



# Washington State Apprenticeship & Training Council

## Second Quarter 2019 Report April - June

*July 18, 2019*

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[www.Lni.wa.gov/Apprenticeship](http://www.Lni.wa.gov/Apprenticeship)

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## Highlights for the April 2019 WSATC Meeting

### NEW STANDARDS (PROVISIONAL REGISTRATION):

#### **Cummins Inc. Apprenticeship Committee**

General Diesel Service Technician	49-3031.00	2,000 Hours
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#### **Winning Foundations Clinical Skin Care Apprentice Program**

Esthetician	39-5094.00	2,000 Hours
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### NEW STANDARDS: (PERMANENTLY REGISTERED)

#### **Certified Safety Specialist Apprenticeship Program**

Certified Safety Specialist	29-9011.00	4,500 Hours
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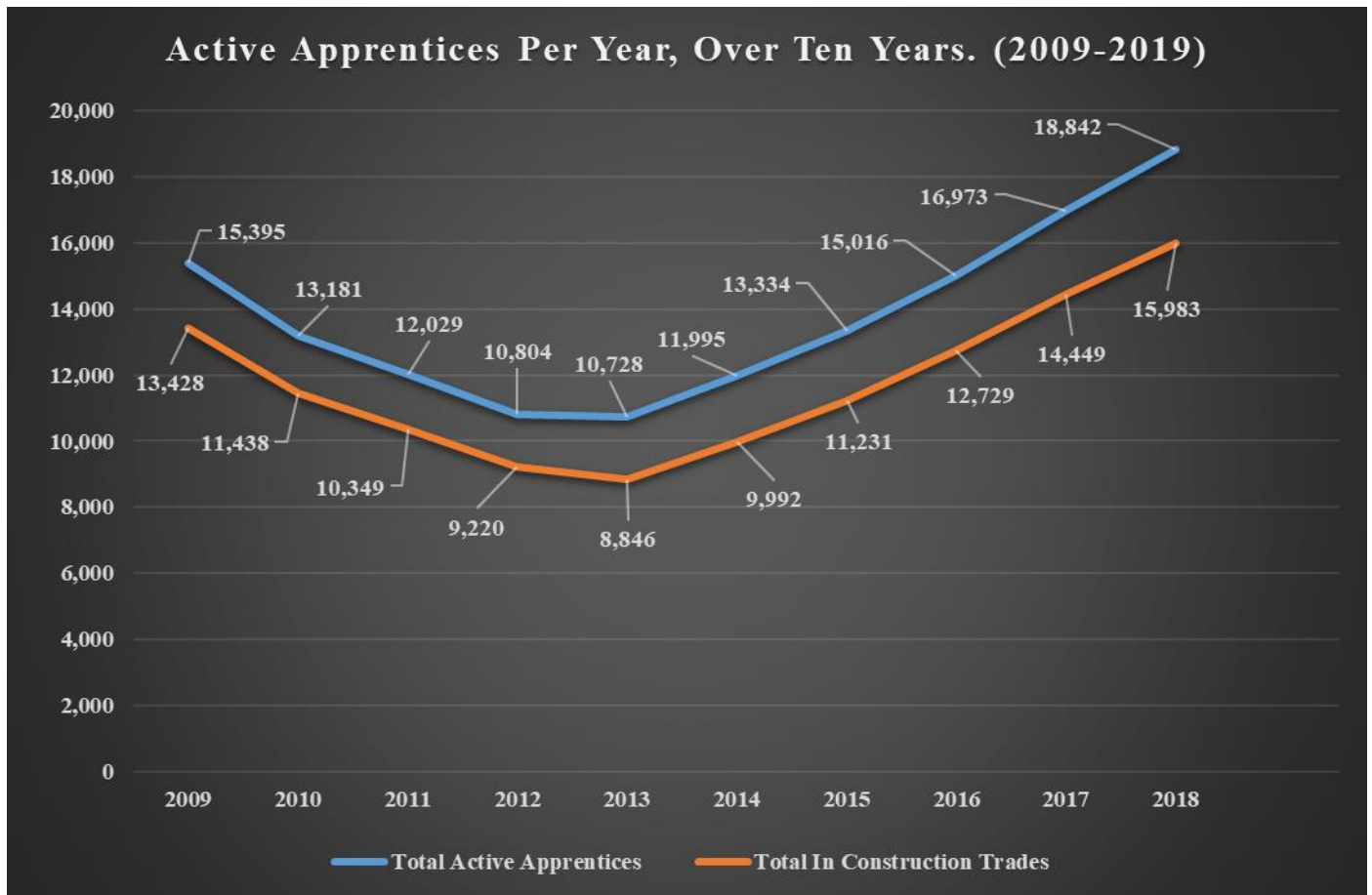
#### **Interfor US Apprenticeship Committee**

Industrial Maintenance Millwright	49-9044.00	7,200 Hours
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## Apprenticeship by the Numbers

