

USCIB-GAN-CITI APPRENTICESHIPS ROUNDTABLE

JULY 20, 2017

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CONFERENCE
CENTER



Apprenticeships play a crucial role in supporting the development of business-ready skills for youth and in realizing goals of inclusive economic growth and an equitable transition to a more sustainable world. In light of this, The USCIB Foundation, which is the educational and research arm of the United States Council for International Business, partnered with Citi and the Global Apprenticeship Network (GAN) to organize a roundtable on July 20, 2017 in New York focused on apprenticeship models and practice in the U.S. The roundtable included representatives of approximately 25 companies who are either actively implementing apprenticeship programs or are interested in getting started.

For more info, contact:

Gabriella Rigg Herzog
Vice President, Corporate
Responsibility and Labor Policy
United States Council for
International Business (USCIB)
+1 212-703-5056
gherzog@uscib.org

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The USCIB Foundation is the research and educational arm of the United States Council for International Business. The principal purpose of the Foundation is to carry out research and educational activities designed to promote and advance the benefits of a free market economy and to demonstrate and document the role of the corporate private sector in economic growth and social development.

We would like to thank the Citi Foundation for its generosity in hosting the Roundtable, the U.S. Department of Labor for its invaluable support and participation, and the Global Apprenticeship Network for its efforts in co-organizing the event. Lastly, we would like to thank all Roundtable participants for their time and valuable contributions.

I. Executive Summary

Apprenticeships play a crucial role in supporting the development of business-ready skills for youth and in realizing goals of inclusive economic growth and an equitable transition to a more sustainable world. As U.S. policy makers' attention increasingly turns to apprenticeships as an important tool in addressing the challenges of matching skills with jobs, many companies are already exploring initiatives to create apprenticeship programs to support the development of business-ready skills for youth. The USCIB Foundation, in partnership with the Global Apprenticeship Network (GAN) and the Citi Foundation organized a roundtable event on July 20, 2017 to bring together stakeholders from both public and private sectors to discuss best practices and the way forward.

USCIB Senior Counsel **Ronnie Goldberg** served as moderator for the session, while USCIB CEO and President **Peter M. Robinson** joined a panel alongside **John Ladd**, Administrator for the Office of Apprenticeship of the U.S. Department of Labor (USDOL), and **Shea Gopaul**, Executive Director of the GAN.

The roundtable included representatives of approximately 25 companies who are either actively implementing apprenticeship programs or are interested in getting started.

The Challenge and Response

It has become increasingly evident in recent years that, while unemployment is decreasing, millions of people are still underemployed or unemployed, and there is a clear mismatch between employers with jobs that have certain skills requirements and people in the sidelines who don't yet have those skills. To address these challenges, employers – in partnership with government and educational institutions like community colleges – have identified apprenticeships as an effective means to help provide a path to employment for workers and to fill their own hiring needs with workers with the right skills for their jobs. The Executive Order on apprenticeships recently signed by President Donald Trump provides a framework for the key role USDOL will play in supporting business in this key area.

Key Points

Participants had an opportunity for break-out discussions, where a number of points were raised across six separate discussions:

- Do not underestimate the power of industry groups and trade associations to educate their members on the value of apprenticeships.
- Government can play an important role in streamlining application processes, raising awareness of apprenticeship benefits and opportunities, and engaging with industry groups and community partners.
- Human Resources, IT and Finance programs are a great starting point for apprenticeship initiatives.
- Resource constraints could be an issue for some firms; building global or national standards can relieve burdens and assist with seamless implementation
- The general perception of apprenticeships is negative and needs to be overcome through conversations with both parents and students, perhaps beginning at the elementary school level.
- Scalability of apprenticeship programs is an ongoing concern.

II. Apprenticeships: An Overview

USCIB President Robinson welcomed participants, noting that, with the high level of unemployment globally, employment and education have become core topics of the recent G20 2017 Summit and the corresponding B20 Summit of the group of business representatives from the G20 countries who provide support to the G20 process through joint recommendations of policy proposals.

To address employment and training gaps, at this year's B20 Summit, an employment and education task force Robinson co-chaired released a series of recommendations on investing in skills development, implementing commitments such as the ILO G20 training strategy and using technology as a complementary tool to improve access and adaptation. In their 2017 Summit Declaration, the G20 did indeed recognize the importance of training and education for workers and the key role of vocational education and training and apprenticeships in providing on-ramps for youth seeking to transition into the labor market. The G20 also recognized the importance of cooperation among governments, business and civil society when developing effective and high quality school- and work-based learning.

