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**Series:** Speech File Backup Files  
**Subseries:** Chron File, 1989-1993

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**OA/ID Number:** 13823  
**Folder ID Number:** 13823-002

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**Folder Title:**  
Welfare Waiver Signing--Wisconsin 7/27/92 [OA 7577]

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THE WHITE HOUSE

Office of the Press Secretary  
(Wyoming, Michigan)

For Immediate Release

July 27, 1992

**The Wisconsin Youth Apprenticeship Program**

FACT SHEET

Today, the President commended Wisconsin Governor Tommy Thompson for his efforts in developing a Statewide youth apprenticeship program. The Wisconsin Youth Apprenticeship Program -- undertaken in partnership with the U.S. Department of Labor, which provided \$200,000 in seed money to the State -- will provide an integrated Statewide approach to the education and job-training needs of students throughout the State.

The Problem

Upwards of one-fifth of American students drop out of high school. Most experience difficulty in securing permanent employment. Few have the skills that will enable them to succeed in today's workforce. The rapid pace of technical innovation demands not only higher skills but also higher levels of educational achievement.

Many of those students who drop out view high school as primarily preparation for college. They do not consider high school relevant to what they intend to do in the future.

Apprenticeship programs, which in many countries serve as a bridge between school and work, are not generally available as an option to U.S. high school students.

The President's Proposal

The President's proposed "Youth Apprenticeship Act of 1992," submitted to Congress on May 13, 1992, would facilitate developing youth apprenticeship programs. The Federal role includes program certification, and seed money. A description of this proposed legislation is outlined in an April 14, 1992, White House Fact Sheet.

In response to the President's directive to Secretary of Labor Lynn Martin to work with states to encourage apprenticeship initiatives, Youth Apprenticeship Research and Demonstration Projects have been initiated in six states including Wisconsin.

#### Wisconsin's Apprenticeship Program

The Wisconsin model is part of a comprehensive education reform effort that includes:

- Identifying industries and occupations best suited for youth apprenticeship programs;
- Developing industry skill standards;
- Redesigning high school courses to help integrate academic and technical skills;
- Establishing better training links between educators and industry trainers; and
- Developing performance standards and a measurement system to determine whether the program is successful.

Wisconsin's program enables students to obtain a high school diploma at the end of their senior year as well as a certificate of occupational proficiency from the Bureau of Apprenticeship Standards of the Wisconsin Department of Industry, Labor, and Human Relations.

Participating students may also achieve advanced standing or earn dual credit in vocational technical colleges in skills such as arts, printing, graphic arts, or other technical work skills directly relevant to their employment.

Under Wisconsin's Youth Apprenticeship Program:

- Classroom and worksite learning are integrated;
- Youth apprentices learn actual skills at the worksite;
- The employer, school, and students sign a participation agreement;
- Job performance and classroom learning are systematically evaluated; and
- Skilled workers provide the requisite worksite instruction.

All classroom instruction is expected to meet State education standards.

#### How the Program Will Work

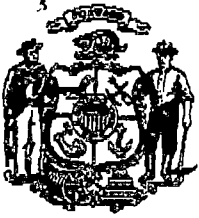
Wisconsin will implement its Youth Apprenticeship Program throughout the State during the 1993-94 school year. Two local programs -- West Bend High School and the Fox Cities Chamber of Commerce -- will begin this fall:

- West Bend High School and Serigraph, Inc. will enroll twelve students in the 11th grade in their youth apprenticeship program. Students will attend high school in the mornings in academic and tech prep classes which integrate academics with the work-based learning which will occur at Serigraph in the afternoon. Some specific classes in printing may be taught at the local vocational technical college. Students for the program are being chosen by Serigraph from a pool of applicants selected by the high school.
- The Fox Cities Chamber of Commerce is overseeing the development of a program at Fox Valley area school districts. Menasha Public Schools, in conjunction with the Banta Corporation, will send high school students to the Fox Valley Technical College for the youth apprenticeship program. Approximately 15 students will be enrolled in the program.

Students will attend the local vocational technical college for three days a week and spend two days a week in a work-based learning environment at businesses in the Fox Valley area. These students may rotate among businesses to learn the full range of skills required for printing occupations.

Wisconsin's Youth Apprenticeship Program seeks to integrate job skills, academic standards, and actual work experience. The students receive not only a high school diploma but also skills that translate into solid jobs and career opportunities.

# # #



**TOMMY G. THOMPSON**

**Governor  
State of Wisconsin**

**FASCIMILE COVER SHEET**

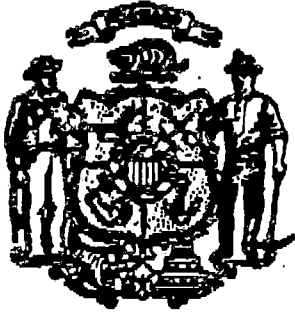
TO: Carol Aarhus  
FROM: Peggy Dooley  
DATE: 7-22-92 TIME: 11 am CT  
RE: \_\_\_\_\_

Number of pages including this transmittal sheet 7

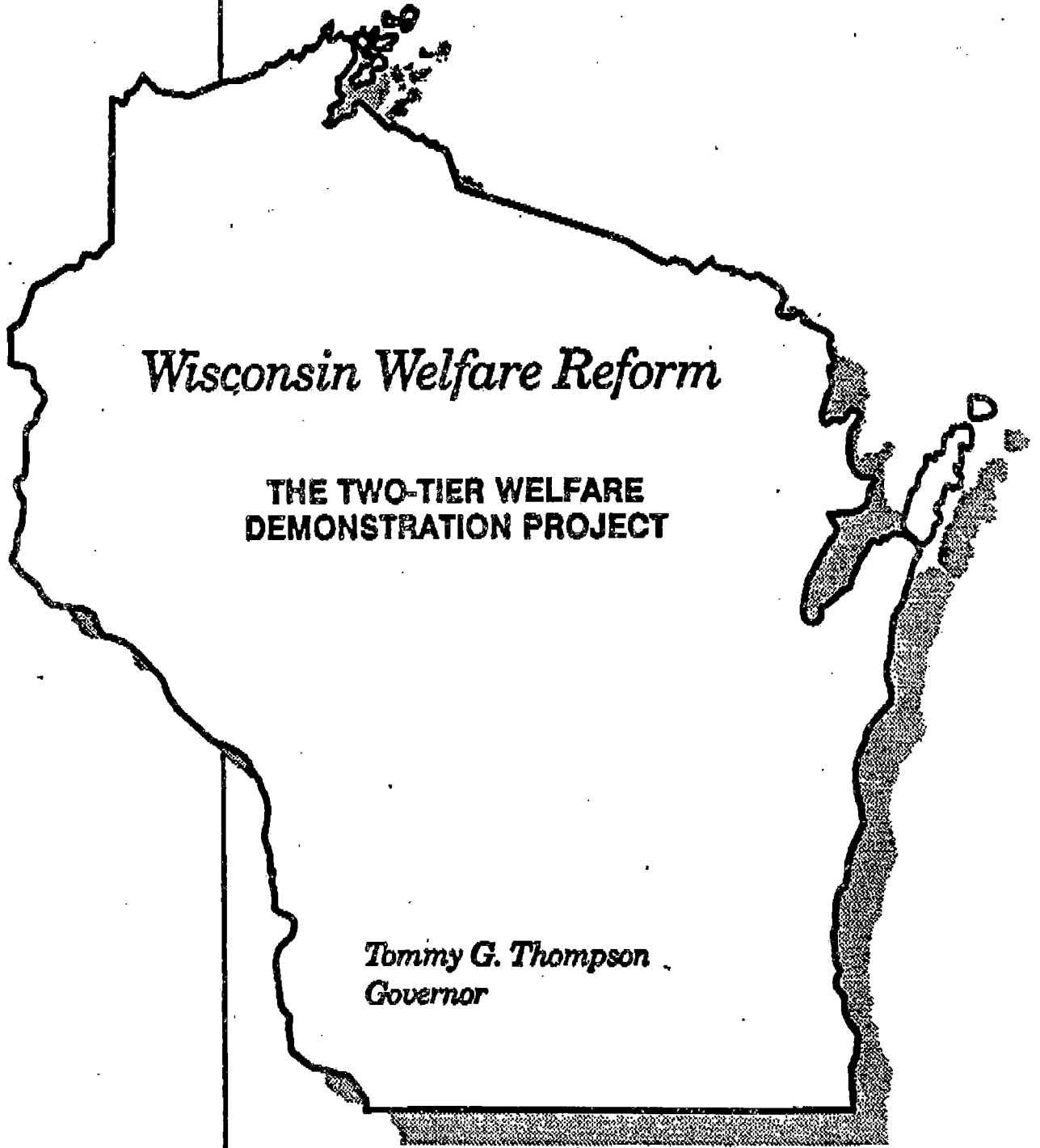
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**MESSAGE:**



# STATE OF WISCONSIN



## *Wisconsin Welfare Reform*

**THE TWO-TIER WELFARE  
DEMONSTRATION PROJECT**

*Tommy G. Thompson*  
**Governor**

**MAY 1992**

## The Issue

Do welfare recipients move from one state to another to obtain higher AFDC benefits? We think so. National research, however, comes out on both sides of the issue. Wisconsin's Two-Tier Demonstration will help give the nation a definitive answer.

## Why Wisconsinites Are Concerned

Wisconsin taxpayers continue to provide the state's AFDC recipients high benefit payments—currently 11th highest in the country.

Here's how Wisconsin stacks up against neighboring states in monthly AFDC benefits to a family of three:

|            |       |
|------------|-------|
| WISCONSIN: | \$517 |
| Indiana:   | \$288 |
| Iowa:      | \$426 |
| Michigan:  | \$459 |
| Illinois:  | \$367 |
| Ohio:      | \$334 |
| Minnesota: | \$532 |

We continue to see evidence of in-migration. In the quarter ending March 31, 1992, about 15 percent of the new AFDC recipients in Milwaukee County were new Wisconsin residents, signed up for AFDC within 90 days of arriving in the state, and have never lived here before. Over 43 percent of this group moved here from Illinois.

Wisconsin traditionally has provided high levels of assistance to our less fortunate citizens. The state's Medicaid program is the nation's broadest, and Wisconsin's general relief benefits remain the most generous in our midwestern region. But the impact of newly arrived low-income families puts additional strain on the state's social services, community services, education systems and law enforcement.

↓ Wisconsin wants to truly help their citizens, but now it will be ruined by people faking advantage and cheating the system.

## Provisions of the Pilot Program

- \*Federal waivers will be sought to permit implementation of the program

- \*Three year demonstration project

- \*Six Wisconsin counties will participate in the project

- \*For a period of six months, AFDC benefits for a new arrival in the state would be paid at the level in that person's state of origin, regardless of whether the state of origin's rate is higher or lower than Wisconsin's.

  - A person arriving in the state to take a job, who is employed for at least 90 days, and subsequently seeks AFDC will be paid at the Wisconsin rate.

  - A person who is a former Wisconsin resident for at least six months will also be paid at the Wisconsin rate.

- \*Milwaukee, Kenosha and Racine counties will participate with three other counties which have not yet been designated.

- \*After the state receives the necessary waivers, Wisconsin's Attorney General will ask the State Supreme Court to rule on the constitutionality of the demonstration project. The state is permitted to implement the pilot if the Court either approves the project or fails to act within nine months.

## What Two-Tier Will Accomplish

Wisconsin's Demonstration Project will help assess migration motivation issues and will really, for the first time, answer the question: Do recipients move from state to state for the purposes of obtaining higher AFDC benefits?