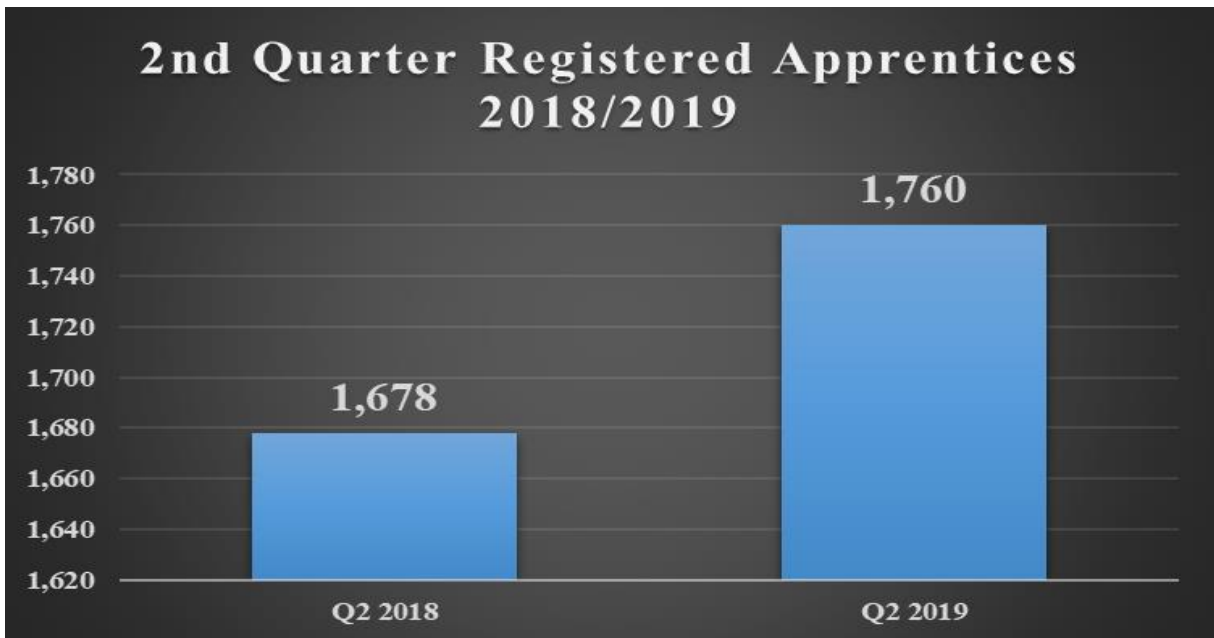
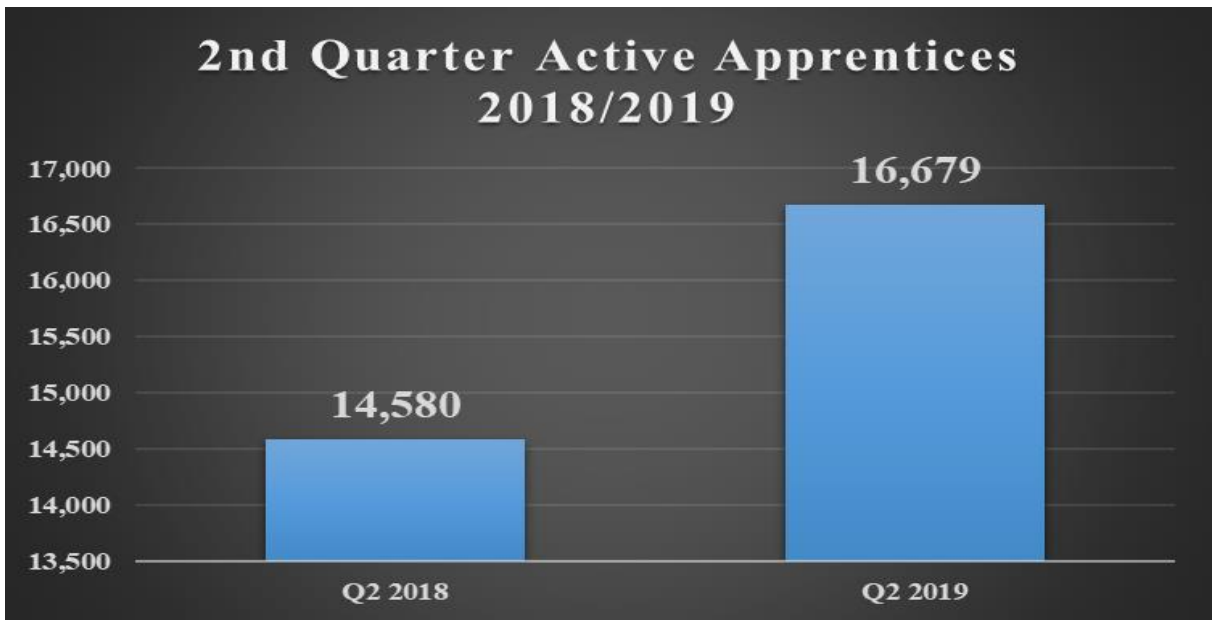
There were **19,991** active apprentices for the 12-month time period from 07/01/2018 to 06/30/2019. With **2,072** were female and **6,036** were minority. Over the last quarter (April-June 2019), there were **16,679** active apprentices. All data valid as of 7/15/2019.