USCIB's Goldberg noted some major themes, including where the GAN is and where it's going, the rise in visibility and recent prominence of apprenticeships rising in the U.S., and the challenge of preparing the U.S. workforce for the 21st century.

DOL's Ladd, who gave keynote remarks, discussed the context of what is driving interest in apprenticeships in the U.S. While unemployment is decreasing, millions are still underemployed or unemployed and there is a clear mismatch between employers with jobs that have certain skills requirements and people on the sidelines who don't yet have those skills. To address these challenges, employers – in partnership with government and educational institutions like community colleges – have identified apprenticeships as an effective means to help provide a path to employment for workers and to fill their own hiring needs with workers with the right skills for their jobs.

The Executive Order on apprenticeships recently signed by President **Donald Trump** provides a framework for the key role USDOL will play in supporting business in this key area. Ladd noted that apprenticeships result in a win-win-win scenario for workers, businesses, and the public; for workers, there is a clear earning advantage since they start earning earlier without accumulating debt; businesses win with data showing they receive \$1.50 for every \$1 they invest in apprenticeships while ending up with less turnover, and gaining a new pipeline of workers; the public wins since apprenticeships are the most cost-efficient way to obtain workplace development with studies showing the public gaining \$27 for every \$1 invested in apprenticeships.

Tyra Tutor of Adecco called on roundtable participants to consider four “truths”:

Truth #1: College is not for everyone. Make sure there are pathways for all.

Truth #2: Businesses require a 4-year degree for jobs that don't require a 4-year degree.

Truth #3: How do we upscale and reskill?

Truth #4: The cost of inaction; 75% of crimes are committed by high school drop-outs. Policy needs to change; students and parents need more options.

III. Roundtable Report-Out

Each roundtable consisted of 5-6 participants, and received these questions:

1. *Apprenticeships have a long tradition in the United States and globally. But in the public mind and in practice, apprenticeships are traditionally confined to a few sectors. To increase apprenticeships, there should be an effort to expand across sectors, including into service, IT, hospitality and care sectors.*
 - **What are companies and other stakeholders in non-traditional sectors doing to promote apprenticeships, and what else can be done?**
2. **What do companies need from government?**
 - *Is the USG definition of “apprenticeship” too narrow?*
 - *Are regulations and qualifications for apprenticeships well-structured or is there a need for regulatory reform? Maybe add something on the registration process – does the current process work for companies?*
3. *Partnerships are important to successful apprenticeship programs. **Who are the important stakeholders to engage and what is their role?***
 - *Education and training institutions are critical partners, which role do they play? What are other critical partners and which role do they play?*
 - *How are companies engaging these stakeholders and the broader community?*
 - *Who are the right intermediaries to engage private industry?*

Many of the companies in attendance spoke about their own efforts for apprenticeship. The section below will detail these current company initiatives, and provide summaries of the discussion on the role of government and important stakeholders.

Company Initiatives

Summaries of apprenticeship programs and efforts from companies in attendance.

In October 2016, **The Adecco Group NA** made a public pledge to facilitate 10,000 work-based learnings, with an emphasis on apprenticeships by 2020 in the US. The Adecco Group's global initiatives combined with Adecco's successful Youth Employment Solution (YES!) program supporting the State of Kentucky puts Adecco at the forefront of the apprenticeship movement. The YES! Program offers work-based learning opportunities to high school students. The local Adecco team worked hand and hand with state and local officials in Kentucky to implement the program. So far, the YES program has:

- Introduced thousands of students and educators to the merits of work-based learning;
- On track to place over 100+ students in work-based opportunities by end of 2017;

The **Aon Apprenticeship Program** signifies the evolution of its talent strategy: Aon is connecting with a wide, diverse pool of prospective colleagues earlier in their careers and cultivating future talent through on-the-job training and development that is specific to Aon's roles and business objectives. Aon offers apprenticeships in areas of account

management, client support, financial analysis, human resources, and information technology. Through its partnerships with Harold Washington College and Harper College, Aon will hire 25 apprentices each year for the next four years. Apprentices are full-time employees, earn competitive salaries and benefits, and receive paid tuition. Upon completion of the program, graduates receive an associate's degree and a full-time job offer to pursue a career at Aon. <http://www.aoncampus.com/apprenticeships>

Barclays currently has two apprenticeship programs in the UK, the Foundation Apprenticeship and the Higher Apprenticeship. Both programs take people of all ages. In particular, the programs target long term unemployed or those with barriers to work such as disability. For the Higher Apprenticeship program, participants must meet a certain educational or work experience requirement before starting as a Higher Apprentice as these programs lead to a degree or degree equivalent qualification.

