying jobs. Apprenticeships provide paid, relevant workplace experiences and opportunities to develop skills that employers value. Additionally, they provide affordable paths to good jobs and, ultimately, careers.

Finally, federally funded education and workforce development programs that do not work must be improved or eliminated so that taxpayer dollars can be channeled to more effective uses.

Sec. 2. Policy. It shall be the policy of the Federal Government to provide more affordable pathways to secure, high paying jobs by promoting apprenticeships and effective workforce development programs, while easing the regulatory burden on such programs and reducing or eliminating taxpayer support for ineffective workforce development programs.

Sec. 3. Definitions. For purposes of this order:

(a) the term "apprenticeship" means an arrangement that includes a paid-work component and an educational or instructional component, wherein an individual obtains workplace-relevant knowledge and skills; and

(b) the term "job training programs" means Federal programs designed to promote skills development or workplace readiness and increase the earnings or employability of workers, but does not include Federal student aid or student loan programs.

Sec. 4. Establishing Industry-Recognized Apprenticeships. (a) The Secretary of Labor

(Secretary), in consultation with the Secretaries of Education and Commerce, shall consider proposing regulations, consistent with applicable law, including 29 U.S.C. 50, that promote the development of apprenticeship programs by third parties. These third parties may include trade and industry groups, companies, non-profit organizations, unions, and joint labor-management organizations. To the extent permitted by law and supported by sound policy, any such proposed regulations shall reflect an assessment of whether to:

- (i) determine how qualified third parties may provide recognition to high-quality apprenticeship programs (industry-recognized apprenticeship programs);
- (ii) establish guidelines or requirements that qualified third parties should or must follow to ensure that apprenticeship programs they recognize meet quality standards;
- (iii) provide that any industry-recognized apprenticeship program may be considered for expedited and streamlined registration under the registered apprenticeship program the Department of Labor administers;
- (iv) retain the existing processes for registering apprenticeship programs for employers who continue using this system; and
- (v) establish review processes, consistent with applicable law, for considering whether to:
 - (A) deny the expedited and streamlined registration under the Department of Labor's registered apprenticeship program, referred to in subsection (a)(iii) of this section, in any sector in which Department of Labor registered apprenticeship programs are already effective and substantially widespread; and
 - (B) terminate the registration of an industry-recognized apprenticeship program recognized by a qualified third party, as appropriate.

(b) The Secretary shall consider and evaluate public comments on any regulations proposed under subsection (a) of this section before issuing any final regulations.

Sec. 5. Funding to Promote Apprenticeships. Subject to available appropriations and consistent with applicable law, including 29 U.S.C. 3224a, the Secretary shall use available funding to promote apprenticeships, focusing in particular on expanding access to and participation in apprenticeships among students at accredited secondary and post secondary educational institutions, including community colleges; expanding the number of apprenticeships in sectors that do not currently have sufficient apprenticeship opportunities; and expanding youth participation in apprenticeships.

Sec. 6. Expanding Access to Apprenticeships. The Secretaries of Defense, Labor, and Education, and the Attorney General, shall, in consultation with each other and consistent with

applicable law, promote apprenticeships and pre apprenticeships for America's high school students and Job Corps participants, for persons currently or formerly incarcerated, for persons not currently attending high school or an accredited post-secondary educational institution, and for members of America's armed services and veterans. The Secretaries of Commerce and Labor shall promote apprenticeships to business leaders across critical industry sectors, including manufacturing, infrastructure, cybersecurity, and health care.

Sec. 7. Promoting Apprenticeship Programs at Colleges and Universities. The Secretary of Education shall, consistent with applicable law, support the efforts of community colleges and 2 year and 4 year institutions of higher education to incorporate apprenticeship programs into their courses of study.

Sec. 8. Establishment of the Task Force on Apprenticeship Expansion. (a) The Secretary shall establish in the Department of Labor a Task Force on Apprenticeship Expansion.