DRAFT

PRESS RELEASE

event tentative

Madison . . . Governor Tommy G. Thompson today announced that President George Bush will be in Neenah-Menasha on July 27 to help launch Wisconsin's youth apprenticeship system.

"It is significant that President Bush has chosen to come to Wisconsin to help showcase this historic initiative for the entire nation," Thompson said.

"Thanks to leadership shown by James Klauser, Chairman of the Executive Cabinet for a Quality Workforce and State School Superintendent Herbert Grover, Wisconsin is creating a new model for linking workforce training with statewide education reform which will be copied throughout this country," Thompson said.

Thompson also praised "business, labor, education and government leaders who have worked together to create this important option for students looking to identify new pathways to success."

"As we move to reinvigorate our high skill, high wage economy, programs like Wisconsin's youth apprenticeship initiative will help keep the American dream alive for future generations," Thompson said.

At an afternoon ceremony, the President will be touting Wisconsin's school-to-work initiatives and will speak to business, labor, education and government leaders who have worked together on implementing the state's Youth Apprenticeship Systems. Students who have enrolled in the program will be invited to attend, along with their families.

Thompson also announced that the state of Wisconsin has received a \$200,000 award from the U.S. Department of Labor to help further youth apprenticeship initiatives. This award is an outgrowth of President Bush's designation earlier this year of Wisconsin as one of six states leading the nation in developing programs to upgrade the skills of young people entering the workforce.

Details regarding specific time and location of events will be released when finalized.

Students participating in the Youth Apprenticeship Program will be provided with classroom instruction and work-based learning geared to statewide standards approved by business and industry.

Wisconsin is one of the first states in the nation to pass state legislation creating a statewide youth apprenticeship credential system. The Printing Youth Apprenticeship program is the first program to be initiated under this legislation and will serve as a model for similar state programs in other occupational areas.

\* Thompson also said this unique workforce training coalition has benefitted from the involvement of CDS International and the German Marshall Fund of America for providing resources to help focus Wisconsin's initiative on the value of youth apprenticeship, as well as Printing Industries of America which provided invaluable technical assistance.

CDS International has also indicated that it will be using its expertise and connections to send students enrolled in Wisconsin's youth apprenticeship program to Germany during their senior high school year where they will visit with German apprentice counterparts and their mentors.

The visit by President Bush also coincides with the beginning of Winnebago Days, which continues Governor Thompson's practice of moving state government out of Madison for one week during the summer. Numerous government activities will take place in the Fox River Valley between July 27-30.

**legislative highlights**

# Governor signs welfare reform measures

Governor Thompson has signed legislation that will allow the state to implement a two-tiered welfare program and strengthen welfare fraud penalties.

In May, the legislature finally approved the Governor's two-tiered welfare experiment which will determine whether people are moving to Wisconsin solely for higher benefits.

"We've all heard stories of people moving to Wisconsin to take advantage of our generous benefits," the Governor pointed out. "It time to gather hard evidence to determine if the welfare migration theory is true."



## School to Work Initiative begins this fall

This fall, students from the Fox Valley area and West Bend will have the opportunity to take part in an innovative program that will help prepare them for the future.

The Youth Apprenticeship program will provide approximately 30 Fox Valley area and West Bend juniors and seniors the opportunity to learn the printing trade. The students will receive hands-on experience at nine participating printing companies.

The Youth Apprenticeship program is a component of the state's new School to Work Initiative which is designed to better prepare our high school students for the workforce.

"Currently, our educational system is geared toward college-bound students, yet ultimately, only 30 percent of our high school seniors go on to receive college degrees," Governor Thompson explained.

"The School to Work initiative will provide distinct educational and training options that will better prepare all of our students for today's competitive world."

Under the program, all Wisconsin stu-

The Governor also signed legislation that will crack down on those guilty of welfare fraud. Under the new provisions, first-time welfare cheats will lose benefits for six months. If they commit fraud again, they lose benefits for a year and a third time they are no longer eligible for welfare benefits. ■

## Governor's bill limits gambling

This month, Governor Thompson signed into law a bill that controls the amount of gambling in Wisconsin, as well as allows public input on the issue. The Governor's bill as amended by the legislature, defines 'lottery' in the state statutes and calls for five advisory referendum questions regarding gambling on the April, 1993 ballot.

"When the Wisconsin citizenry voted for a lottery they did not vote for casino

gambling," Gov. Thompson said. "This bill gives us the opportunity to clarify some of the confusion over gambling, as well as give our citizens a chance to vote on the subject."

Governor Thompson did, however, express some disappointment that the legislature did not pass a constitutional amendment defining 'lottery.'

"The bill passed by the legislature takes a good first step toward limiting gambling in Wisconsin," the Governor said. "However, we must take the next step and pass a constitutional amendment that allows the people to take a direct role in deciding the extent of gambling in the state."

A constitutional amendment would require approval from two consecutive sessions of the legislature and approval from a binding citizens referendum. ■

dents will be required to take a tenth-grade gateway assessment, the results of which will help them plan future education and training options.

For their last two years of high school, students will choose either a college prep or tech prep program.

The Youth apprenticeship route will involve a combination of actual work experience and technical training, either at a high school or a technical college.

Students completing the program will receive a certificate of competency in a specific technical area, in addition to their high school diploma.

The School-to-Work Initiative was developed by the Executive Cabinet for a

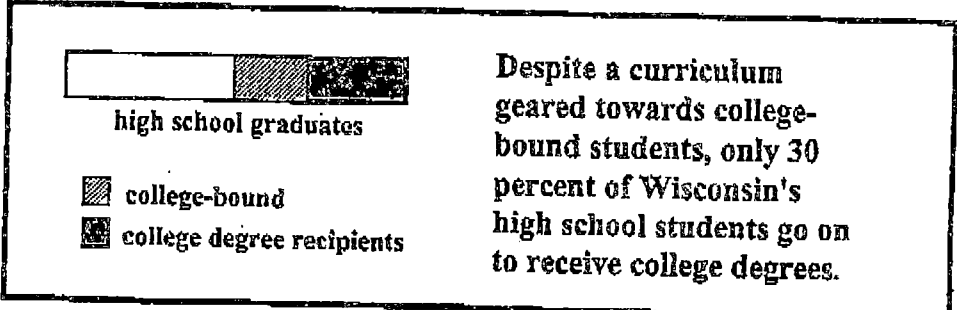
Quality Workforce which Governor Thompson appointed in 1991.

Led by Secretary of Administration James Klausner, the cabinet consists of state, education, business and labor leaders.

The Governor directed the cabinet to develop initiatives that would ensure Wisconsin a skilled and talented workforce as the 21st century approaches.

"The School to Work Initiative will help our students lead productive lives while also helping our businesses and industries remain competitive in the world economy," the Governor added.

The School to Work initiative is expected to be implemented statewide by 1996. ■



Despite a curriculum geared towards college-bound students, only 30 percent of Wisconsin's high school students go on to receive college degrees.

# HHS NEWS

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

FOR IMMEDIATE RELEASE  
Monday, July 20, 1992

Contact: Larry Dye  
(202) 401-9215

HHS Secretary Louis W. Sullivan, M.D., today announced approval for New Jersey's Family Development Program, which will make reforms in the state's welfare program to reward work and encourage family formation.

"The New Jersey initiative is one more new approach to try to strengthen families and promote family self-sufficiency," Secretary Sullivan said. "We continue to encourage states to try innovations in their welfare programs, so that the AFDC system can become more effective in reducing welfare dependency."

Under New Jersey's program, families will be able to retain more of their earnings when they go to work, while still receiving Aid to Families with Dependent Children benefits. To promote family formation, AFDC benefit rules will also be changed regarding the treatment of stepparent income.

Following a 10-month grace period, cash assistance will not be increased for families who have additional children while on welfare. The program will also require participation by AFDC parents whose youngest child is 2 years of age and over in educational, employment-directed activities or employment.

- MORE -

- 2 -

"With the President's encouragement, many states are proposing innovations and improvements in their welfare programs," said Jo Anne B. Barnhart, HHS assistant secretary for children and families. "We will continue to review these proposals on an expedited basis so that new approaches in public assistance programs can be developed and put into effect."

Additionally, under the waiver provided to New Jersey:

- o AFDC recipients whose youngest child is under 2 years of age will be required to participate in vocational counseling and assessment, and

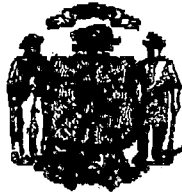
- o There will be a 24-month period of transitional Medicaid benefits for those who leave AFDC due to employment, rather than a 12-month transition period.

The New Jersey program will begin Oct. 1 for a five-year period. The demonstration will be evaluated, based on an experimental design, to determine its effectiveness.

The AFDC program is administered by the states with joint funding by the federal government. Some changes proposed by states require approval by HHS.

###

Tommy G. Thompson  
Governor  
James R. Klausner  
Secretary



Mailing Address:  
Post Office Box 7868  
Madison, WI 53707-7868

State of Wisconsin  
Department of Administration

101 South Webster Street • Madison, Wisconsin

July 24, 1992

TO: Carol Aarhus  
White House

FROM: Rick Berg *RB*  
Wisconsin Department of Administration

RE: President's July 27 Comments

I have some follow-up thoughts to our conversations earlier today.

We had talked about references to CDS International, the German Marshall Fund of America and Printing Industries of America. As I indicated, all have been very helpful and instrumental in moving this initiative forward.

While I think it most important to acknowledge the Fox River Valley and West Bend companies which have come aboard, I would not discourage a brief mention by the President of the role these other organizations have played.

In particular, we have been informed that the board of directors for Printing Industries of America recently voted to endorse President Bush this year, although I don't think that action has been made public. They might very well appreciate a public acknowledgement of their assistance with the Wisconsin initiative.

CDS and the German Marshall Fund could be cited as examples of national and international cooperation in this area. It would not be inappropriate to briefly mention the involvement of these organizations as well. It was through the efforts of these organizations that many from Wisconsin were given the opportunity to travel to Germany and see first-hand how a fully-mature, world-class school-to-work system operates.

I had feared that perhaps I had unduly discouraged consideration of including these organizations in prepared comments or press background material and I wanted to make sure you had a fuller expression of my opinion.

FIND OUT:

IS THIS WAIVER  
WISCONSIN'S FIRST  
OR SECOND?

John Cline  
John McKoshen

Joanne Barnhart

Howard Ralston  
401-9220

Wisc. → approved 4/10

6th nationwide

HHS →  
401-9200

2nd in WISC.  
April 1992 - 1st one  
for Parental Responsibility Act

(Smith/Aarhus)  
Draft Three  
July 24, 1992  
WELFARE

PRESIDENTIAL REMARKS: WELFARE REFORM EVENT  
APPLETON, WISCONSIN  
MONDAY, JULY 27, 1992  
1:15 P.M.

Thank you, Governor Thompson. Senator Kasten, it's nice to see you and other Members of Congress. I am delighted to be here again with you in a state built on faith, family, and freedom. Wisconsin is an example to America -- just as America is to the world.

Today I'm glad to be in a place where programs like Learnfare -- Workfare -- and the Parental Responsibility Act -- all tell America: "Watch Wisconsin because Wisconsin works." //

Governor Thompson wants Wisconsin to work even better. That is why he has joined my crusade to reform our welfare system. Let's face it. We know our welfare system has failed. It doesn't lift families from poverty -- it traps them there. Welfare also discourages families from staying together. When a system rips families apart -- it's time to rip apart that system.