The Foundation Apprenticeship provides extensive training and mentoring for the participants, and after up to 18 months, apprentices secure a full-time role and can progress on to complete higher level qualifications. Higher Apprentices can work in a variety of areas, including Group Finance, Risk, Internal Audit, Leadership and Management, and Relationship Management. Barclays also has Technology Apprenticeships, which help people launch an IT career at both the Foundation and Higher level. The program aims to provide apprentices with permanent positions in the IT department at Barclays and to achieve a four-year university degree in IT, with promotions available upon completion of education. <https://joinus.barclays/emea/apprenticeships/>

In March 2017, **Bechtel** launched a welding and applied technology center (WATC), a facility focused on industry welding innovation and training. The Houston full-scale testing and construction center houses Bechtel technical and subject matter experts, all focused on accelerating technology advances in the construction industry, providing enhanced training for welders and construction workers. The WATC offers hands-on virtual training and reality simulations in a safe and controlled environment. Building on its experience with the Business Roundtable's Gulf Coast Workforce Development Initiative, Bechtel implemented a comprehensive program to recruit and develop an estimated 8,000 construction workers to support energy development along the U.S. Gulf Coast. In partnership with the National Center for Construction Education and Research and local community colleges, Bechtel developed certification programs in critical craft areas.

Bechtel is also committed to providing vocational education, training, and career opportunities for U.S. veterans wherever they work. With Lawrence Livermore National Laboratory, the Alameda County Workforce Investment Board, and Las Positas College, Bechtel is supporting an academic program to provide technical education and hands-on training for veterans in New Mexico. Along the U.S. Gulf Coast, Bechtel has partnered with the Military Relations Strategic Initiative to align military training and experience with the needs of its projects to increase construction-related employment opportunities for veterans. In 2014, Bechtel hired nearly 500 veterans for craft and nonmanual positions, and exceeded the U.S. Office of Federal Contract Compliance Programs' veteran-hire requirements, a goal that Bechtel has achieved since 2012. Bechtel also earned the 2015 Military Friendly® Employer elite designation by the publishers of G.I. Jobs and Military Spouse magazines.

The **Citi Foundation's Pathways to Progress** is a global initiative to address the issue of youth unemployment. The initiative supports people aged 16-24 in developing entrepreneurship, financial and workplace skills and entering the formal economy through jobs. In February 2017, the Citi Foundation expanded its philanthropic efforts with an additional \$100 million investment to impact 500,000 youth by 2020. To support the initiative, Citi is mobilizing 10,000 volunteers to serve as mentors and advisors, has commissioned research on youth economic opportunities, and has partnered with community organizations all across the world. <http://www.citigroup.com/citi/foundation/programs/pathways-to-progress.htm>

The **Dow U.S. Apprenticeship Program** provides multi-year training and on-the-job experiences in manufacturing and engineering, offering opportunities in roles such as: Chemical Process Technician, Instrument Electrical Technician, and Millwright. The program offers its apprentices competitive wages, and through its partnerships with local community colleges, also offers tuition for a two-year college degree. The program aims to provide specialized training in competitive manufacturing specialties, and to create a pipeline of talent to maintain a highly skilled technical workforce in the manufacturing and engineering industries. <http://www.dow.com/en-us/careers/career-areas/manufacturing-and-engineering/us-apprenticeships#>

In 2014, **Hilton Worldwide** announced a commitment to impact at least 1 million youth by 2019, by: 1) connecting them with opportunities in Hilton's expansive value chain, 2) preparing them with life and professional skills through mentorship programs, apprenticeships, and career awareness programs, or 3) employing them across Hilton's hotels worldwide. Currently, Hilton has a range of programs focused on youth and talent development in the hospitality sector, including: apprenticeship programs widespread across Europe and Asia, partnerships with over 50 hospitality schools and universities, professional development programs, training for life and soft skills in partnership with the International Youth Foundation (IYF)'s *Passport to Success* initiative, and Careers@HiltonLive, where hotels connect with youth via job fairs, career guidance talks and job shadowing to learn about careers in hospitality. <http://newsroom.hilton.com/index.cfm/misc/youth> “

IBM's Pathways in Technology Early College High Schools (P-TECH) is an innovative grades 9-14 public school model with a clear pathway from high school to college and career for students from all academic backgrounds. In six years or less, P-TECH students, who are not screened for admission, graduate with a high school diploma and a no-cost, two-year associate degree connected to a growth industry. Each P-TECH school works with a corporate partner, a local community college and school district to ensure an academically rigorous and economically relevant curriculum. Hallmarks of the program include one-on-one mentoring, workplace learning, structured workplace visits, skills instruction, paid summer internships and first-in-line consideration for job openings with the school's partnering company.