(b) The mission of the Task Force shall be to identify strategies and proposals to promote apprenticeships, especially in sectors where apprenticeship programs are insufficient. The Task Force shall submit to the President a report on these strategies and proposals, including:

- (i) Federal initiatives to promote apprenticeships;
- (ii) administrative and legislative reforms that would facilitate the formation and success of apprenticeship programs;
- (iii) the most effective strategies for creating industry-recognized apprenticeships; and
- (iv) the most effective strategies for amplifying and encouraging private-sector initiatives to promote apprenticeships.

(c) The Department of Labor shall provide administrative support and funding for the Task Force, to the extent permitted by law and subject to availability of appropriations.

(d) The Secretary shall serve as Chair of the Task Force. The Secretaries of Education and Commerce shall serve as Vice-Chairs of the Task Force. The Secretary shall appoint the other members of the Task Force, which shall consist of no more than twenty individuals who work for or represent the perspectives of American companies, trade or industry groups, educational institutions, and labor unions, and such other persons as the Secretary may from time to time designate.

(e) Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Task Force, any functions of the President under that Act, except for those of reporting to the Congress, shall be performed by the Chair, in accordance with guidelines issued by the Administrator of General Services.

(f) Members of the Task Force shall serve without additional compensation for their work on the Task Force, but shall be allowed travel expenses, including per diem in lieu of subsistence, to the extent permitted by law for persons serving intermittently in the Government service (5 U.S.C. 5701–5707), consistent with the availability of funds.

(g) A member of the Task Force may designate a senior member of his or her organization to attend any Task Force meeting.

(h) The Task Force shall terminate 30 days after it submits its report to the President.

Sec. 9. Excellence in Apprenticeships. Not later than 2 years after the date of this order, the Secretary shall, consistent with applicable law, and in consultation with the Secretaries of Education and Commerce, establish an Excellence in Apprenticeship Program to solicit voluntary information for purposes of recognizing, by means of a commendation, efforts by employers, trade or industry associations, unions, or joint labor-management organizations to implement apprenticeship programs.

Sec. 10. Improving the Effectiveness of Workforce Development Programs. (a) Concurrent with its budget submission to the Director of the Office of Management and Budget (OMB), the head of each agency shall submit a list of programs, if any, administered by their agency that are designed to promote skills development and workplace readiness. For such programs, agencies shall provide information on:

- (i) evaluations of any relevant data pertaining to their effectiveness (including their employment outcomes);
- (ii) recommendations for administrative and legislative reforms that would improve their outcomes and effectiveness for American workers and employers; and
- (iii) recommendations to eliminate those programs that are ineffective, redundant, or unnecessary.

(b) The Director of OMB shall consider the information provided by agencies in subsection (a) of this section in developing the President's Fiscal Year 2019 Budget.

(c) The head of each agency administering one or more job training programs shall order, subject to available appropriations and consistent with applicable law, an empirically rigorous evaluation of the effectiveness of such programs, unless such an analysis has been recently conducted. When feasible, these evaluations shall be conducted by third party evaluators using the most rigorous methods appropriate and feasible for the program, with preference given to multi-site randomized controlled trials.

(d) The Director of OMB shall provide guidance to agencies on how to fulfill their obligations under this section.

Sec. 11. General Provisions. (a) Nothing in this order shall be construed to impair or otherwise affect:

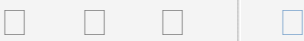
- (i) the authority granted by law to an executive department or agency, or the head thereof; or
- (ii) the functions of the Director of OMB relating to budgetary, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

DONALD J. TRUMP

THE WHITE HOUSE,
June 15, 2017.