### Active Apprentices Per Year, Ten-Year Overview (2009-2018)



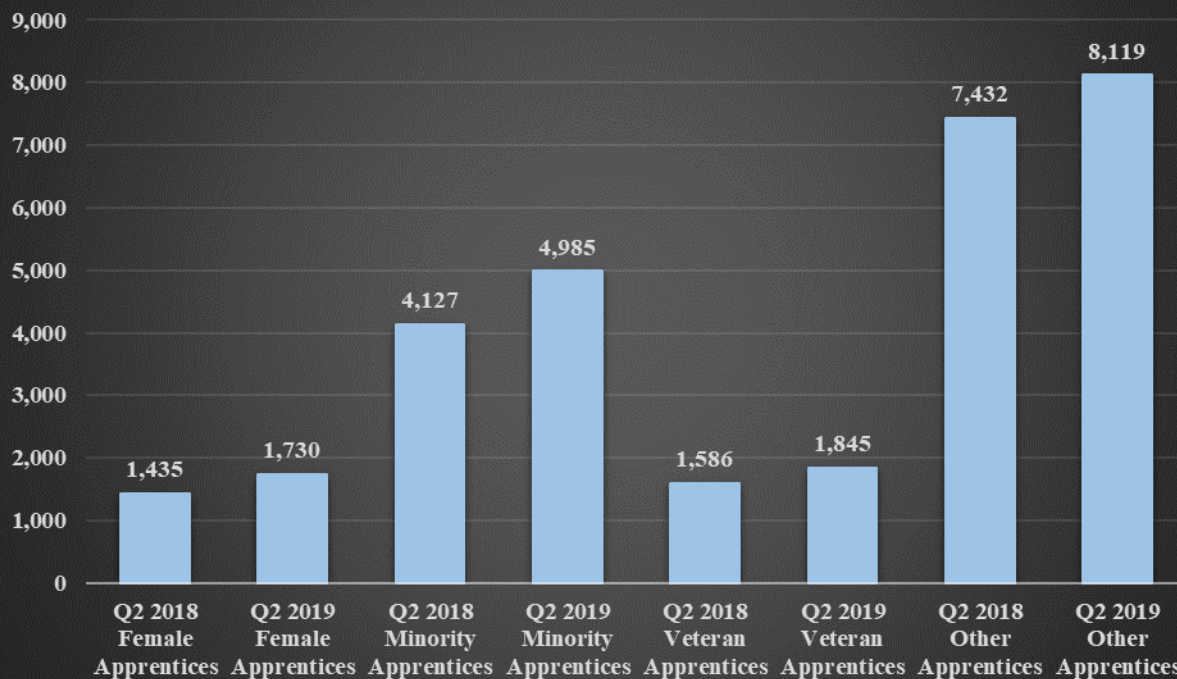
APPRENTICE ACTIVITY (FROM 04/01/2019 – 06/30/2019):

- **16,679** Active apprentices during the time period
- **305** Individuals were issued completion certificates
- **468** Individuals were cancelled
- **1,760** Individuals were registered as apprentices