Americans yearn to keep families whole / give our kids learning skills / and, yes, track down parents who run out on their kids. They know if America doesn't change the welfare system for the better -- the welfare system will change America for the worse. / That means trying new plans -- trying new ideas -- trying a new kind of reform. Only then can we break the cycle of dependency. //

In my State of the Union Address last January, I made a commitment to far-reaching reform. I acted because I believe we can no longer afford our welfare system. Our recipients can't afford to be dependent on government for their livelihood. Our taxpayers can't afford to pay the welfare bill, and our economy can't afford the lost productivity.

I also acted because I trust the American people -- because I believe that what those on welfare really want is a piece of the American Dream: home ownership, a good job, opportunities for their children, and strong, loving families. / Therefore, I am determined to make it quicker and easier for states who choose to reform their welfare systems to get the Federal waivers they need to help people help themselves. /

Today, toward that end, my administration will sign a second waiver for Wisconsin, giving Governor Thompson the freedom to further reform this state's welfare program. Governor Thompson's ultimate goal is to break the cycle of dependency that traps so many people, and create incentives for recipients to work and learn. Governor Thompson understands that more important than having an America that helps people in need, is building an America where fewer people need to be helped. //

Today, I want to challenge other States to follow Wisconsin's lead in bringing new ideas to our welfare system. Last week, we approved New Jersey's Family Development Program - - whose reforms in the state welfare program reward work and unite families. / I'm confident other States will now do what Americans do best: Bring local genius to local needs. /

In coming months, we will "Watch Wisconsin" to see how  
"Wisconsin Works." Together, we can help change the welfare  
system -- and in doing so, change America.

# # # #

# Withdrawal/Redaction Sheet

## (George Bush Library)

| Document No.<br>and Type | Subject/Title of Document   | Date     | Restriction | Class. |
|--------------------------|---|----------|-------------|--------|
| 01. Fax                  | Rick Berg to Carol Aarhus, re: Information for July 27 Appleton Event; personal information redacted. (1 pp.) | 07/24/92 | P-6, (b)(6) |        |

**Collection:**

**Record Group:** Bush Presidential Records  
**Office:** Speechwriting, White House Office of  
**Series:** Speech File, Backup  
**Subseries:**  
**WHORM Cat.:**  
**File Location:** Welfare Waiver Signing, WI 7/27/92

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| <b>Re-review Case #:</b> 2004-2265-S |                            |
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| <b>Disposition Date:</b>             | <b>Disposition Date:</b>   |

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P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]  
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]  
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(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]  
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(b)(9) Release would disclose geological or geophysical information

Tommy G. Thompson  
Governor  
James R. Klumper  
Secretary



Mailing Address:  
Post Office Box 7868  
Madison, WI 53707-7868

State of Wisconsin  
Department of Administration

101 South Webster Street • Madison, Wisconsin

July 24, 1992

TO: Carol Aarhus  
White House

FROM: Rick Berg *RJ*  
Department of Administration

RE: Information for July 27 Appleton Event

I have attached a list of those companies in the Fox River Valley which will be training students enrolled in the Printing Youth Apprenticeship Program.

As I indicated to you on the phone, Serigraph, Inc. in West Bend is hosting a parallel program and should also be recognized for its efforts. John Torinus, President of Serigraph, is a long-time Republican and is an enthusiastic supporter of President Bush.

I also want to tell you about one of the television reports aired last night on one of the Fox Valley stations. They were doing a background piece on the President's visit and were talking to one of the students enrolled in the program; a young man by the name of Mark Wood, [REDACTED]

At the end of the interview, the reporter asked Mark what he would do if this program were not available and Mark said he 'would probably drop out of school'. *P-6, (b)(6)*

I have asked for a tape of the broadcast and will share it with the White House advance team in Appleton and with Governor Thompson's office.

I thought that relating the content of the response of the young man himself might be useful for illustrating the importance of this initiative to the press covering Monday's events.

Please let me know if further information is needed.

The following companies have offered to host youth apprentices. Since we're still in the process of placing students, we can't say exactly how many students will be at any company, or even that all companies will have students.

**Northwestern Colorgraphics**

(A division of Banta Corp.)

1457 Earl Street

Menasha, WI 54952

414-722-3375

**Outlook Graphics Corp.**

1180 American Drive

Neenah, WI 54957

414-722-2333

**MidAmerica Division of Menasha Corp.**

950 Breazewood Lane

Neenah, WI 54956

414-751-1600

**Neenah Printing**

(A division of Menasha Corp.)

2255 Brooks Avenue

Neenah, WI 54956

414-751-1795

**Printco, Inc.**

1434 Progress Lane

Omro, WI 54953

414-685-5882

**Master Litho**

2074 American Drive

Neenah, WI 54956

414-731-6164

(Smith/Aarhus)  
Draft One  
July 22, 1992  
WELFARE

PRESIDENTIAL REMARKS: WELFARE SIGNING  
~~MILWAUKEE~~ <sup>APPLETON</sup>, WISCONSIN  
MONDAY, JULY 27, 1992

Governor Thompson. [[ACKNOWLEDGEMENTS]]. ((It's good to  
~~return to Milwaukee.~~ <sup>be in Appleton</sup> / After the Democratic Convention, a  
Wisconsin Democrat asked me what I thought of the "Dynamic Duo."  
/ I told him I thought Paul Molitor and Robin Yount were having  
a terrific season.)) //

I am delighted to be back in the land of the free and the  
home of the Brewers -- a State built on faith, family, and  
freedom. Wisconsin is an example to America -- just as America  
is to the world.

In the past three years, America has changed the world. In  
Berlin, a Wall has crumbled. / From Kuwait to Panama, the  
enslaved now are free. / <sup>Imperial</sup> Communism is a four-letter word: D-E-  
A-D. Why? Because democracy stood fast so that freedom could  
stand tall. //

Go anywhere God's children hate tyranny. They look to  
America because liberty works. / Well, today I'm glad to be in a  
place where things like learnfare -- workfare -- and the Parental  
Responsibility Act -- all tell America: "Watch Wisconsin because  
Wisconsin works." //

((A writer was once asked what he would take if his house  
were on fire and he could remove only one thing. He replied: "I

Melanie Ohnstad, Health & Welfare

~~11/18/11~~

Tom

would take the fire.")) // He knew -- as Wisconsin's proved -- that what matters is results. /

Governor Thompson knows this. That's why he has joined <sup>sketch</sup> ~~my~~ ~~the~~ crusade to reform our welfare system. / Let's face it. We know our welfare system has failed. It doesn't lift families from poverty -- it traps them there. / Welfare also discourages families from staying together. When a system rips families apart -- it's time to rip apart that system. //

Visit LaCrosse or Superior. Travel Wisconsin's farmland -- a giant, rolling checkerboard. Here you'll see Americans who yearn to keep families whole / give our kids learning skills / and, yes, track down deadbeat dads who run out on their children.

X They know if America's doesn't change the welfare system for the better -- the welfare system will change America for the worst. //

~~These~~ Americans want a welfare system that breaks the cycle of dependency -- a welfare system that can only stem from new plans -- new ideas -- a desire to try a new kind of reform. / That is why in my State of the Union Address, I made a commitment to favor personal responsibility over dependency. How? By making it quicker and easier for States <sup>who choose to reform their welfare system</sup> ~~with welfare reforms~~ to get the Federal waivers they need. /

I am proud to say that Wisconsin was the first State to ask for such a waiver -- and that we quickly granted it. / Today, I am honored to stand with Governor Thompson -- a true welfare reform pioneer -- to sign this waiver which will allow Wisconsin

to begin its bold new strategy to reform the state's welfare system. //

Like all Americans, Wisconsinites want to help the needy. But more important than having an America that helps people in need -- is building an America where fewer people need to be helped. / It is wrong for able-bodied Americans to continue drawing a welfare check without working for it. / I believe: Either get off your duff or get off the dole. /// That is why we need to prove that welfare recipients move from one State to another to obtain higher AFDC benefits. If so, we must ~~reform~~ *adjust* the rules so that people can't cheat the system. //

For the next three years, Wisconsin's demonstration project will study our welfare system. ~~In particular, it will look at~~ <sup>over</sup> the next six months -- in six test counties -- ~~where~~ welfare benefits for new arrivals in this State will be paid at the same level where they came from -- no more, no less. /

I look forward to seeing the results of this test -- so that we can meet government's responsibility to see that welfare recipients do not cheat. ← Yet we also have a responsibility to provide education and training to help welfare recipients get a job. ~~so I salute the rest of your welfare reform program.~~

I want to commend Governor Thompson for Wisconsin's youth apprenticeship system, which begins today. This historic initiative links workforce training with education reform. It brings business, labor, education, and government together to train students, create skills, and lift the American Dream. //

Rick Berg, apprenticeship  
608-264-6181

[[I'm told, for instance, that about 30 students from West Bend and the Fox Valley area will have the chance to learn the printing trade. || Later today, I'll be going with the Governor to a part of your State that's the largest paper-producing area in the country. Paper produced there goes to make some of America's finest newspapers. Some also helps make The Washington Post. ]]

I am proud that ~~our~~ <sup>the</sup> U.S. Department of Labor has awarded a \$200,000 grant to Wisconsin to further its youth apprenticeship program. I especially want to thank companies like CDS International, the German Marshall Fund of America, and the Printing Industries of America for their help.

Today, I want to challenge other States to follow Wisconsin's lead. Last week, Secretary of HHS Louis Sullivan approved New Jersey's Family Development Program -- whose reforms in the state welfare program reward work and unite families. / I'm confident other States will now do what Americans do best: Bring local genius to local needs.

In coming months, we will "Watch Wisconsin" to see how "Wisconsin Works." I know your new initiative will work. I look forward to its triumph. In that spirit, I'm pleased to now sign the waiver which will help change the welfare system -- and in doing so, change America.

# # # #

from graphics 1:40  
2pm - remarks  
Info Ser.

am. 1:10pm

from under  
in application  
Duties Graphics - Jen's  
Banta - under world'n + allow  
apprenticeship program

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 21, 1992

STATEMENT BY THE PRESIDENT

In my State of the Union Address, I pledged to help any state to reform its welfare system by making it easier to obtain waivers of Federal law and regulation. I am pleased that we have approved Federal waivers that will allow New Jersey to implement its welfare reforms. These waivers will allow New Jersey to try a new approach to helping welfare dependent families become independent.

New Jersey's approach, called "The Family Development Program," will encourage responsible behavior by parents receiving welfare. It will also offer incentives for such parents to work.

New ideas for reforming welfare abound in the states. I am pleased New Jersey will be one of the "laboratories of democracy" for welfare reform. Careful efforts to try new ideas and evaluate how well they work, can help us create a better welfare system. New Jersey's efforts today will make for smarter policy tomorrow.

# # #

To Carol

Date \_\_\_\_\_ Time 12:15

**WHILE YOU WERE OUT**

M Hanas

of \_\_\_\_\_

Phone X 6563  
Area Code Number Extension

|                   |                 |  |
|-------------------|-----------------|--|
| TELEPHONED        | PLEASE CALL     |  |
| CALLED TO SEE YOU | WILL CALL AGAIN |  |
| WANTS TO SEE YOU  | URGENT          |  |

RETURNED YOUR CALL

Message \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Operator

To Carol

Date \_\_\_\_\_ Time 11:35

**WHILE YOU WERE OUT**

M Jay Leskowitz

of \_\_\_\_\_

Phone \_\_\_\_\_  
Area Code Number Extension

|                   |                 |  |
|-------------------|-----------------|--|
| TELEPHONED        | PLEASE CALL     |  |
| CALLED TO SEE YOU | WILL CALL AGAIN |  |
| WANTS TO SEE YOU  | URGENT          |  |

RETURNED YOUR CALL

Message X 7090  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Operator

Airport arr. Mon. in Wisc.