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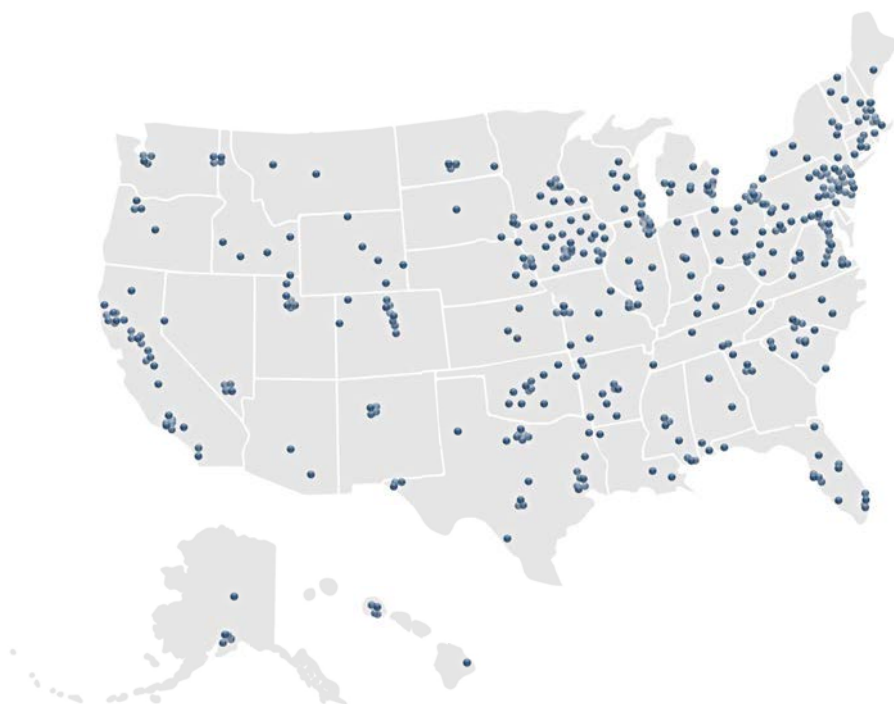


Apprenticeship**USA**



NOVEMBER 14 - 20, 2016

NATIONAL APPRENTICESHIP WEEK REPORT



National Apprenticeship Week

The second annual National Apprenticeship Week (NAW) was held November 14 – 20, 2016. Throughout the week, Registered Apprenticeship sponsors showcased their programs, facilities and apprentices. This formal recognition of apprenticeship training provided opportunities for businesses, education partners, labor organizations, industry associations and other valued partners to highlight how apprenticeship helps to meet the country's ongoing need for a skilled workforce.

*"Tell me and I forget,
teach me and I remember,
involve me and I learn."*

~ Benjamin Franklin

Highlights

EVENTS: More than 690 events, attended by over 96,000 people, in all states and the District of Columbia.

SOCIAL MEDIA: A host of videos, blog posts, Tweets, Instagram snaps and YouTube videos broadcast the value of apprenticeship throughout the week.

INTERNATIONAL PARTNERSHIPS: Several events were held to highlight international apprenticeship partnerships, including the United Kingdom (UK)-based Transatlantic Apprenticeship Exchange Forum, a Swiss Embassy panel discussion, a discussion with the Ambassador of the Federal Republic of Germany, and the official launch of TranZed Apprenticeship Services - a collaboration between UK and U.S. partners.

Activities

A diverse and creative array of events and activities occurred throughout the country during NAW, including company open houses, forums, discussions, apprentice appreciation events, career fairs and tours of community and technical colleges.

NAW 2016

BY THE NUMBERS

692

Total Number
of Events

All **50** States
Participating

Number of Attendees

More than
96,000

More than

469,000

DOL followers
on Twitter

97 Proclamations

41.4M

Social Media
Impressions

States, local government and apprenticeship organizations released their own proclamations for NAW, including several proclamations spotlighting Women in Apprenticeship.