P-TECH graduates are fully prepared to begin successful careers in the 21st century workplace, continue their educations at the four-year college and university level and beyond, or both. Currently, the replicable and sustainable P-TECH model encompasses a network of almost 60 schools, serving thousands of students across six states in the U.S. and

Australia. Together, these schools are spearheading an international effort to reform and revitalize career and technical education (CTE).

The IBM New Collar initiative is helping to close today's technical skills gap through new programs and partnerships that are making the workforce more diverse and inclusive. As part of IBM's focus on expanding new collar opportunities and growing the skills needed for emerging roles in areas like cybersecurity, artificial intelligence and cloud computing, they are committed to:

- Investing \$1 billion in skills training and development programs for IBM's U.S. workforce over the next four years; Expanding partnerships with U.S. community colleges to create more new collar skills training opportunities;
- Launching new apprenticeship programs in advanced IT fields to make high tech jobs more accessible to more U.S. workers;
- Advocating for public policy initiatives to bring U.S. skills training and education into the 21st century

These partnerships and commitments are helping more Americans get access to industry-relevant skills training, enabling community colleges to infuse curriculum with access to free IBM tools and solutions, and are providing paid training opportunities in the form of apprenticeships. <http://www.ibm.com/jobs/us/newcollar>

Microsoft and **LinkedIn** support a number of training opportunities and partnerships that help individuals develop in-demand skills and prepare them for technology jobs. Some examples include:

Microsoft has a partnership with the Apprenti Program of the Washington Technology Industry Association (WTIA) Workforce Institute. The Apprenti program provides a proven, reliable pipeline for underrepresented groups to gain training, certification, and placement within the tech industry. Through this registered apprenticeship program Microsoft supports individuals through pre-apprenticeship training and a subsequent 12-month apprenticeship at Microsoft as Software Developers. In 2017 Microsoft is supporting two cohorts—for a total of over 40 participants—as they embark upon this program.

<https://apprenticareers.org/about/>

At LinkedIn, REACH is a 6 month apprenticeship program where individuals are placed on one of our functional engineering teams, learn from their managers, and develop applications at scale. They gain insight to what it's like to work as a software engineer at LinkedIn and gain experience that will be leveraged for a future career in software engineering. At the end of the program, successful apprentices have the potential to be offered a full time software engineering role. This position is a short-term employee role for 6 months in its Sunnyvale office. The first cohort started in April 2017 with 29 talented and passionate apprentices joining LinkedIn.

UBS offers key talent development programs, business education and role-specific training. Group-wide key talent programs prepare both junior and senior employees for enhanced responsibilities and line management or leadership roles. UBS also places particular emphasis on providing training and development opportunities for early-career and midlevel

employees. For example, UBS is one of the top educators of entry level talent in Switzerland, investing each year in training programs for more than 2,000 young people, including students, high school and university graduates, interns and apprentices. In 2016 in Switzerland UBS hired 290 apprentices for business and IT roles, and 197 trainees for its Bank Entry Program for high school graduates. In the UK, UBS launched and have successfully run its Wealth Management UK Apprenticeship Program since 2014. This enables young people to enter the financial services industry through a structured training, role specific process and procedure program.

IV. Conclusions and Next Steps:

What Business Needs from U.S. Government

Participants were asked to discuss, “What do companies need from government?” In the roundtable report-outs, several themes were repeated:

1. A uniform set of standards, created by the government, to categorize apprenticeships
 - o Harmonization around the definition of “apprenticeship”
 - o Make certifications more portable across sectors, so that companies can decide which industry to align their apprenticeship programs with
2. Government to act as a convener, and bring companies together across sectors
3. Alignment of federal and state regulations regarding apprenticeships
4. Government to provide funding opportunities (i.e. Small Business Administration) or financial incentives, as companies, particularly SMEs, often cannot financially support apprenticeship cohorts, and the ROI from apprenticeships is not necessarily immediate

Engaging Important Stakeholders

The businesses present stressed the importance of **changing the perception** of apprenticeships. Currently, the public image of apprenticeships is centered around manufacturing and trade jobs, and parents and educators often perceive of apprenticeships as a less-desirable alternative to higher education. However, modern apprenticeship models provide opportunities in a variety of sectors, including financial services and IT and provide many opportunities to earn degrees while working. Therefore, **parents, educators and secondary schools**, as well as the **media** are important stakeholders in changing the public perception around apprenticeships.

Community colleges are in a uniquely good position to encourage apprenticeships, particularly in the face of rising tuition costs for four-year institutions. Community colleges can partner with government, business and high schools to promote apprenticeships.