Sign welfare waiver on tarmac

5-7 minutes / cards / toast lectern

official

Gov. Thompson

Call Hans Kuttner

Peggy Dooley

Jay Lefkowitz

Janice's radio address

Remarks -

open press

WI has asked for waiver to do  
demo project to figure out whether  
or not

people tend to move to states  
where welfare payments are greater.  
This is a waiver to test whether or not  
that's true.

Tommy Thompson is pro that

NI waiver done this week

Welfare is a barrier to families

they will for stuff

waiver 2-tier welfare

point person: Scott Schmallen  
in WI 414-730-3800  
m-101

— area is paper-producing area

WI is # 1 paper-producer in country

— Gov. is taking state govt. on the road.

Lake Umbagog area next week.

→ Call Dooley

Who is lead  
lead press  
for WISC.

Shaw

Sera Kasten - ten in attendance  
ten into Gov.

→ Mavis - has been agreed

It's great to be here w/ Gov.

Thompson on a day when we have such

James  
Bourne

great news. Today, our Gov. says yes

to the state's welfare

reform makes.

→ will release fact-sheet

→ don't talk about demonstration project itself

John Petrie ) Cong. in attend.  
(ten.)

Henry Whitburn → He's see - for US  
State Rep - who got bill passed

then state leg. to get waiver, etc.

→ Fed. gov. giving flexibility to the state  
→ States lack of democracy

→ experiment at a state level  
→ Gov. Thompson cutting edge.

Thank you, Governor Thompson. Senator Kasten,  
nice to see you and the other Members of Congress  
with us this afternoon.

~~I do have good~~

I come to Wisconsin bringing good news.  
Today, Joanne Barnhart, Asst. Secy. at the US  
Department of Health and Human Services has signed  
Wisconsin's welfare reform waiver.

This waiver will give Wisconsin the  
flexibility to reform its welfare system, and  
experiment at the state level. This is  
just one way in which we are trying to  
make each of our states "laboratories of  
democracy".

Governor Thompson, you are on the  
cutting edge - a true pioneer in welfare  
reform. I wish all of you the very best  
as you blaze your own trail in welfare  
reform.

Thanks also to Guy Whotburn & John Gind  
for their hard work in seeing all this  
through.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 7/23/92

ACTION/CONCURRENCE/COMMENT DUE BY: NOON, FRI. 7/24/92

SUBJECT: PRESIDENTIAL REMARKS: WELFARE REFORM EVENT  
APPLETON, WISCONSIN - MONDAY, 7/27/92

|                             | ACTION                              | FYI                                 |                  | ACTION                              | FYI                                 |
|-----------------------------|-------------------------------------|-------------------------------------|------------------|-------------------------------------|-------------------------------------|
| VICE PRESIDENT              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | HORNER           | <input type="checkbox"/>            | <input type="checkbox"/>            |
| SKINNER                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | MCBRIDE          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| SCOWCROFT                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | ✓MOORE           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| DARMAN                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | PETERSMEYER      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| BRADY                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | PORTER           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| BROMLEY                     | <input type="checkbox"/>            | <input type="checkbox"/>            | ✓PROVOST         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <del>CALIO</del> <i>nic</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | SMITH            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| DEMAREST                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | YEUTTER          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| FITZWATER                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <u>FINDLAY</u>   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| GRAY                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <u>KAUFMAN</u>   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| HOLIDAY                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <u>MCGROARTY</u> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

REMARKS:

Please forward your comments directly to Dan McGroarty, Rm. 122, x2930, no later than **NOON, FRIDAY, JULY 24**, with a copy to this office. Thank you.

RESPONSE:

*Rick Berg  
608-264-6181*

PHILLIP D. BRADY  
Assistant to the President  
and Staff Secretary  
Ext. 2702

(Smith/Aarhus)  
Draft Two  
July 23, 1992  
WELFARE

2 JUL 23 P6:06

PRESIDENTIAL REMARKS: WELFARE REFORM EVENT  
APPLETON, WISCONSIN  
MONDAY, JULY 27, 1992

*Tee*  
*NEXIS*  
Governor Thompson. [[ACKNOWLEDGEMENTS]]. ((It's good to be in Appleton. / After the Democratic Convention, a Wisconsin Democrat asked me what I thought of the "Dynamic Duo." / I told him I thought Paul Molitor and Robin Yount were having a terrific season.)) //

I am delighted to be back in the land of the free and the home of the Brewers -- a State built on faith, family, and freedom. Wisconsin is an example to America -- just as America is to the world.

In the past three years, America has changed the world. In Berlin, a Wall has crumbled. / From Kuwait to Panama, the enslaved now are free. / Imperial Communism is a four-letter word: D-E-A-D. Why? Because democracy stood fast so that freedom could stand tall. //

Go anywhere God's children hate tyranny. They look to America because liberty works. / Well, today I'm glad to be in a place where things like learnfare -- workfare -- and the Parental Responsibility Act -- all tell America: "Watch Wisconsin because Wisconsin works." //

((A writer was once asked what he would take if his house were on fire and he could remove only one thing. He replied: "I

would take the fire.")) // He knew -- as Wisconsin's proved -- that what matters is results. /

Governor Thompson knows this. That's why he has joined my crusade to reform our welfare system. / Let's face it. We know our welfare system has failed. It doesn't lift families from poverty -- it traps them there. / Welfare also discourages families from staying together. When a system rips families apart -- it's time to rip apart that system. //

Visit LaCrosse or Superior. Travel Wisconsin's farmland -- a giant, rolling checkerboard. Here you'll see Americans who yearn to keep families whole / give our kids learning skills / and, yes, track down deadbeat dads who run out on their children. They know if America's doesn't change the welfare system for the better -- the welfare system will change America for the worst.

Americans want a welfare system that breaks the cycle of dependency -- a welfare system that can only stem from new plans -- new ideas -- a desire to try a new kind of reform. / That is why in my State of the Union Address, I made a commitment to favor personal responsibility over dependency. How? By making it quicker and easier for States who choose to reform their welfare systems to get the Federal waivers they need. /

I am proud to say that Wisconsin was the first State to ask for such a waiver -- and that we quickly granted it. / [[Today, I am honored to stand with Governor Thompson -- a true welfare reform pioneer -- to sign this waiver which will allow Wisconsin

JayL.

to begin its bold new strategy to reform the state's welfare system. ///]

Jayl.

Like all Americans, Wisconsinites want to help the needy. But more important than having an America that helps people in need -- is building an America where fewer people need to be helped. / It is wrong for able-bodied Americans to continue drawing a welfare check without working for it. / I believe: Either get off your duff or get off the dole. /// That is why we need to prove that welfare recipients move from one State to another to obtain higher AFDC benefits. If so, we must change the rules so that people can't cheat the system. //

[[For the next three years, Wisconsin's demonstration project will study our welfare system. So over the next six months -- in six test counties -- welfare benefits for new arrivals in this State will be paid at the same level where they came from -- no more, no less. / I look forward to seeing the results of this test -- so that we can meet government's responsibility to see that welfare recipients do not cheat. Yet we also have a responsibility to provide education and training to help welfare recipients get a job. // ]]

Accordingly, I want to commend Governor Thompson for Wisconsin's youth apprenticeship system, which begins today.

This historic initiative links workforce training with education reform. It brings business, labor, education, and government together to train students, create skills, and lift the American Dream. //

I'm told, for instance, that about ~~30~~<sup>21</sup> students from West Bend and the Fox<sup>River</sup> Valley area will have the chance to learn the printing trade. / Later today, I'll be going with the Governor to a part of your State that's the largest paper-producing area in the country. Paper produced there goes to make some of America's finest books. / ((Millie wanted to thank you for making her best-seller possible.)) //

I am proud that the U.S. Department of Labor has awarded a \$200,000 ~~grant~~ to Wisconsin to further its youth apprenticeship program. ~~I especially want to thank companies like CDS International, the German Marshall Fund of America, and the Printing Industries of America for their help.~~

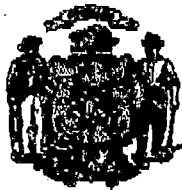
*→ gov. will do this!  
Rick Bay  
Stet?*

Today, I want to challenge other States to follow Wisconsin's lead. Last week, ~~Secretary of HHS Louis Sullivan~~<sup>we</sup> approved New Jersey's Family Development Program -- whose reforms in the state welfare program reward work and unite families. / I'm confident other States will now do what Americans do best: Bring local genius to local needs.

[[In coming months, we will "Watch Wisconsin" to see how "Wisconsin Works." I know your new initiative will work. I look forward to its triumph. In that spirit, I'm pleased to now sign the waiver which will help change the welfare system -- and in doing so, change America.]]

# # # #

Tommy G. Thompson  
Governor  
James R. Klauser  
Secretary



Mailing Address:  
Post Office Box 7868  
Madison, WI 53707-7868

**State of Wisconsin**  
**Department of Administration**

101 South Webster Street • Madison, Wisconsin

July 24, 1992

TO: Michelle Nix  
White House

FROM: Rick Berg *RJ*  
Wisconsin Department of Administration

RE: Background Information

I have attached a variety of documents which provide perspective and background on the Wisconsin Youth Apprenticeship System and our overall school-to-work initiative.

I have provided more information than what you may want and some of what I have sent you may have, but I felt - in this case - more is better.

I should also note that the paper entitled: "A Discussion Paper: Wisconsin's Youth Apprenticeship Program" was accepted by the Executive Cabinet for a Quality Workforce and is the official framework for Wisconsin's Youth Apprenticeship System.

If I can assist in any other way with your efforts on behalf of the President's anticipated visit to Wisconsin, please call me at 608-264-6181 or at home over the weekend at 608-277-0763.

**B****WISCONSIN YOUTH APPRENTICESHIP SYSTEM**

- 1) In 1991, legislation was enacted and signed into law which created Wisconsin's Youth Apprenticeship System.
  - \* The word "system" is important because this is not a stand-alone, job training program (like Arkansas), but is instead a key part of an ambitious education reform movement, which links improvement in education to improvement in workforce quality.
  - \* Wisconsin's Youth Apprenticeship System is part of the state's overall School-to-Work Initiative, which also includes Tech-Prep and college-prep. The thrust is to broaden student options while still in high school by identifying major pathways to success, i.e. high skill, high wage jobs.
  - \* This system is designed to better link school work to the world of work and, in the process, provide for a higher skilled workforce.
  - \* The Youth Apprenticeship System is under the direct supervision of the Department of Labor, Industry & Human Relations, but operates with significant input and involvement from the state's Vocational, Technical and Adult Education system, the Department of Public Instruction, local school districts, business and labor.
- 2) On September 3, 1991, Governor Thompson signs Executive Order #127 (copy attached) which creates the Executive Cabinet for a Quality Workforce.
  - \* The Executive Cabinet brings together leaders from government, business, education and labor. Executive Cabinet is chaired by James Klauser.
  - \* The Executive Cabinet is charged with the responsibility of implementing Wisconsin's school-to-work initiative, notably the Youth Apprenticeship System.
  - \* In January, 1992, the Executive Cabinet created 'Implementation Groups' which were to assist the Executive Cabinet in developing recommendations for implementation of the school-to-work initiative. One of these groups was the Printing Implementation Group (list of members is attached). This group was chaired by Jim Milsagle of Banta Corporation,

- \* In April, 1992, the Printing Implementation Group came back with a set of recommendations for developing a printing youth apprenticeship program. These recommendations were adopted by the cabinet and implementation for the fall of 1992 was underway.
- \* Six companies in the Menasha/Neenah/Appleton area form a consortium to support the work-based training component in the Fox River Valley Printing Youth Apprenticeship System. Banta continues to lead the way. Rather than attending their 'home' high schools, enrolled students will receive on-site, work-based training through one of these companies and will receive classroom instruction through local VTAE campus. At the end of the two-year program, they will receive a high school degree along with a certificate of occupational proficiency which will have currency throughout the state.
- \* At about the same time, John Torinus, President of Serigraph Printing in West Bend and a member of the Printing Implementation Group, was working on establishing a similar program between Serigraph and the West Bend School District. This program has also enrolled students for this fall.