The U.S. Department of Labor emphasized a different key theme for each day of NAW to focus online and in-person conversations about apprenticeship. These themes included:

- Apprenticeship Works for Everyone
- Apprenticeship Works for Employers and Industry
- Apprenticeship Works for Workers and Job Seekers
- Apprenticeship Works Around the Globe
- Apprenticeship Works in Education

Officials in the Departments of Labor, as well as Education and Commerce, members of Congress, businesses, unions and others participated in live events, blogs, and Twitter to publicize the activities of NAW and to promote the value of apprenticeship. Citizens nationwide were invited to join the discussion via Twitter, using **#ApprenticeshipWorks** and **#NAW2016**.



USDOL Office of Apprenticeship Administrator John Ladd presents at Urban Institute's Transatlantic Apprenticeship Exchange forum: Delivering Employer-Driven Apprenticeships.

National Leaders Promote Apprenticeship

In its second year, NAW continues to be recognized by a wide variety of national leaders, including members of Congress and leadership from federal agencies. The Bureau of International Affairs announced a \$9 million investment to support apprenticeship opportunities for vulnerable youth in Argentina, Costa Rica, and Kenya. Other examples of national leaders helping to spotlight the benefits of apprenticeship training are:

Study Highlights the Value of Registered Apprenticeship

The businesses studied unanimously agreed that the benefits of Registered Apprenticeship outweigh its costs. Apprenticeship programs have improved overall performance, lowered job vacancies and provide a competitive advantage over other companies.

As one of the first studies of its type in the U.S., researchers discovered that few companies currently calculate an internal return on investment for their hiring and training practices. The report offers a method for organizations to identify the qualitative return on investment for using apprenticeship training.

- **The Deputy Secretary of Labor, several Assistant Secretaries of Labor, the Assistant Secretary of Veterans' Employment and Training Services, and the Associate Director of the Office of Personnel Management** met with Department of Labor apprentices to discuss their successes and future opportunities for federal government apprenticeships.
- National officials met during NAW to plan the future of the **Military Apprenticeship Program**.
- **Members of Congress** from several states attended apprenticeship events and signed proclamations promoting NAW and commending the Office of Apprenticeship for its outstanding work.
- On November 16, Secretary of Commerce Penny Pritzker announced the release of a report entitled, **"The Benefits and Costs of Apprenticeships: A Business Perspective."** The study was conducted by the Department of Commerce, in partnership with Case Western Reserve University, and examined the

value of apprenticeship for employers and apprentices. To read the report, please visit <http://www.esa.gov/reports/benefits-and-costs-apprenticeships-business-perspective>.

Businesses Celebrate Apprenticeship



Marion Blakey, President and CEO, Rolls-Royce North America, speaks at the SelectUSA Investment Summit.

Business leaders enthusiastically showcased their apprenticeship programs throughout the week. From hosting open houses to participating in Apprenticeship Career Fairs around the country, businesses described why they turn to apprenticeship to recruit, train, and retain the workforce they need to grow and thrive.

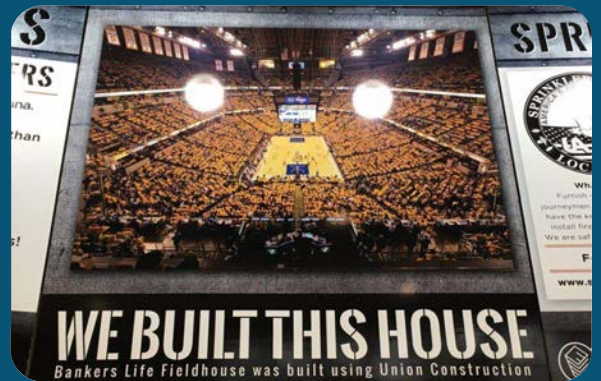
Some of the key events during the week included:

- **Associated Builders and Contractors** hosted a celebration of apprenticeship.
- **America's Beverage Company** held a signing ceremony to launch its new apprenticeship program.
- **American Hotel and Lodging Association Human Resources Council** sponsored an employer discussion on using apprenticeship to train skilled workers for the hotel industry.
- **Werner Enterprises** sponsored information sessions about its driver apprenticeship program at training centers throughout the country.
- **DASI Solutions** hosted an Open House for visitors to learn about the DASI Apprenticeship Program. Attendees toured the company's headquarters, including the Stratasys 3D Printing studio and SOLIDWORKS training lab for a first-hand look at its Industrial Design Technician Apprenticeship Program.