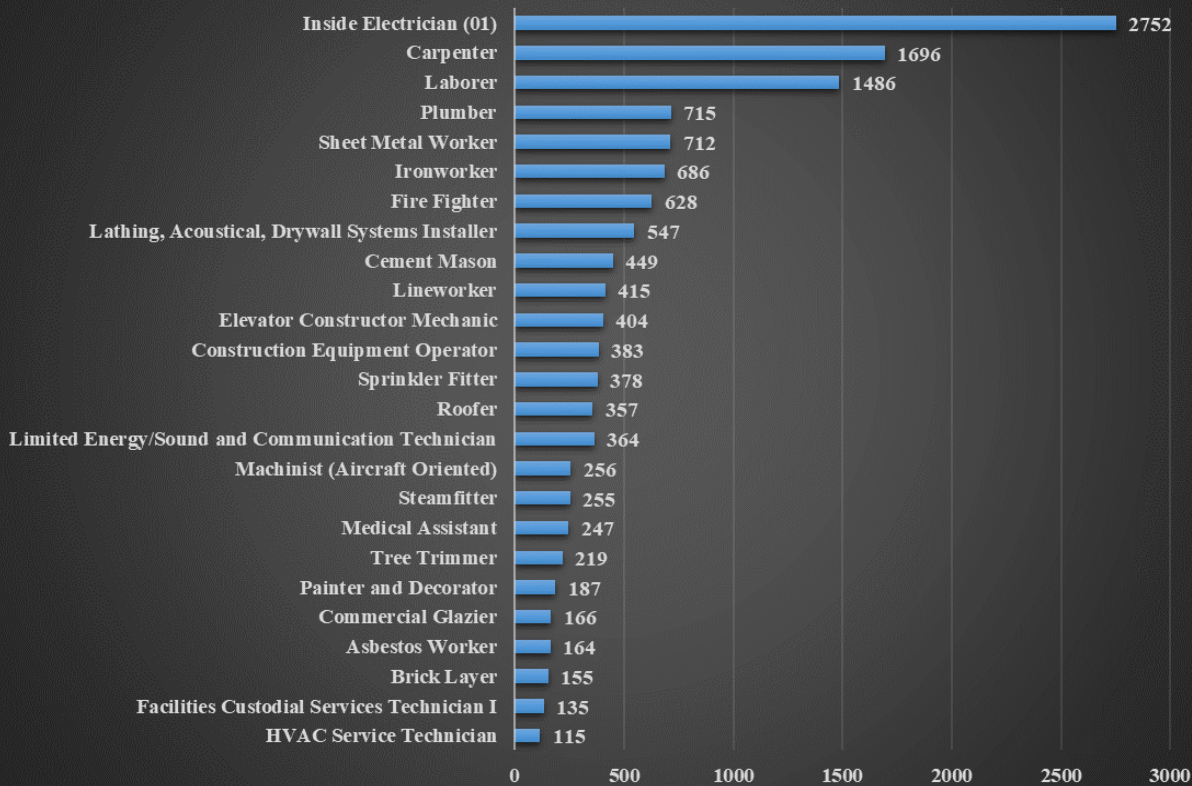


MINORITY, FEMALE AND VETERAN PARTICIPATION

Q2 Total Active Year Comparison 2018/2019



Q2 Top 25 Active Apprentice Occupations





## Quarterly News and Events

### Students learn about trades, apprenticeships

By [KERA WANIELISTA @Kera\\_SVH](#)



Mount Vernon High School junior Elliott Lehman uses a shovel to launch a beanbag toward a target Tuesday during an obstacle course at the Northwest Washington Electrical Industry training hall in Mount Vernon

MOUNT VERNON — At the Northwest Washington Electrical Industry training hall last week, high school students bent pipes, wired light bulbs and hammered steel.

About 340 students participated in WorkSource Skagit’s annual tour designed to expose them to postsecondary careers that don’t involve college.

“When it started, it was to give students some sort of insight about apprenticeships,” said Susan Gustafson, Tour Coordinator with WorkSource Skagit.

The tour was started about 12 years ago under the name “Hands on Training Tour,” but it is now called the Washington Apprenticeship Vocational Education (WAVE) tour.

## APPRENTICESHIP QUARTERLY REPORT

Over the three-day program, students from Skagit, Snohomish and Whatcom counties visited the Mount Vernon training hall for Electricians as well as the Plumbers and Steamfitters Union hall in Burlington to learn about the electrical, plumbing, carpentry and construction fields.



Burlington-Edison High School students (left to Right) Joshua Kettle, CJ Ruacho and Bree Beard build tool boxes Tuesday at the Northwest Washington Electrical Industry training hall in Mount Vernon.

“A lot of it is more hands-on experience,” Gustafson said. “It’s to plant a seed for students to know that, although there are four-year college degrees, there’s also two-year trades.”

At stations sponsored by each trade, students learned about starting salary, benefits and opportunities, as well as participated in a hands-on event.

One station simulated a construction site work by having students shovel beanbags, lift weighted bags and hammer nails into a board.

“There’s always going to be a need for it,” said third-year electrical apprentice Tyler Hodgin, 31.

For Hodgin, the apprenticeship provided him with a career pathway that didn’t require him to take out student loans, but instead allowed him to earn money.



## APPRENTICESHIP QUARTERLY REPORT

“You go to school for three to four years, you make money, you learn a trade and you have no debt,” Hodgin said.

For Electrician Instructor Doug Simpson, entering the construction field after high school not only gave him a living-wage job, but it provided opportunities to travel and work in a variety of locations, he said.

“I have worked in nuclear reactors, and I have worked in 7-Elevens and everything in between,” Simpson said. “(The trades have) been a really good secret for a long time.”

The tour ties in with a statewide push to increase awareness about apprenticeships.

After 18 months of planning, Gov. Jay Inslee launched in October the Career Connect Washington plan, which has the goal of connecting 100,000 youths in Washington with “career-connected learning opportunities that prepare them for high-demand, high wage jobs,” according to its website.

In his 2019-2021 budget, Inslee proposed a \$110 million investment in new career-connected opportunities.

“The WAVE tour seems to have been way ahead,” Gustafson said. “What’s happening right here does lend itself to what the state is trying to push.”

Mount Vernon High School student Elliot Lehman said she is considering a career in education but might change her mind after learning about some of the trades.

“It comes with awesome benefits,” the 16-year-old said. “I’ve been looking at college and didn’t know what I was going to do.”

Having students participate in events such as the WAVE tour is a good way to expose them to more career options.

“Students need to understand that they have so many postsecondary options,” said Mount Vernon High School College and Career Specialist Paige Bird. “They’re learning that the more training, the more learning they have after high school, the more potential they’ll have for a great life.”

## **Jody Robbins, Apprenticeship Program Manager receives one of the 2019 Governor’s Award for Leadership in Management.**

Contributed by: Teri Gardner, WA. St. Dept. of Labor & Industries, Apprenticeship Section

**Jody Robbins** oversees staff in the statewide Apprenticeship program, as well as creates and maintains positive relationships across a broad spectrum of stakeholders. He is recognized for his leadership in serving a record high of more than 19,500 registered apprentices - many of whom are now working at a journey-level and earning a family wage that contributes to the state economy. Jody’s Governor’s Award for Leadership in Management is for his vision and efforts in Registered Apprenticeship. This includes not only traditional trade fields, but also high tech and the medical fields.