3) Why is this important.

- \* Wisconsin is the first state in the nation to pass and implement legislation creating a youth apprenticeship credentials system (Arkansas legislation predated Wisconsin by months, but allows only for demonstration projects and is not as fully developed as our initiative).
- \* This is an example of what can be accomplished when business, government, education and labor work together on behalf of children. Contrast this with a congress unwilling to move on the President's federal initiative, which more or less parallels the Wisconsin system.
- \* Program provides, at the same time, high school diploma and a certificate of occupational proficiency which opens direct access to the world of work, advanced standing in a traditional apprenticeship program, credits in a technical college or admission to a four-year university.
- \* This system allows Wisconsin to adapt to state's economic and demographic conditions by targeting occupational areas with great potential for career progression and high wages.
- \* Links 11th grade students into competency-based classroom instruction with paid and structured work-based employment

supervised by industry mentors.

- \* Offers the perfect blend of school, which provides theoretical instruction, and the workplace, which supplies the experience and technological literacy to better prepare for high-skill demands of an increasingly competitive workplace.

Tommy G. Thompson  
Governor  
James R. Klausner  
Secretary



Mailing Address:  
Post Office Box 7868  
Madison, WI 53707-7868

**State of Wisconsin  
Department of Administration**

101 South Webster Street • Madison, Wisconsin

July 23, 1992

**TO: Stephanie Smith**  
**FROM: Rick Berg**  
**RE: Issues Surrounding July 27 Presidential Visit**

A variety of issues have emerged - and will continue to emerge - regarding the anticipated visit by President Bush on July 27 to the Fox River Valley. I thought they should be passed along to you.

- 1) The President - and the Governor - should use the opportunity to praise business, education, labor and government for working together to create hope and opportunity for young people. This initiative should be showcased as an example of what can be accomplished when differences are set aside on behalf of children and parallels initiative that the President is pushing at the federal level through his Departments of Labor and Education.
- 2) I would suggest that the President avoid discussion of school choice and instead focus on this effort as a positive step toward reforming public education and bringing business into a positive and meaningful relationship with education. 'Business is no longer just complaining, but is getting involved' sort of thing.
- 3) This is a great opportunity for the President to be visionary and talk about job security, preserving the American standard of living, giving young people hope for the future, need to upgrade the skills of new workers AND the existing workforce, and ensuring that America will keep its competitive edge in a very competitive global economy.
- 4) President should praise Governor Thompson for putting these reforms and initiatives into motion and for keeping them moving ahead. Wisconsin should be cited for leading the nation in this area and for providing a model of success that can be transported across America.

- 5) The President has designated Wisconsin as one of six states leading in this area and, as a result of this designation, Wisconsin has recently received a \$200,000 award from the U.S. Department of Labor (which has not yet been publicly announced) to further these efforts. The President can say he is counting on Governor Thompson and Wisconsin to continue this leadership position - as we have in so many other areas.

These are a few of the topics which have arisen. I will keep you informed as others develop.

ATTACHMENT A



**OFFICE OF THE GOVERNOR**

**EXECUTIVE ORDER 4127**

**Relating to Creating the Executive Cabinet  
for a Quality Workforce**

WHEREAS, the National Governors' Association has found that "changes in global economics and national demographics have heightened demands for improvements in this country's workforce development;" and

WHEREAS, the Governor's Commission for a Quality Workforce and other studies have determined that a new long-range strategy for the preparation of Wisconsin's workforce is critical to the state's economic future and to the well-being of its citizens; and

WHEREAS, implementing the policy recommendations of the Commission and other studies will require a coordinated effort of state and local educational, labor and social service agencies as well as private sector business and labor; and

WHEREAS, state government has unique opportunities to foster the coordination needed to establish a sustained workforce readiness initiative;

**NOW, THEREFORE, I, TOMMY G. THOMPSON, Governor of the State of Wisconsin, by the authority vested in me by the Constitution and the laws of this State, and specifically by Wisconsin Statute section 14.019, do hereby:**

1. Establish the Executive Cabinet for a Quality Workforce to oversee implementation of a new workforce readiness initiative to ensure that Wisconsin's workforce will be world class by the end of the century.

2. Appoint the following members to the Cabinet:

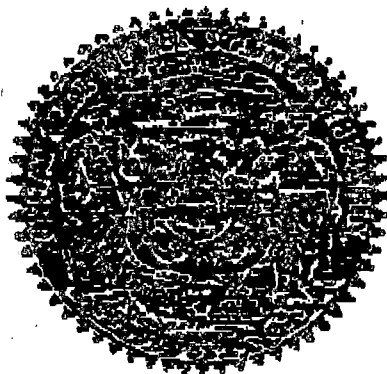
- a. The Secretary of the Department of Administration, who shall serve as chairman;
- b. The State Superintendent of Public Instruction;
- c. The Secretary of the Department Industry, Labor and Human Relations;
- d. The Secretary of the Department of Health and Social Services;
- e. The State Director of the Wisconsin Board for Vocational, Technical and Adult Education;
- f. A member of the University of Wisconsin Board of Regents;
- g. The chairman of the Governor's Commission for a Quality Workforce;
- h. The President of Wisconsin Manufacturers and Commerce; and
- i. The President of the Wisconsin AFL-CIO.

3. Direct that the Executive Cabinet for a Quality Workforce shall:


- a. Identify and implement, in cooperation with the Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, employers and labor, the education and training policy options needed to prepare high school-age youth for entry into a skilled workforce and other postsecondary career options. These options should include programs to better prepare these youth for entry into postsecondary education programs (tech-prep and academic prep) and for direct entry into the workforce or apprenticeship programs through work-based learning (e.g. youth apprenticeship programs);
- b. Identify barriers limiting minorities, women and disabled persons access to high skill, high wage employment and design strategies to overcome these barriers.
- c. Facilitate the effort to implement in statute, by 1995-96, requirements for a Certificate of Initial Mastery as recommended by the Commission for a Quality Workforce as a prerequisite for participation in job-training opportunities for high school-age youth;
- d. Identify and implement, in cooperation with the Wisconsin Department of Industry, Labor and Human Relations, employers and labor, the training policies and programs needed to reskill the existing workforce and the unemployed;
- e. Work with the Vocational, Technical and Adult Education system and employers across the state to improve access to training;
- f. Contribute to the development of educational and training programs responsive to changing employer skill needs;
- g. Report annually to the Governor and Legislature on the progress of Wisconsin's workforce readiness initiative; and
- h. Advise the Governor on Legislative initiatives needed to improve this.

4. Direct the state agencies represented on the Cabinet to provide staff support for the Cabinet.


5. Direct the Secretary of the Department of Administration to provide the Cabinet with sums of money that are necessary and proper for the legitimate travel and operating expenses of the Cabinet under Section 20.505(3)(a) of the Wisconsin Statutes.



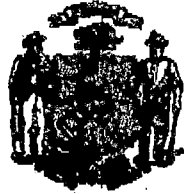
IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison this third day of September in the year one thousand nine hundred and ninety-one.

  
TOMMY G. THOMPSON  
Governor

By the Governor:

  
DOUGLAS L. FOLLETTE  
Secretary of State

Tommy G. Thompson  
Governor  
James R. Klausner  
Secretary



Mailing Address:  
Post Office Box 7868  
Madison, WI 53707-7868

## State of Wisconsin Department of Administration

101 South Webster Street • Madison, Wisconsin

### BACKGROUND PAPER

#### EXECUTIVE CABINET FOR A QUALITY WORKFORCE

FEBRUARY 1992

In recent years, a remarkable consensus has emerged on the urgent need to improve the training of American workers. A steady stream of task forces and commissions have painted a bleak picture of a workforce unequipped for the high-tech future and not fully prepared for the needs of today's employers. Without immediate and drastic changes in our educational and job training systems, they warn, America will continue to lose high-wage, high-skill jobs to overseas competitors. The situation was summed up by the title of the influential report of the Commission on the Skills of the American Workforce: "America's Choice: High Skills or Low Wages."

A number of forces have combined to produce this situation. Low-skill, high-wage jobs of past decades have fled to cheaper foreign labor markets. High paying jobs have become more and more demanding, requiring higher levels of technical competency and often postsecondary training. The nation's economy has become increasingly globalized, with even small companies facing fierce competition from foreign firms.

While the world is becoming smaller, more competitive, and more complex, American young people emerge from school equipped with the skills needed thirty years ago. They receive little job training and career education and are competent only in the most basic academic skills. While other nations have sophisticated job training systems and hold all their students to high achievement standards, we ignore our non-college bound students and rank at the bottom of international academic achievement tests. Since expanding access to higher education has been a principle goal, we have provided the non-college bound with a weak curriculum and almost no preparation for life after high school. We have failed to articulate clear performance

standards for either the college bound or non-college bound and have avoided establishing methods of assessing their performance.

As a result of these trends, employers have found it increasingly difficult to find enough skilled workers to meet their needs. While their international competitors can draw on a pool of highly trained workers, American firms lack the personnel to remain competitive or expand. Already the economy is showing the effects: high trade deficits, low productivity growth, and flat earnings.

Two recent state commissions, the "Governor's Commission for a Quality Workforce," chaired by Carl Weigell of Motor Castings Co., and the "Joint Task Force on Implementing Occupational Options in Wisconsin," chaired by James Haney, president of Wisconsin Manufacturers and Commerce, concluded that Wisconsin faces similar problems. Among their findings were:

- \* 60 percent of employers face rising skill requirements in the next five years;
- \* 90 percent find it difficult to find skilled workers;
- \* 72 percent say a shortage of skilled workers has hurt their productivity;
- \* 25 percent rate the basic skills of their front-line workers as poor, citing problems with writing, reading, and using fractions;
- \* 70 percent of Wisconsin students do not obtain a college degree;
- \* Only 11 percent of high school graduates enroll in a technical college after graduation.

Another troubling sign for Wisconsin's economy is the amount of remedial instruction and training the state's businesses and postsecondary institutions must provide. Approximately 19 percent of the VTAE system's 409,000 students are enrolled in some type of remedial course, at a cost of about \$51 million. Of freshman entering the University of Wisconsin System in the fall of 1990, 10 percent needed remedial instruction in English; 20 percent required remediation in mathematics. In addition, roughly one third of workers entering the carpentry apprenticeship program perform unsatisfactorily on a test of basic math skills.

Along with consensus about the problem, there is also wide agreement in the state on how to solve it. Following the recommendations of national reports, the Weigell and Haney commissions, and State Superintendent of Public Instruction

Dr. Herbert J. Grover's School-to-Work Initiative, the state will introduce three options, college prep, tech prep, youth apprenticeship, at the high school level. The Youth Apprenticeship Program is patterned after the highly-touted German system of worker training. All students will also take a tenth grade "gateway assessment", the results of which will help them plan future education and training options. For their last two years of high school, students will be able to choose either a college prep program, a tech prep program or a youth apprenticeship program. The latter will involve a combination of technical training, either at the high school or a technical college, and actual work-based experience. Students will earn not only a high school diploma but also a youth apprenticeship certificate of competency in specific technical areas. Both the Weigell and Haney commissions also recommended that technical colleges upgrade the quality and accessibility of their programs to improve the training of the current workforce.