Building Trades apprentices during the Indiana Pacers Game celebrating NAW 2016.

Companies large and small, in all areas of the country, proudly promoted the value of their apprenticeship programs. NAW provided a prime opportunity for businesses to illustrate their success with apprenticeship, honor their apprentices, and to recruit new workers into their apprenticeship programs.



Apprentices took part in the building of Bankers Life Fieldhouse, home of the Indiana Pacers.

Labor Organizations and Colleges Open Their Doors

Across the country, joint labor management organizations and apprenticeship training facilities sponsored events during NAW. Unions and joint apprenticeship and training councils invited the public to learn about their programs, and they participated in events promoting apprenticeship in their communities. The Plumbers and Steamfitters Local 137 in Springfield, Illinois, held an Apprenticeship Career fair for students; and Finishing Trades Institutes around the country sponsored open houses for high school students and the public. The Fort Smith Electrical Industry Joint Apprenticeship Training Committee in Arkansas held events throughout the week for its apprentices, contractors and others. The IBEW Training Facility in Anchorage, Alaska, hosted an open house featuring its electrical apprenticeship.

An unprecedented number of community and technical colleges hosted events for employers and prospective apprentices, showcasing their facilities and their array of apprenticeship programs in growing occupations. Events across the country ranged from an apprentice luncheon at South Central College in Minnesota, to an appreciation luncheon for apprenticeship sponsors at Northeastern Technical College in South Carolina. Ivy Technical College in Indiana hosted apprenticeship fairs throughout the week, as did Harper College in Illinois.

Other events included:

- **The Ottumwa Job Corps Center** hosted an Apprenticeship Signing Day to launch the first approved Registered Apprenticeship within Job Corps programming nationwide. Employers and panel members discussed how advanced training for Certified Nursing Assistants will help address the healthcare gap, low wages, staff shortages and turnover, and enhance placement opportunities through industry specific on the job training.



Panel members discuss how to nurture better links between UK and US-based training providers seeking to expand apprenticeship in America and the second annual Transatlantic Apprenticeship Exchange Forum.



The Hartford became the first insurance company based in the U.S. to sign Registered Apprenticeship Standards during NAW 2016.

- **The Urban Institute, New Work Training, and the American Institute for Innovative Apprenticeship** sponsored the second annual Transatlantic Apprenticeship Exchange Forum. The forum offered lessons on how best to attract employers to build apprenticeship programs, drawing on the experiences of U.S. and U.K. intermediaries and employers.
- **The Invictus Institute** hosted an Invictus Apprenticeship Open House to launch their new Regional Training Center. The event included demonstrations and interactive training opportunities. The apprenticeship program will train unskilled and unlicensed workers to be security officers and put them on a career path toward owning and managing their own private security company.

Career Pathways for Youth

ApprenticeshipUSA continues to build connections with youth organizations, providing companies with a pipeline of future apprentices and opening career pathways for youth in a wide variety of occupations.

During NAW, YouthBuild hosted the second annual Women in Construction Conference in California, and Lunch and Learn sessions on apprenticeship were held for high school administrators and guidance counselors in several locations. The first Job Corps Registered Apprenticeship program, in Iowa, held its Apprentice Inception ceremony, and Careerline Technical Center in Michigan provided its high school juniors and seniors with brief seminars to learn about apprenticeship career opportunities in Advanced Manufacturing.



Students in the first digital marketing apprenticeship program in the U.S. Digital Creative Institute.

Promoting Diversity



Shamaiah Turner is a 5th year apprentice with the Sheet Metal Workers Local 17 in Dorchester Mass. Her story is featured in a blog post by the USDOL Women's Bureau for NAW 2016.