“Jody is a consummate professional who through deeds and actions is a champion for L&I’s Apprenticeship Program. He is proud of his team and inspires them to know and understand their customer’s needs. Washington is fortunate to have a leader like Jody who knows the value of the program he leads”

Chis Bowe, Assistant Director  
Fraud Prevention & Labor Standards

## Female apprentices wanted: Annual event exposes girls to trade career possibilities

The annual Pizza, Pop and Power Tools event designed to introduce eighth-grade girls to trade careers shifted this year and instead invited high school junior and senior girls to try their hand at everything from welding to heavy equipment operation.

“Our apprenticeship programs are having difficulty getting women interested in the construction trade,” said Kenna May, Manager of Apprenticeship at Spokane Community College. “We’re trying to get the ones making decisions in the next couple of years.” Girls attending Tuesday’s event got to go hands on and run a chop saw, use a nail gun, operate a backhoe and other heavy equipment, weld, use a plasma cutter and operate a concrete drill. Over a pizza lunch the students heard from three women who work in various aspects of construction work.

“I’m hoping that will be impactful,” May said.

The annual event started small in 2003 and was relatively simple without the hands-on activities it boasts today. “We started with 17 girls that came and watched a video and had pizza,” May said. “It’s evolved since then.”



Dishman Hills High School senior Sierra McCracken-Miera with instructor Luis Licea while learning how to operate a core drill during the Community Colleges of Spokane’s Pizza, Pop and Power Tools event at the

## APPRENTICESHIP QUARTERLY REPORT

Apprenticeship and Journeyman Training Center in Spokane on Tuesday, April 30, 2019. (Kathy Plonka / The Spokesman-Review)

May said all the local apprenticeship programs help put the event on by doing everything from paying for lunch to providing people to show the girls how to complete various tasks.

“They’re very vested in putting this on,” she said. “We all work really well together.”

The entire event is designed to get girls to consider careers that have long been dominated by men. Among the adults at the event at the SCC Apprenticeship and Journeyman Training Center on Fancher Road was SCC president Kevin Brockbank.

“I make it every year,” he said. “It’s actually a thing that’s a fun day. We really do try hard to expose young people to the trades. This one is a little different because it’s focused on gender.”

Sometimes people don’t realize how well a job in the trades pays, he said. “We do want people to realize there are more options than a traditional college path,” he said.



East Valley High School senior Emily Clarke shows of the result of her plasma cutting skills during the Community Colleges of Spokane’s Pizza, Pop and Power Tools event at the Apprenticeship and Journeyman Training Center in Spokane on Tuesday, April 30, 2019. (Kathy Plonka / The Spokesman-Review)

East Valley High School senior Sierra Suddreth tried her hand at using heat to fuse two sections of plastic natural gas pipe together. She said she liked being able to try different things. “You definitely get to learn a lot,” she said.

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Suddreth said she saw a flyer about the event and wanted to come. She's taken wood shop and metal shop at school and likes to weld. She's thought about the Job Corps but has new options to consider now.

"I'm not really into the college thing," she said. "I don't mind doing the hands-on."

University High School junior Hailey Balo said she came because her construction class teacher invited her. She tried her hand at welding, which she had never done before.

"At first I was really scared, but then they were helping me," she said.

She said she plans to be an architect and thought taking a construction class would help her learn things that will benefit her in that career. "I want to know what they have to go through to make a house," she said.

Brian Walter, organizer for Sheet Metal Workers Local #55, was hovering outside the welding room ready to answer questions and recruit girls who might be interested in a career with the Sheet Metal Workers.

Young people don't have to have experience to join an apprenticeship program, though taking shop classes does help, Walter said. People just need to have a high school diploma and a driver's license in order to apply. Applicants have to go through an interview and take a reading and writing test before they are selected.

"Our industry is very driven in geometry, angles and numbers," he said.

He was fully prepared to talk about the pay and benefits a trade worker gets. A first-year apprentice starts out at \$18.56 an hour and will make \$31.48 at the end of the five-year apprenticeship program. Apprentices also get full benefits, including health insurance and two pensions.

Now is an excellent time for people to consider a trade career, he said.

"Every trade is hurting for people," he said.



## OPALCO Hires Three Local Apprentices: The Future is Here!

*Submitted by Orcas Power and Light Cooperative.*

OPALCO has hired three new linemen apprentices – one for each of the crews on Lopez, Orcas and San Juan.



“With some of our linecrew hitting the 25-, 30- and even 40-year mark in their careers with the co-op, we have to plan for future,” says General Manager, Foster Hildreth. “These guys are the key to the work we do at OPALCO.”

Becoming a journeyman lineworker is no small task. The apprenticeship is a structured four-year program that includes bi-monthly trips to the mainland, testing every six months, after-hour studying and boot-camp style training courses at a specialized camp in Oregon. Journeymen lineworkers must be prepared to work outside in all weather conditions, keep themselves safe in a high-voltage environment and make the commitment to stay focused on this intensive program over four years while working.