The state's policymakers, educators, and business and labor leaders have been hard at work implementing reforms to improve workforce quality. In fact, the state leads the nation in the development of school-to-work initiatives. Wisconsin is the first state to pass legislation enabling the development of a statewide youth apprenticeship program. In addition, the state will allow high school students to enroll in courses for high school credit in the state's public and private colleges and VTAE system starting in the 1992-93 school year. A tenth grade Gateway Assessment package is currently under development.

To oversee the implementation of these programs, Governor Thompson formed the Executive Cabinet for a Quality Workforce through an executive order on September 3, 1991. The members of the Executive Cabinet are:

|                 |   |
|-----------------|---|
| James Klauser   | Secretary, Department of Administration, Chairman       |
| Herbert Grover  | State Superintendent of Public Instruction              |
| Carol Skornika  | Secretary, Industry, Labor & Human Resources            |
| Gerald Whitburn | Secretary, Health & Social Services                     |
| Dwight York     | Director, Vocational, Technical & Adult Education       |
| Erroll Davis    | Member, University of Wisconsin Board of Regents        |
| Carl Weigell    | Chairman, Governor's Commission for a Quality Workforce |
| James Haney     | President, Wisconsin Manufacturers and Commerce         |
| Jack Riehl      | President, Wisconsin AFL-CIO                            |

The Executive Cabinet is not a study group, but an implementation team. Close cooperation between several state agencies and input from the state's business, labor and education communities are crucial to the success of the workforce initiatives. The cabinet was created to coordinate the efforts of these groups.

In January 1992, the Executive Cabinet created four "implementation groups." Two of the groups are charged with creating apprenticeship programs in printing and metalworking, to be ready for the 1992-93 school year. The third group will overhaul counseling services for students and workers, and the fourth will develop a Milwaukee Initiative. Preliminary reports from these groups are expected in mid to late April.

## Fact Sheet

- \* In a recent 15 nation assessment of student achievement, the United States ranked second to last in mathematics and third from the bottom in science.
- \* American productivity growth is only one third of what it was in the 1960s.
- \* Real average weekly earnings have dropped 12 percent since 1969.
- \* Over the past 15 years, the earnings gap between white collar professionals and skilled tradespeople has increased from two to 37 percent.
- \* 25 million workers will need to upgrade their skills in the 1990s if the nation's employment needs are to be met and productivity gains made.
- \* A recent survey of Wisconsin employers reveals that
  - 60 percent face rising skill requirements in the next five years
  - 90 percent find it difficult to find skilled workers
  - 70 percent say a shortage of skilled workers has hurt their productivity
  - 25 percent rate the basic skills of their front-line workers as poor, citing problems with writing, reading, and using fractions.
- \* A University of Wisconsin study predicts the state's economy will add 30,000 new jobs in the 1990s, an increase of 12 percent, while the population will grow by only 3.2 percent.
- \* 70 percent of the state's workforce in the year 2000 is already working.
- \* 70 percent of jobs in the state require significant specialized preparation and training beyond high school, and 60 percent of new jobs will be in high wage/high skill occupations.
- \* Only 11 percent of Wisconsin high school graduates go on to technical colleges, compared with 22 percent nationwide.
- \* Many executives cite a lack of skilled people as the Milwaukee area's biggest economic problem.
- \* 19 percent of VTAE students take remedial courses, at a cost of 51,000,000. Ten percent of freshman entering the UW System need remediation in English, 20 percent do in math.

**A Discussion Paper:  
Wisconsin's  
Youth Apprenticeship  
Program**

**February 1992**

## EXECUTIVE SUMMARY

The Youth Apprenticeship Program is one part of a broader effort to improve the transition from high school to work, a registered apprenticeship, and/or where appropriate to two or four year colleges. Youth apprenticeship is explicitly intended to link high school students with business and industry through an integrated education and work-based learning program leading to a statewide credential of proficiency.

Wisconsin Statute sec. 101.265 (created by 1991 Wis. Act 39) creates a Youth Apprenticeship Program in the Department of Industry, Labor and Human Relations (DILHR) and requires the agency to cooperate with the Department of Public Instruction (DPI) and the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) to develop the program and maintain it statewide. A twelve member Youth Apprenticeship Advisory Council is also created to advise and assist in the design and development of the program.

Wisconsin's apprenticeship program has a long (80 years) and well respected history. Apprenticeship, as a learning model, has been used for over 2,000 years. The basic premise of traditional adult apprenticeship programs is that effective learning occurs through doing it. The teaching is done by a skilled crafts person (journey worker) in an actual work situation. Wisconsin's Youth Apprenticeship Program is designed to include important features of its registered apprenticeship program.

Local youth apprenticeship programs will be designed by a consortium of local partners- the schools, the technical colleges, employers, labor organizations, the state's apprenticeship agency and parents and students. The consortium must build on and integrate with other ongoing or developing curricula in the schools which meet district and state high school graduation standards. At the same time, all programs must include the following core elements:

- \*\* Prerequisite completion of career awareness/exploration and/or Education for Employment with a career counseling component and satisfactory performance on the 10th Grade Gateway Assessment.
- \*\* Structured, sequenced classroom instruction linking academic and work-based learning.
- \*\* Work-based learning (on-the-job training) that follows a systematic schedule of identified work activities.
- \*\* Classroom instruction and work-based learning are competency-based.
- \*\* Classroom instruction and work-based learning are integrated.
- \*\* On-the-job training (work-based learning) is provided by a skilled mentor.
- \*\* On-the-job training (work-based learning) is in a skilled occupational area.
- \*\* Program completers receive a state certificate of academic and occupational proficiency.
- \*\* Completers receive a high school diploma.
- \*\* The certificate of proficiency translates into eligibility for work experience credit in a traditional apprenticeship, advanced standing or credit in a technical college program and/or facilitated entry into a four year college program.

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## **WISCONSIN'S YOUTH APPRENTICESHIP PROGRAM**

### **I. Introduction**

The Youth Apprenticeship Program is one part of a broader effort to improve the transition from high school to work, a registered apprenticeship, and/or where appropriate to two or four year colleges. Youth apprenticeship is explicitly intended to link high school students with business and industry through an integrated education and work-based learning program leading to a statewide credential of proficiency.

Wisconsin Statute sec. 101.265 (created by 1991 Wis. Act 39) creates a Youth Apprenticeship Program in the Department of Industry, Labor and Human Relations (DILHR) and requires the agency to cooperate with the Department of Public Instruction (DPI) and the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) to develop the program and maintain it statewide. A twelve member Youth Apprenticeship Advisory Council is also created to advise and assist in the design and development of the program.

### **A. Program Objectives**

1. Improve high school student's transition from school to high skill employment through work-based learning in skilled trade occupations.
2. Provide students with the integrated academic and technical background necessary to qualify them for entry into a registered apprenticeship or other high skill training opportunities.
3. Expand the range of skilled training career options for youth: through apprenticeships, technical programs in the Technical colleges (VTAEs) or technologically oriented programs at colleges and universities.
4. Improve student's qualifications/eligibility for a registered apprenticeship and the opportunity to obtain credit for their program experience.
5. Improve student's ability to apply academic skills in work-based learning situations.
6. Facilitate the entry of minorities and women into apprenticeships and other high skill training opportunities or college.
7. Increase the number of young people preparing for entry into high skill occupations. Employers will have improved access to qualified young people.
8. Involve business, industry and labor in planning, developing, and evaluating the program. Business/industry/labor assistance in curriculum design is particularly important.
9. Enable employers to assess student's skills and potential prior to acceptance into an apprenticeship or employment.
10. Expand employer's interest in and willingness to invest in skills training for their current and potential future workforce.
11. Create a school program that is interesting, enjoyable and challenging.

## B. The Program's Policy Approach

A large variety of school based or work-related activities are currently used on a limited basis to facilitate the school-to-work transition of young people. In school exploratory activities include career exploration classes, career days and classroom presentations by workers in different occupations. Exploratory activities at work sites include job shadowing, short term work experiences, mentoring, and community service. Some schools also sponsor school-based work activities such as cooperative education and participation in youth managed businesses through vocational education programs.

The above exploratory and school-based activities must continue in schools and in fact are the fundamental basis for effective youth apprenticeship programs. Students must have knowledge of career options and some experience with occupations if they are to make intelligent choices about their occupational future. All of the above occupationally-oriented activities, including youth apprenticeship, are part of a career education program. Youth apprenticeship programs have a sharper focus. They include a structured academic component integrated with a structured work-based learning experience in a skilled occupational area. Youth apprenticeship programs must be preceded by career exploration and experience with occupational options.

Hamilton, in his book *Apprenticeship for Adulthood*, distinguishes the above exploratory and school-based activities from an apprenticeship. They are described as "apprentice-like" and contain four essential elements. Hamilton identifies five additional required elements for traditional (registered) apprenticeships.

Wisconsin's Youth Apprenticeship Program is aimed at developing what Hamilton calls a school-based apprenticeship program. In order to facilitate discussion about the program and its objectives, the following terminology will be used:

- a. **Career or work awareness/exploration.** School curriculum and work-based exploration of career options in an industry or occupational cluster or orientation to a specific occupation(s) which should precede application to youth apprenticeship program.
- b. **Youth apprenticeship.** A program, certified by DILHR, that coordinates and integrates classroom instruction (preceded by career awareness/ exploration) with a work-based employment experience in which the young person remains a student (i.e. is not a registered apprentice), and receives training in a skilled occupational area and/or an occupational cluster. Training is shorter and less intensively focused than in a registered apprenticeship.
- c. **School-to-work skill training program.** All career/vocational exploration, whether in school or a work setting, and school related work-based learning (apprentice-like) activities, including youth apprenticeship.
- d. **Apprenticeship.** A federal/state registered program in which the person enters into a contract of service where he/she receives instruction in a trade, craft or business from an employer in consideration for his/her services. The person receives specific occupational preparation as an employee as part of the program.

### **C. Apprenticeship as a Model for the Transition From School to Work**

Wisconsin's apprenticeship program has a long (80 years) and well respected history. Apprenticeship, as a learning model, has been used for over 2,000 years. The basic premise of traditional adult apprenticeship programs is that effective learning occurs through doing it. The teaching is done by a skilled crafts person (journey worker) in an actual work situation. Wisconsin's Youth Apprenticeship Program is designed to include important features of it's registered apprenticeship program.

**How Ch. 101 (youth) and Ch. 106 (traditional) apprenticeships are similar:**

1. Classroom training and related academic instruction is integrated with on-the-job training for an occupation.
2. Positions are cooperatively developed by an employer, labor representatives, (where appropriate) local schools and technical colleges operating as a consortium and DILHR's Bureau of Apprenticeship Standards (BAS).
3. On-the-job training follows a systematic schedule of identified work activities. A skilled worker serves as the student's mentor on the job.
4. The student receives a salary in payment for limited employment.
5. There is a written agreement for each position. In youth apprenticeship programs, the agreement (called an Employment Training Agreement) is between the employer and the student's school, the student and parents and identifies employer and school program responsibilities.
6. Job performance and related classroom progress integrating academic and technical knowledge are systematically evaluated.
7. DILHR/BAS registers employers and participants in both the adult and youth programs.
8. Successful program completers receive a certificate of achievement. In the case of youth apprentices, the certificate attests to both the academic and occupational proficiency attained in the program.