Participants also named a number of other important stakeholders and partners, including **small and medium enterprises** (SMEs), **state governments**, **unions**, **industry associations**, and the **non-profit community**.

Final Summary:

USCIB's Goldberg took away several key thoughts:

- There is a need to educate communities and families on apprenticeships, and create a message to change the perception of apprenticeships
- There are issues around how to define “apprenticeship,” which can be a constraint for business

Goldberg also mentioned the potential role of sectoral and industry associations in facilitating a multi-party conversation, where companies could achieve access across sectors.

GAN's Gopaul provided closing remarks on the future of apprenticeships. She discussed GAN's eight national networks throughout the world, and future hopes to expand into Costa Rica, France, Kenya and the Netherlands, and to many other regions where much of the population is under 30. She emphasized innovation in apprenticeship models, looking at shorter apprenticeships, utilizing digital platforms, and opportunities in non-traditional sectors. Lastly, Gopaul brought up several key questions in driving apprenticeship forward- How do we scale apprenticeships? How do we think about apprenticeships locally, at the state and city levels?

V. Appendices

June 15, 2017 Executive Order

EXPANDING APPRENTICESHIPS IN AMERICA

By the authority vested in me as President by the Constitution and the laws of the United States of America, and to promote affordable education and rewarding jobs for American workers, it is hereby ordered as follows:

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

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

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

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

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

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

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

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

Sec. 4. Establishing Industry-Recognized Apprenticeships.

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

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

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

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

Sec. 6. Expanding Access to Apprenticeships. The Secretaries of Defense, Labor, and Education, and the Attorney General, shall, in consultation with each other and consistent with applicable law, promote apprenticeships and pre apprenticeships for America's high school students and Job Corps participants, for persons currently or formerly incarcerated, for persons not currently attending high school or an accredited post-secondary educational institution, and for members of America's armed services and veterans. The Secretaries of Commerce and Labor shall promote apprenticeships to business leaders across critical industry sectors, including manufacturing, infrastructure, cybersecurity, and health care.

Sec. 7. Promoting Apprenticeship Programs at Colleges and Universities. The Secretary of Education shall, consistent with applicable law, support the efforts of community colleges and 2 year and 4

year institutions of higher education to incorporate apprenticeship programs into their courses of study.

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

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

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

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

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

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

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

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

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

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

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

(i) evaluations of any relevant data pertaining to their effectiveness (including their employment outcomes);

(ii) recommendations for administrative and legislative reforms that would improve their outcomes and effectiveness for American workers and employers; and

(iii) recommendations to eliminate those programs that are ineffective, redundant, or unnecessary.

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

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

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

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

(i) the authority granted by law to an executive department or agency, or the head thereof; or

(ii) the functions of the Director of OMB relating to budgetary, administrative, or legislative proposals.

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

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

DONALD J. TRUMP

THE WHITE HOUSE,
June 15, 2017.

List of Participants

Jason Green
ABB

Tyra Tutor
The Adecco Group

Jade Grieve
America Achieves

Jon Schnur
America Achieves

Bridget Gainer
Aon Corporation

Deborah Goldfarb
Barclays

Mark Thain
Barclays

McKenzie Hanlon
Bechtel Corporation

Diane McMahon
Bechtel Corporation

Tia Hodges
Citi Foundation

Dorothy J. Stuehmke
Citi Foundation

Jim Ryan
The Dow Chemical Company

Shea Gopaul
Global Apprenticeship Network

Bijal Shahdullu
Global Apprenticeship Network

Daniella Foster
Hilton Worldwide

Linda Cellamare
IBM

Grace Suh
IBM

Linda Kromjong
International Organization of Employers

Nathan Candaner
Jobzmall

Pembe Candaner
Jobzmall

Rachel Lipson
J.P. Morgan

Portia Wu
Microsoft

Nicole Collier
Nestle

Barb Chang
NYC Mayor's Office

Reynold Graham
NYC Mayor's Office

Laura Rasmussen Foster
RTI International

John Vavricka
RTI International

Ashley Marchetta
UBS

Rachel David
U.S. Department of Labor

John Ladd
U.S. Department of Labor

Kristin Sparding
U.S. Department of Labor

Gabriella Rigg Herzog
United States Council for International Business

Jonathan Huneke
United States Council for International Business

Ronnie Goldberg
United States Council for International Business

Elizabeth Kim
United States Council for International Business

Peter Robinson
United States Council for International Business

Abby Shapiro
United States Council for International Business

Kira Yevtukhova
United States Council for International Business