During the training period, apprentices must work full-time (8,000 hours) and advance through the seven steps of the program. Apprentices install, maintain and repair power lines, identify

defective equipment, climb poles and work long hours to restore power. They must follow the strict set of safety standards and procedures. They will also master a wide variety of skills including electrical work, operating heavy machinery, rigging, using hand tools and more.

San Juan Island’s Jordan Ross, who is completing his apprenticeship this month, graduated from Friday Harbor High School and came back to the island in 2015. Ross describes the

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apprenticeship as “a challenging but extremely rewarding experience – one of the best things that’s ever happened to me.”

Most apprentices spend the four years on-call and working as many late night outage calls as they can. Some of the most extensive learning happens when the crew rallies together to solve the mystery of an unplanned power outage.

Apprentices can choose to participate in other internships to learn things their utility doesn’t have. During his second year as an apprentice, Ross completed a two-week internship with BPA to learn about high-voltage overhead transmission lines.

OPALCO’s three new apprentices, who are all from the islands, were hired through a highly competitive process. If possible, OPALCO prefers to hire from a local pool of applicants to provide living wage work to our own community members.

Kyle Hofmann graduated from Orcas Christian School and was living in Tacoma with his wife and daughter, who is 18 months old. He was selling insurance and fishing commercially for the company owned by his parents. Hofmann and his wife were more than ready to move back to Orcas.

“I loved growing up here and want to give that to my daughter,” he said.

Rio Black, a recent graduate of Friday Harbor High, was living in Arizona making minimum wage in a welding apprenticeship.

“This is my home and I’m glad to be able find a good, solid job I can rely on for well into my future,” Black said.

Ken Bair from Lopez said, “I like being involved in my community and helping people so the OPALCO job was a perfect fit for me.”

Bair grew up on Lopez and graduated from Spring Street International School. He’s been a volunteer firefighter for 14 years and also helps each year with the fireworks. Ken lives with his wife and 4-year-old son.

“We lucked out!” says Hildreth. “These apprentices are top notch, island-grown kids and now they are the future of OPALCO. We feel very fortunate to have such a stellar team.”

## IN LOVING MEMORY



Gordon Sansaver Jr.

October 12, 1955 to June 4, 2019

Gordon Sansaver Jr. Oct. 12, 1955 – June 4, 2019 Gordon Leroy Sansaver Jr. passed away on June 4, 2019. He had a joyous and jovial disposition, extending his kindness and authenticity to everyone he met in his life. He was a social butterfly and had an infectious smile and laugh. Gordon was always willing to provide sage advice, lend a hand, or tell a joke to those around him. He was the epitome of 'loving big,' and his absence will be mourned by many – he was one of a kind. Gordon was born on October 12, 1955, to Irene Sutherland and Gordon Sansaver Sr. He spent his childhood in Granite Falls, WA, and proudly served his country in the United States Navy from 1975-

1982. On April 9, 1982, he married the light of his life, Linda (Peterson). They welcomed their first son, Gordon Sansaver III, into the world in 1982, followed by Joe in 1986, and their daughter Laura in 1987. Gordon and Linda became grandparents to Lily in 2012 and Mia in 2015. Nothing made Gordon happier than spoiling and spending time with his granddaughters. When Lily and Mia would visit Gordon, they liked to play and watch TV in their matching recliners. Gordon loved traveling and exploring the world with his family, most recently visiting England in 2018. Given his fun-loving nature, he was always acquiring new 'toys' and projects to ensure everyone had a good time, whether it be snowmobiles, jet skis, motorcycles, or even a compound of bungalows for his kids on his property in Brewster, WA. He also looked forward to his annual "Mystery Ride" motorcycle trip with his friends. It was impossible to be around Gordon and not have a good time and a smile on your face – his optimism and humor were infectious. He was a proud member of Local 699 for 38 years, and after his retirement in 2015, he focused his time and talents on advocating for the Union and serving on numerous



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committees, with a concerted focus on the Native American TERO. Gordon leaves behind his wife, Linda; children, Gordon (Monica) Sansaver III, Joe Sansaver, and Laura (Zane) Jackson; granddaughters, Mia and Lily Sansaver; his parents, Gordon Sr. and Irene Sansaver; his sister, Kim (Steve) Duncan, niece, Tara Sansaver, and numerous aunts, uncles, cousin, nieces, nephews, and friends. He is preceded in death by his brother, Tony Dale Sansaver.

### **Area Crews, Apprentices to Benefit from New Training Tool**



Already a leader in the area of utility operations training, Grays Harbor PUD in Aberdeen, Washington, has taken a huge step to increase that leadership platform. With the purchase and installation of a TransBanker Stationary Lab training facility, the PUD has added a piece of equipment to its Southwest Washington Line Apprenticeship School that allow line crews and apprentices to get hands-on work with active distribution systems.

This all started with two linemen: Phil Arkin (Mason County PUD No. 3), and Andrew Wallin (Grays Harbor PUD), both instructors at the Southwest Washington Line Apprenticeship School. These two Linemen had seen the TransBanker online and started looking into it.