**How Ch. 101 (youth) and Ch. 106 (traditional) apprenticeships are different:**

1. Although Ch 106 allows those as young as 16 to become registered apprentices, program standards generally require high school completion. In fact, most current apprentices are much older- the average age is 27 years old.
2. In youth apprenticeships, classroom training is focused both on applied academics as well as the knowledge and skills needed for a segment of an industry, an occupational cluster, or a job. In registered apprenticeships, related instruction is intensively focused on the skills needed by a specific skilled occupation.
3. Work-based training is broader in youth apprenticeships, may be directed at an occupational cluster and is less intensive in scope than in an apprenticeship.
4. Training on the job is limited to 15-20 hours a week during the school year.

5. The youth is in a student learner status (Ind 72.10(10)). The employer does not have an obligation to hire the student at the completion of his/her youth apprenticeship.
6. Wages are a stipend for participation. A multistep wage progression is not required in the Employment Training Agreement.
7. The Employment and Training Agreement is between the employer, the school as well as the youth and parents because the youth remains a student in school. Student and parents will also sign a program participation agreement with the school.
8. The youth apprenticeship classroom instruction curriculum is competency based. The student's progress, both in the classroom and on the job, is proficiency based rather than solely time based.

**D. Other Features of the Youth Apprenticeship Program**

Wisconsin's Youth Apprenticeship Program must also be based on these features:

- a. Prerequisites:
  1. The youth apprenticeship experience must be preceded by (and/or will begin with) a strong career development program. The program includes both career awareness and then a career exploration sequence in the middle and early high school years, including Education for Employment and career counseling.
  2. Satisfactory performance on the 10th Grade Gateway Assessment exam (or a proxy until it is available) is required for program entry.
- b. The program curriculum includes employability skills development (including work related skills such as problem solving, critical thinking and team work) in the classroom and/or at work that can be measured in either a vocational or academic assessment.
- c. Employers are encouraged to continue summer employment (and wages) which expands and reinforces the student's prior work-based learning (on-the-job training).
- d. Special emphasis is given to recruiting the participation of employers with high performance work organizations, those who already train apprentices, and/or those who participate in other public job training program efforts (such as JTPA, JOBS and school-based programs).
- e. Encourages the development of and works with industry training consortia, associations and labor organizations.
- f. Technical college and BAS registered sponsor recognition and credentialing of youth apprenticeship curriculum (e.g. dual credit, credit for program experience).
- g. Youth apprenticeship curricula (work-related and integrated academics) may be delivered at either secondary or technical college district facilities or a combination of both assuring satisfaction of high school graduation requirements and, where appropriate, dual credit.

## II. A Youth Apprenticeship Model for Wisconsin

A model is described below. The local youth apprenticeship program consortium must build on and integrate with other ongoing or developing curricula in the schools which meet district and state high school graduation standards. At the same time, all programs must include the following core elements:

- \*\* Prerequisite completion of career awareness/exploration and/or Education for Employment with a career counseling component and satisfactory performance on the 10th Grade Gateway Assessment.
- \*\* Structured, sequenced classroom instruction linking academic and work-based learning.
- \*\* Work-based learning (on-the-job training) that follows a systematic schedule of identified work activities.
- \*\* Classroom instruction and work-based learning are competency-based.
- \*\* Classroom instruction and work-based learning are integrated.
- \*\* On-the-job training (work-based learning) is provided by a skilled mentor.
- \*\* On-the-job training (work-based learning) is in a skilled occupational area.
- \*\* Program completers receive a state certificate of academic and occupational proficiency.
- \*\* Completers receive a high school diploma.
- \*\* The certificate of proficiency translates into eligibility for work experience credit in a traditional apprenticeship, advanced standing or credit in a technical college program and/or facilitated entry into a four year college program.

### A. The Youth Apprenticeship Model Coordinated with Tech-Prep

Wisconsin's 1991 legislative package includes a new school-to-work initiative which requires every school district to implement a tech-prep program. Given the objectives of the tech-prep concept and the universal implementation requirements, it is logical to incorporate some aspects of a youth apprenticeship program as part of the tech-prep curriculum design, particularly applied academics.

Preparation for both a youth apprenticeship program and tech-prep curriculum would start in the junior year of high school. It would necessarily build upon career awareness activities in middle school and career exploration activities in the beginning high school years. Young people will not be able to make intelligent (even if preliminary) career choices without exposure to a variety of business and industry settings and occupations to be found in them.

Program entry would be determined by interest, passage of the 10th grade gateway assessment (DPI) (or a proxy) and the availability of an approved job (Local School with DILHR/BAS assistance). Prior to program entry, students would complete all of their regular 9th and 10th grade academic subjects- English, math, social studies and science. Upon entry, students could participate in the tech-prep curriculum and take applied academic courses to assure completion of high school graduation requirements. During the

junior year, related courses could be technical courses in math, science and communications arts.

As a prerequisite to formally entering a Youth Apprenticeship Education and Training Agreement in the fall of their junior year, students must have completed an approved industry-specific survey course (at either the work site and/or in a school setting) which includes an overview of the technology requirements, occupational options, wage and employment expectations. This course will be developed cooperatively with business, local schools, technical colleges and, where appropriate labor. This course and/or its equivalent can be taken as part of the regular academic year during 10th grade or as a summer program immediately preceding fall enrollment in the Youth Apprenticeship Program.

**Note:** The components of this course could be incorporated into the first semester of the student's junior year until the Youth Apprenticeship Program is fully implemented. This course does not substitute for the prerequisite career and guidance activities which must precede participation in the Youth Apprenticeship Program.

Once youth apprentices enroll as juniors, their time would be appropriately divided between school and work-based learning as specified by the curriculum that meets industry standards for the Youth Apprenticeship Program. Students would take appropriate tech-prep courses and industry-specific courses developed by the local school district, employers, technical college and approved by BAS. Students would also schedule any other academic instruction to assure high school graduation. Work-based learning would generally be paid employment under the terms specified by the Agreement. The amount of time employed for payment will vary according to 1) industry training standards 2) the amount of related instruction appropriate to skill development and 3) recognized by the high school to meet graduation standards. Students, involved with work-based learning and related instruction, would receive high school credit. Upon successful program completion, students would receive high school diplomas, certificates of academic and occupational proficiency to be used for direct employment or assistance in obtaining registered apprenticeships, and/or entry and advanced placement into technical college, Vocational or Associate of Arts programs.

The training agreement, involving students, employers, instructors, parents, and school authorities, sanctioned by BAS, would provide for appropriate exit points generally associated with the school semester or summer employment. Employers would be encouraged to hire youth apprentices either as part of the industry-specific course in the summer prior to their junior year or in the summer preceding their senior year. The length of the training agreement may exceed the two years of high school-related time as cooperatively developed with either the technical college and/or, where appropriate, registered apprenticeships.

Four industries have been targeted for initial consideration: printing, health, finance and metals. Other industries and specific businesses or firms would also be encouraged to participate. DILHR resources would primarily be used to support the statewide administration of the program and the establishment of standards. The curriculum for high school integrated and applied academics and agreements on related technical college coursework will be developed by DPI under an interagency agreement with DILHR.

**B. Governance and Operation of the Youth Apprenticeship Program**

Wisconsin's Youth Apprenticeship Program will be designed and implemented by three state agencies, DILHR, DPI and WBVTAE, with the assistance and advice of the Youth Apprenticeship Advisory Council (created and defined in 1991 Wis. Act 39). The Act also calls for DILHR to administer available program funds. The Council includes the following membership:

One technical college administrator

Three vocational instructors

One high school administrator

Three high school teachers

Two representatives of business

Two representatives of labor

**YOUTH APPRENTICESHIP PROGRAM  
SUMMARY OF STATE PARTNER ROLES AND RESPONSIBILITIES**

**STATE LEVEL PARTNERS**

| <b>ROLES/<br/>RESPONSIBILITIES</b>    | <b>Executive Cabinet<br/>for A Quality<br/>Workforce</b> | <b>Youth<br/>Apprenticeship<br/>Advisory Council</b> | <b>DILHR/BAS</b> | <b>DPI</b> | <b>WBVTAE</b> | <b>Industry Trade<br/>Groups, Labor<br/>Associations</b> |
|---------------------------------------|--|--|------------------|------------|---------------|--|
| Policy Development                    | *  | *  | *                | *          | *             |  |
| Program Design                        | *  | *  | *                | *          | *             | *  |
| <u>Evaluation/Monitoring</u>          |  | *  | *                | *          | *             | *  |
| State-wide Administration             |  | *  | *                | *          | *             |  |
| Technical Assistance                  |  | *  | *                | *          | *             | *  |
| <u>Registration/Program Approval</u>  | *  | *  | *                | *          |               |  |
| Curriculum Design                     | *  | *  | *                | *          | *             | *  |
| Industry, Occupation Selection        | *  | *  | *                | *          | *             | *  |
| <u>Develop Gateway Assessment</u>     |  |  |                  | *          |               |  |
| Career Development Activities         |  |  |                  | *          |               | *  |
| Competency Certification              |  | *  | *                | *          | *             | *  |
| <u>Design Work Requirements</u>       |  |  | *                | *          | *             | *  |
| Public Info/Progress Reports          | *  | *  | *                | *          | *             | *  |
| Design Recordkeeping                  |  |  | *                | *          | *             |  |
| <u>Design School Staff Training</u>   |  |  | *                | *          | *             | *  |
| Design Employer Staff Training        |  |  | *                | *          | *             | *  |
| Promotion                             | *  | *  | *                | *          | *             | *  |
| <u>Employment Training Agreements</u> |  |  | *                | *          | *             | *  |
| Credit for Program Participation      |  | *  | *                | *          | *             | *  |
| Employability Skills Development      |  | *  | *                | *          | *             | *  |
| Participant Assessment                |  |  | *                | *          | *             |  |

**YOUTH APPRENTICESHIP PROGRAM  
SUMMARY OF PARTNER ROLES AND RESPONSIBILITIES**

**LOCAL PROGRAM PARTNERS**

| <b>ROLES/<br/>RESPONSIBILITIES</b>       | <b>Local Education<br/>Agencies</b> | <b>Technical<br/>Colleges</b> | <b>Employers</b> | <b>Labor<br/>Organizations<br/>(where applicable)</b> | <b>Parents/<br/>Students</b> |
|--|-------------------------------------|-------------------------------|------------------|---|------------------------------|
| <b>Develop Local Training Consortia</b>  | *                                   | *                             | *                | *   |                              |
| <b>Program Administration</b>            | *                                   | *                             | *                | *   |                              |
| <b>Monitoring</b>                        | *                                   | *                             | *                | *   |                              |
| <b>Curriculum/Competency Development</b> | *                                   | *                             | *                | *   |                              |
| <b>Occupations in Program</b>            | *                                   | *                             | *                |   |                              |
| <b>Gateway Assessment</b>                | *                                   |                               |                  |   | *                            |
| <b>Career Development Activities</b>     | *                                   | *                             | *                | *   | *                            |
| <b>Select Participants</b>               | *                                   |                               | *                |   | *                            |
| <b>Employment Training Agreement</b>     | *                                   |                               | *                | *   | *                            |
| <b>Student Participation Agreement</b>   | *                                   |                               | *                |   | *                            |
| <b>Employment Skills Activities</b>      | *                                   | *                             | *                | *   | *                            |
| <b>Program Mentors</b>                   | *                                   |                               | *                | *   |                              |
| <b>School Staff Training</b>             | *                                   | *                             | *                | *   |                              |
| <b>Employer Staff Training</b>           | *                                   | *                             | *                | *   |                              |
| <b>Recordkeeping</b>                     | *                                   | *                             | *                | *   |                              |
| <b>Promotion</b>                         | *                                   | *                             |                  |   |                              |

### **III. ROLES AND RESPONSIBILITIES OF THE PARTNERS**

#### **A. Youth Apprenticeship Advisory Council:**

1. Assist in the identification of work-based learning requirements for the Wisconsin Youth Apprenticeship Program. Review program development guidelines.
2. Provide implementation advice on the program in such areas as:
  - \*\* criteria for selecting industries and occupational areas for youth apprenticeships;
  - \*\* program location decisions;
  - \*\* curriculum design and content;
  - \*\* establishing standards for proficiency and student performance rating criteria;
  - \*\* ensuring equitable access and completion by members of special populations and minorities;
  - \*\* promotion strategies and program advocacy;
  - \*\* program evaluation;
  - \*\* the elements of Employment Training/Student Participation agreements.
3. Review and rate industry applications to open Youth Apprenticeship Program opportunities.
4. Encourage the development of industry and association training consortia.
5. Provide the policy framework for completing legislatively required reports, program design and budget recommendations.