Advancing apprenticeship opportunities for women, minorities, veterans and individuals with disabilities has been an ongoing priority for the Department of Labor. During NAW 2016, several impactful events and activities furthered this goal and highlighted the importance of offering apprenticeship opportunities to all workers, including a panel discussion at Rutgers University on promoting apprenticeships for underserved populations and victims of domestic violence.

Kelli Mumphrey, a veteran participating in a Department of Labor apprenticeship program, [blogged](#) about her experiences and the opportunities apprenticeship has provided for a new career path.

- The Office of Disability Employment Policy released [two videos](#) featuring diverse apprentices who launched their training in high school and are now succeeding in the high-growth/high-paying Information

Technology, Healthcare and Shipbuilding industries.

- The Policy Group on Tradeswomen's Issues hosted an awards ceremony for businesses and Joint Apprenticeship Training Committees that have achieved workforce diversity goals in major projects.
- Oregon Tradeswomen, Inc. held a roundtable discussion on women in apprenticeship.



J.B. Hunt hires veterans through the Hunt's Heroes National Apprenticeship Program.

Media and Digital Highlights



AHLA @AHLA · 15 Nov 2016
The hotel industry supports 8M jobs & proudly provides pathways to long-term careers. One upward mobility track is b/c #ApprenticeshipWorks



Looking Toward the Future

Since the 2014 call to action to double the number of apprentices in the nation within five years, the U.S. has added 125,000 new apprenticeships. The second NAW provided the opportunity to spotlight this success and to serve as a springboard to attract new businesses, intermediaries and job seekers to adopt apprenticeship.

NAW 2016 exceeded expectations and successfully promoted the value of apprenticeship through events, proclamations and activities held across the country. A week dedicated to showcasing Registered Apprenticeship programs provides a focused opportunity for all apprenticeship partners to speak with a collective voice about the many benefits of apprenticeship. The apprenticeship training model continues to grow in popularity - helping companies in all industries to develop a well-trained workforce and providing middle-class jobs and solid career pathways for workers across America.



Senator Chris Coons
@ChrisCoons

Apprenticeships offer one of the best pathways to the middle class #NAW2016 #ApprenticeshipWorks

RETWEETS 4 LIKES 6

11:37 AM - 18 Nov 2016

USDOL Thanks VP Pence for his Support

Vice President Michael Pence, in his former role as Governor of Indiana signed this proclamation, designating November 14 through November 20, 2016 as Apprenticeship Week in the State of Indiana.

STATE OF INDIANA
EXECUTIVE DEPARTMENT
INDIANAPOLIS

Executive Order **PROCLAMATION**

TO ALL TO WHOM THESE PRESENTS MAY COME, GREETINGS:

WHEREAS, the Indiana Department of Workforce Development (DWD) projects that by 2025, Indiana will have one million jobs to fill, and the state will need a skilled workforce to meet this demand; and

WHEREAS, work-based learning plays an important role in helping workers gain critical skills in the face of ever-changing workforce demands; and

WHEREAS, apprenticeships combine on-the-job training and related instruction to enable workers to learn both the practical and theoretical aspects of a highly-skilled occupation; and

WHEREAS, apprenticeships result in lower turnover rates for employers and higher paying jobs for employees, and often allows apprentices to earn as they learn; and

WHEREAS, more than 544 registered apprenticeship programs operate in the state of Indiana, serving 13,957 active apprentices, and DWD is dedicated to expanding this method of work-based training and education to untraditional sectors, such as IT and healthcare, and to a diverse segment of the Hoosier population, including women and minorities; and

WHEREAS, it is imperative that we continue to encourage the development of, and enrollment in, apprenticeship programs, as they are a win-win for both employers and employees and a tried and tested method of skilling up our workforce; and

WHEREAS, November 14-20, 2016 is National Apprenticeship Week;

NOW, THEREFORE, I, Michael R. Pence, Governor of the State of Indiana, do hereby proclaim November 14-20, 2016 as

APPRENTICESHIP WEEK

in the State of Indiana, and invite all citizens to duly note this occasion.