Armed with information and research material they gathered, they presented the idea and information to management staff at Grays Harbor PUD.

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Seeing the possibility of a more hands-on and effective training curriculum, the Managers from Grays Harbor PUD and Mason County PUD No. 3 came up with a plan on how to fund this ambitious idea.

While the plans were being discussed, Arkin and Wallin made a trip to the Northwest Line



College in Idaho where a Transbanker Stationary Lab was located. They were able to get a hands-on feel for what they were looking at. By the time they returned, they knew what the apprenticeship school needed and how much it cost.

With the information and the cost of the TransBanker (total cost of \$75,150) the combined utilities secured joint funding

from Centralia City Light, Lakeview Light and Power, the Town of McCleary, OHOP Mutual Light Company, Grays Harbor PUD, Clallam County PUD, Pacific County PUD, Lewis County PUD, and Mason County PUD Nos. 1 and 3.

Having secured the funds from these utilities, Wallin and Dan Perron (new instructor from Grays Harbor), along with Arkin, returned to Idaho to receive training, safety procedures and certifications on the Transbanker, and brought the unit back to Grays Harbor PUD.

In all, this project took about two years to complete.

Located at Grays Harbor PUD's Operations Facility, the TransBanker is a replica of a pole-mounted distribution system, complete with transformers, cutouts and all the equipment line crews work on in the field. Lowered to ground level, crews now have the opportunity to troubleshoot transformer malfunctions, load issues, and loose neutrals - all training problems that before had to be specially constructed or visually displayed on a whiteboard.



## **Apprenticeship Registration and Tracking System (ARTS 2.0) is LIVE!**

ARTS 2.0 successfully went Live on June 28, 2019. The Apprenticeship Section has worked diligently over the past couple of years with a group of Apprenticeship Sponsors (too many to mention here but a big shout out of thanks!) to redesign and restructure apprentice registration and tracking in Washington. With your help, we have tried to streamline operations, make transactions easier and more reliable, consolidate and add reports as identified by users and generally improve the efficiency of the user interface.

We have appreciated your patience and understanding as we rolled out this expected improvement to our registration and tracking system. ARTS 2.0 will make your life easier and improve data reporting for your apprentices and employers.

Apprenticeship Section staff will be working closely with our IT team to resolve any issues discovered in the new platform and Technical Support is available should users encounter any issues with the new system. Please route all calls for technical assistance or report problems with the new system to 360-902-5320.

## Deregulating Apprenticeship

The Trump administration's plan for "industry-recognized" apprenticeship resembles weak quality control of for-profit career colleges, writes Mary Alice McCarthy, and would increase risk for students, employers and taxpayers.

By

Mary Alice McCarthy

January 22, 2019



Istockphoto.com/SolStock

Imagine if more than 90 percent of college students graduated with no debt and transitioned directly into jobs paying more than \$50,000 a year.

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These are the actual outcomes of our national system of registered apprenticeship, which has been launching Americans into the middle class since 1937. Apprenticeship is, hands down, the country's most effective education and employment model. Unfortunately, it is also the smallest one. In contrast to the oft-cited German and Swiss systems, where upwards of half of all young people are prepared for a range of careers through apprenticeship, our system serves just a half million apprentices in any given year and prepares them for a very limited set of careers, primarily in the skilled trades.

Expanding the reach of America's apprenticeship system is a priority for policy makers on both sides of the aisle in D.C. and in the states. There is broad agreement that scaling apprenticeship will require expanding it into high-growth industries like health care and information technology. Employers in these sectors have long relied on higher education to prepare their workers, and a college degree is required for career advancement in most fields outside of the skilled trades. To grow, apprenticeship will need to connect to higher education so that apprentices can earn college degrees and college students can be apprentices.

The Trump administration has embraced the value of expanding apprenticeship into new industries and better connecting it to higher education. But rather than focus its efforts on growing our small but high-performing system of registered apprenticeship, the administration has opted for building an entirely new system of industry-recognized apprenticeship programs, or IRAPs.

As currently proposed, these new programs will be governed by a distinct set of requirements and quality-assurance processes that, the administration argues, will make it easier for sectors like IT and health care to adopt apprenticeship. In practice, however, the proposed new processes risk opening the door to low-quality programs and introducing considerable risk into a system that has been the closest thing to a guaranteed pathway into the middle class for over 80 years.

The critical difference between the two systems is the process through which programs are formally recognized by the U.S. Department of Labor. Under the current system, sponsors of apprenticeship programs -- employers, unions, community colleges -- have to register with a state or federal apprenticeship agency that, in turn, determines whether their programs meet a set of regulatory requirements on things like program length, balance of on-the-job versus classroom instruction and the apprentices' wages and working conditions.

Under the administration's proposal, programs could seek formal recognition from the Labor Department through a new, vaguely defined system of "program accreditation." To accomplish this, the Labor Department is planning to recognize more than 70 individual IRAP "accreditors" and grant them authority to determine if a program meets a set of "hallmarks" of high-quality apprenticeship that the department spelled out earlier this year. These "hallmarks" bear close resemblance to some of the key regulatory requirements of registered apprenticeship programs, such as the requirement that apprentices be paid, but are much less comprehensive and, thus far, lack any clear enforcement mechanism. At minimum, the existence of two sets of quality

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standards -- one for registered apprenticeships and one for IRAPs -- is sure to generate confusion for employers and apprentices and fragment any foreseeable oversight process.