**B. DILHR'S Bureau of Apprenticeship Standards (BAS):**

1. Take lead responsibility (with cooperation from the other program partners) in the design, development and administration of the program funds.
2. Staff the Youth Apprenticeship Advisory Council.
3. Identify, review and approve (with the assistance of other program partners) potential employers and solicit their involvement. Other agencies with expertise in job development, such as the Job Service, Private Industry Councils and Job Centers will also be encouraged to assist with this activity.
4. Develop a plan and interagency agreement (with DPI and WBVTAE) on program objectives, record keeping requirements, information sharing, school and employer staff training, technical assistance availability and monitoring.
5. Develop a training program for participating employers (DPI will lead in curriculum development).
6. Develop (in cooperation with DPI) Employment Training Agreements and structured work schedule requirements for students.
7. Certify youth apprenticeship program employers and youth apprentices.
8. Develop (in cooperation with business/industry) and grant (in cooperation with local education agencies and/or technical college districts) certificates of occupational proficiency.
9. Design and implement a youth apprenticeship program evaluation process. Regularly review program performance and report results to the Council and cooperating agencies.
10. Develop (in cooperation with the Council and other agencies) record keeping requirements and monitor local employer compliance with program requirements.
11. Seek improved entry and credit for experience in Ch. 106 apprenticeships for Ch. 101 youth apprenticeship program completers.
12. Coordinate/share information on the youth apprenticeship program with the Apprenticeship Advisory Council, the Wisconsin Jobs Council and the Executive Cabinet for a Quality Workforce.

**C. Department of Public Instruction:**

1. Take the lead responsibility, through an interagency memorandum of understanding, in the development of competency based, integrated academic, technical and work-based curriculum (in cooperation with WBVTAE, business, industry and labor) based on industry or occupational standards.
2. Provide leadership and assistance to the public schools in the development of career/vocational exploration activities and other programs that provide students with occupational experiences that support entry into youth apprentice programs.
3. Provide program designs that include generic employability skills and knowledge (such as problem solving, critical thinking and decision making) general enough to be transferable to a broad range of work situations.
4. Participate in the development a state management plan (with DILHR and WBVTAE) which specifies program objectives, record keeping requirements, information sharing, school and employer staff training, technical assistance availability and monitoring responsibilities.
5. Promote legislative standards that ensure that high school graduation credit for work-based learning (OJT) is transferable within and between school districts for participants in the program.
6. Monitor local school program operations.
7. Lead in the development of staff orientation and training materials for secondary teachers, coordinators and counselors. Provide technical assistance on staff training for local education agencies participating in the youth apprenticeship program.
8. Develop a marketing and counseling strategy for getting parents and students interested in participating in the program.
9. Take lead responsibility for development (with the assistance of DILHR and WBVTAE) of a Youth Apprenticeship Program curriculum resource guide.
10. Develop Gateway Assessment and (in cooperation with business, DILHR and WBVTAE) recommend proficiency levels for application to the program.
11. Participate in other activities as noted above (B 6, B 8, B 10).

- D. Local Public Schools:**
1. Administer 10th Grade Gateway Assessment as youth apprenticeship entry criteria.
  2. Develop and maintain career development curricula (career awareness and exploration) that provide students with occupational experiences and preparation for entry into the youth apprenticeship program.
  3. Develop or utilize/modify curriculum to support industry and DILHR approved competency based program standards.
  4. Integrate applied academic courses and cooperative learning to support high school diploma for work-based learning.
  5. Select (with employer assistance) youth apprenticeship program participants.
  6. Notify and/or assist DILHR/BAS in finding potential employers for youth apprentices.
  7. Complete, with parents and students, a Student Participation Employment Training Agreement with each participant, including school and work-site outcomes, that includes a structured schedule of work/training to be provided to the youth apprentice.
  8. Assist students (in cooperation with other partners) in applying to a work-based learning job training site.
  9. Provide required supervision and liability indemnification where appropriate, for student learners participating in the youth apprenticeship program.
  10. Provide student academic and work-based support services including career counseling (provide case managers).
  11. Monitor student academic and on-the-job (work-based learning) progress and ensure that students maintain good standing in both school and at the work site as a requirement for continuation in the program.
  12. Manage the local youth apprenticeship program and provide the DPI and DILHR with required program and student information.
  13. Provide and train staff coordinators, counselors and teachers for the youth apprenticeship program.
  14. Allow teachers, coordinators, and counselors who work with the youth apprenticeship program, to participate in staff development and training on the program.
  15. Provide course credit for the experiential learning (OJT) of program participants.
  16. Cooperate with state agencies conducting on-site program reviews.

**E. Wisconsin Board of Vocational, Technical, and Adult Education:**

1. Participate in the development of a state management plan (with DILHR and DPI) which specifies program standards, record keeping requirements, information sharing, school and employer staff training, technical assistance availability and monitoring responsibilities.
2. Assist in the development of competency-based program curricula (including identification of occupational core competencies youth apprentices must master to enter Ch. 106 apprenticeships).
3. Assist in the design of competency-based student assessment materials and procedures.
4. Assist in the design of the training program for participating employers.
5. Promote technical college program access to high school students through post secondary enrollment options.
6. Promote technical college development of secondary/post-secondary education articulation agreements that recognize and credential youth apprenticeship curricula (e.g., dual credit).
7. Assist DPI in the development of a Youth Apprenticeship Program curriculum resource guide.

**F. Technical Colleges:**

1. Assist in identifying potential employers and solicit their involvement. Assist WBVTAE and DPI in the design of a local training program for participating employers.
2. Assist DPI in the design of secondary school curricula and identify occupational core competencies students must master in different occupations.
3. Assist in the assessment of youth apprenticeship occupational competencies.
4. Develop articulation agreements with the CESAs and local education agencies that recognize and credential youth apprenticeship curricula (e.g., dual credit).
5. Make available district program access to high school students where local education agency programming is unavailable.

**G. Employers in the Program:**

1. Commit to hire and train youth apprentices for a minimum of the three school semesters requiring work-based learning. There is no requirement that the employer will hire the youth after high school graduation.
2. Employers should agree to try to continue summer employment (when it can be integrated into school instruction) for their youth apprentices.
3. Select, employ and train youth apprentices on a non-discriminatory basis.
4. Provide career exploration and job shadowing opportunities for those students in the youth apprenticeship program as well as younger students trying to decide about program participation.
5. Organize the youth apprentice's work-based learning experience so that it supports required high school attendance.
6. Supervise youth apprentices through a structured mentoring relationship with a skilled employee in the firm or organization.
7. Evaluate and report on the youth apprentice's on-the-job performance to DILHR/BAS and the high school.
8. Specify, in Employment Training Agreements with high school students and their parents, the structured schedule of work/training to be provided to the youth apprentice.
9. Participate in orientation and staff development activities that prepare supervisors and employees for participation in the program with attention to safety.
10. Advise DPI/local school curriculum committee on competency-based curriculum design and development.
11. Assist in the identification of employee knowledge and entry skill requirements as well as advanced job skill competencies in their business/industry.
12. When there is a collective bargaining agreement, labor and management must cooperate in the design of the youth apprenticeship Employment Training Agreement.
13. Agree to non-displacement of existing workers by youth apprentices.
14. Provide Worker's Compensation coverage for youth apprentices when they become part time employees.
15. Cooperate with the schools and state agencies in scheduling and participating in an annual on-site visit.

**H. Industry Trade Groups, Labor Associations:**

1. Develop a state-wide curriculum for high school student entry into the industry.
2. Assist in identifying critical competency attainments necessary for achieving a certificate of occupational proficiency.
3. Assist in designing competency assessment standards and test procedures.
4. Assist in designing an industry survey course.
5. Obtain program participation commitments of employers in the industry.
6. Assist in designing and implementing a job shadowing program for 7th through 10th graders.
7. Recommend instructor qualifications and certification requirements.
8. Recommend model Employment Training Agreements (including a systematic schedule of identified work activities).
9. Assist in designing and implementing an industry internship for secondary and post secondary teachers.

**I. Labor Organizations (when present) in Participating Employers:**

1. Assist in the identification of employee knowledge and entry skill requirements as well as advanced job skill competencies in their business/industry.
2. Advise on curriculum design and development.
3. Provide recommendations on work site orientation and staff training for the youth apprenticeship program.
4. Participate in orientation and staff development activities that prepare supervisors and employees for participation in the program.
5. Provide advice on the development of youth apprenticeship Employment Training Agreements.
6. Provide training and supervision (i.e. the mentor) for youth apprentices.

**J. Students in the Program:**

1. **Pass the 10th Grade Gateway Assessment exam or other entry related academic standards.**
2. **Enter into a Student Participation Agreement with their high school, parents and employer.**
3. **Maintain good standing at both school and the job as a requirement for continuation in the program.**
4. **Participate in regular school discussions to review progress and resolve problems.**
5. **Be accepted for employment with a participating employer and meet all work requirements of the employer for a youth apprentice employee.**
6. **Conform to the structured work/training schedule identified in their Employment Training Agreement.**
7. **Complete high school diploma requirements in a timely fashion through integrated academic and technical curricula approved by the school board in cooperation with the VTAE and employer.**

#### **IV. Expected Outcomes and Program Benefits**

##### **A. For Employers:**

1. Improve their ability to meet long term employee needs through contact with potential apprentices/employees. Improve access to qualified young people before they leave high school.
2. Assist in the design of preparatory training of high school students who may enter their apprenticeship program.
3. Expand training in their business and industry.
4. Be registered as a youth apprenticeship training site by the state.
5. Have the opportunity to assess a student's skills and potential prior to the major commitment of an apprenticeship salary and permanent employment.
6. Have access to professional educators and apprenticeship representatives who are supervising the youth apprentices.

##### **B. For Students:**

1. Be exposed to more extensive career development planning and smooth the transition from school to work or other training.
2. Be paid while receiving structured work-based training for high skill career options (including apprenticeships).
3. Have classroom instruction integrated with training received on-the-job.
4. Receive training from a skilled professional(s) in an actual work situation.
5. Upon successful completion of the program, receive both a high school diploma and a certificate of academic and occupational proficiency.
6. Meet high school graduation requirements by participating in the youth apprenticeship program.
7. Have available testing, evaluation, counseling and job placement services.
8. Have expanded career options because they have the necessary knowledge and skills to enter an apprenticeship, a technical college program, a baccalaureate program or directly into work.
9. Acquire critical thinking, problem solving, decision making, team work and technical and communication skills that will improve their functioning in future employment.
10. Participate in a school program that is interesting, enjoyable and challenging.