*In Testimony Whereof, I hereto
set my hand and cause to be affixed the
Great Seal of State. Done at the
City of Indianapolis, this 7th
day of November in the year of our
Lord 2016 and of the Independence
of the United States 241.*



BY THE GOVERNOR: _____

Michael R. Pence



WTCS System-Wide Activity Update for Fall 2017

- **WTCS Apprenticeship Enrollment Trend:** WTCS Enrollments across all apprenticeship programs continued to rise significantly over the past year with an increase from 6128 to 6527 unduplicated, and 6633 to 7123 duplicated, students by the end of June 2017. That is a 6.5% and 7.4% increase, respectively, in one year. Over a three year timeline, 2015-2017, the growth was 21.6%.
- **System-Wide Curriculum:** Curriculum Standard models are established and currently posted for 64 trades to the WTCS WIDS Repository. Approximately 95% of all apprenticeship programs offered through the WTCS now have a curriculum model standard on record in WIDS. Colleges are able to map/create a matrix showing how their curriculum aligns with the model standards and to evaluate credits earned. ATRs regularly use these documents to explain and promote learning content to current and potent apprenticeship sponsors.

New program curriculum continue to be developed in 2017-18 for Auto Body Collision and Organic Vegetable Farm Grower/Manager, as well as for those occupations targeted under the WAGE\$ and State Expansion Grants in areas of Information Technology, Healthcare, Finance, and Biotechnology.

- **Great Lakes Tools of the Trade/WTCS Apprenticeship Scholarships:** The Great Lakes Higher Education Corporation Foundation has once again generously committed to providing 200, \$1000 scholarships for industrial and construction apprentices during the 2017-18 academic year.
- **Apprentice Direct Instructional Support GPR grants:** For 2017-18, the WTCS has awarded approximately \$425,000 in GPR grant funds to support direct instruction for apprentices due to rapidly expanding enrollments and opening of new programs and sections. This reflects a 40% increase in the investment of funds from the prior academic year.

State Committee Report State Electric Utility Trades Adv. Comm.

This summary counts employers and apprentices with a contract active or unassigned on 10/27/2017 in trade(s) associated with this committee.

Report is based on apprentice contracts where:

- Status is 'Active' or 'Unassigned'.
- Contract sector is 'Utilities'.
- Contract trade code matches a trade code assigned to committee.
- Contract sponsor is the employer.

Note: Employers with contracts in more than one trade or committee can cause Column #3 totals at the Committee or State level to deviate from the summed total of the individual trade or committee rows.

Trade	Total # of Sponsors	Total # of Apprentices	Of Total Apprentices in Column 3, # who are...			
			Minority		Females	
			#	%	#	%
1	2	3	4	5	6	7
Report Total	101	409	4	1	2	.5
Electric Line Worker (682126101401)	84	347	3	.9	1	.3
Lineman (682126101404)	3	3			0	
Line Technician (682136102602)	7	35			0	
Metering Technician (671028103401)	13	20	2	10.0	1	5.0
Substation Electrician (682026101803)	3	4			0	

Wisconsin Bureau Of Apprenticeship Standards
State Electric Utility Trades Adv. Comm.
Historical Report by Year
Report Period: 2017* and Previous 10 Years



*Current year is YTD data as of Run Date: 10/27/2017		
Run Date: 10/27/2017		
State Electric Utility Trades Adv. Comm.		
Sponsored Trade Group(s): Utilities		
Year	Active Apprentices	Active Sponsors
2007	195	66
2008	215	73
2009	208	65
2010	166	64
2011	167	64
2012	161	56
2013	171	60
2014	240	76
2015	280	89
2016	295	86
2017	384	91