In September, the department previewed the application process that aspiring IRAP accreditors would need to complete to be recognized. Applicants, which can include businesses, industry associations and colleges, among other organizations, will be asked to share their process for developing industry skill standards and to describe their business models. They will also be asked to explain how they will address conflicts of interest with the organizations whose programs they accredit.

But the department has not defined what constitutes a conflict of interest, an acceptable business model or the capacity to develop industry standards. For example, can a business or college accredit their own apprenticeship programs? Must accreditors charge a fee for their service and, if so, how much? The department has also not spelled out how -- or if -- it expects IRAP accreditors to monitor whether the programs they accredit fulfill their obligations or how the department plans to hold the accreditors accountable for poor-performing programs.

If this sounds familiar, it should. The proposed quality-assurance process for IRAPs closely resembles our national accreditation system of for-profit career colleges and trade schools. It creates an arm's-length relationship between the quality-assurance process and the government, enables the rise of multiple accreditors with overlapping jurisdictions and competing standards, and provides no clear mechanism for holding accreditors or programs accountable for poor outcomes. Put another way, the administration is copying the system used to ensure quality in the lowest-performing and most fraud-ridden sector of higher education -- a system that has repeatedly failed to protect student and taxpayers -- for its new approach to apprenticeship.

The administration has concluded that the obstacle to scaling apprenticeship is the very thing that has ensured the system's enviable outcomes: a clear set of requirements around program structure and protections for apprentices and their employers.

To be sure, the registration process and the regulations underlying it could certainly be improved and updated. Registering apprenticeship programs can be daunting for employers or other new apprenticeship players such as colleges and universities who are unfamiliar with the process but looking to create programs in new industries that lack experience with apprenticeship. The data and administrative infrastructure at both the state and federal levels is outdated and needs to be modernized. Registration processes can differ from state to state, and the process of registering a program federally is not as easy as it should be. But nothing about the proposed IRAP system addresses these well-known -- but solvable -- barriers to expanding apprenticeship.

When the administration first announced its plans to build a separate system of "industry-recognized" apprenticeships, the biggest downside seemed to be that it would further fragment the field of apprenticeship, while missing an opportunity to improve and expand the existing

system. But that may be changing, as it seems increasingly likely that the IRAP programs will become eligible for federal funding.

The department says it is not seeking to open up federal student aid to IRAPs, but it does plan to change federal regulations so that the programs would be legally equivalent to registered apprenticeship programs in the eyes of the government. That would, in turn, make IRAP participants eligible for GI Bill benefits and possibly other federal and state benefits only afforded to those in registered apprenticeship programs -- once again making veterans prime targets for low-quality education and wasted federal funds.

On Dec. 27, the department announced that it would be fast-tracking the process of standing up the IRAP accreditation system, ahead of the process for formally defining what constitutes an industry-recognized apprenticeship program. The department cited “the existence of a persistent skills gap” as justification for putting the program approval process ahead of the program definition process.

At the same time, the Education Department kicked off 2019 with a sweeping set of proposed reforms to higher education accreditation that, among other things, would broaden access to the federal student aid programs to students in programs offered by “alternative providers.” It is not hard to imagine IRAPs meeting the new eligibility requirements for a variety of federal grant and loan programs offered under Title IV of the Higher Education Act.

And once federal dollars are on the line, the risks -- and scale of potential harm -- increase exponentially.

The proposed system may well generate many excellent “industry-recognized” apprenticeship programs. But as the history of for-profit career-education programs makes abundantly clear, the combination of federal funding, a captured quality assurance system and weak accountability measures almost guarantees the proliferation of low-quality programs and increased risk for students, employers and taxpayers. That’s not what anyone needs from our national apprenticeship system.

### **BIO**

*Mary Alice McCarthy is director of the Center on Education and Skills with the education policy program at New America. She previously worked at both the U.S. Departments of Education and Labor.*



## Upcoming Events

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### **October 2019**

#### **Washington State Apprenticeship Training Council Meetings**

Date: October 16, 2019

Location: The Historic Davenport Hotel

- 1 p.m. - Wash. State Apprenticeship Coordinators Association meeting.
- 2 p.m. - Labor & Industries/WSATC Joint Committee on Recruitment Resources.
- 3:30 p.m. – Community and Technical College (CTC) Apprenticeship Coordinators Meeting.

#### **Washington State Apprenticeship and Training Council Quarterly Meeting**

Date: October 17, 2019

Time: 9 a.m.

Location: The Historic Davenport Hotel

For additional information and copies of the agendas, please contact the Apprenticeship Section at 360-902-5320, email [Teri.Gardner@Lni.wa.gov](mailto:Teri.Gardner@Lni.wa.gov) or go to our [Agenda/Minutes](#) page.

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<https://public.govdelivery.com/accounts/WADLI/subscriber/new>