

**GETTING AMERICA READY TO WORK:
SUCCESSFUL ON THE JOB,
APPRENTICESHIP TRAINING PROGRAMS TO
HELP WORKERS AND BUSINESSES
GET READY TO WORK**

HEARING

BEFORE THE
SUBCOMMITTEE ON EMPLOYMENT AND WORKPLACE
SAFETY

OF THE

COMMITTEE ON HEALTH, EDUCATION,
LABOR, AND PENSIONS

UNITED STATES SENATE

ONE HUNDRED SEVENTEENTH CONGRESS

FIRST SESSION

ON

EXAMINING SUCCESSFUL ON THE JOB, APPRENTICESHIP TRAINING
PROGRAMS TO HELP WORKERS AND BUSINESS GET READY TO WORK

SEPTEMBER 22, 2021

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**GETTING AMERICA READY TO WORK:
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Wednesday, September 22, 2021

U.S. SENATE,
SUBCOMMITTEE ON EMPLOYMENT AND WORKPLACE SAFETY,
COMMITTEE ON HEALTH, EDUCATION, LABOR, AND PENSIONS,
Washington, DC.

The Subcommittee met, pursuant to notice, at 10:04 a.m., in room 430, Dirksen Senate Office Building, Hon. John Hickenlooper, Chairman of the Subcommittee presiding.

Present: Senators Hickenlooper [presiding], Baldwin, Smith, Rosen, Kaine, Braun, Tuberville, Scott, and Romney.

Also present: Senator Portman.

OPENING STATEMENT OF SENATOR HICKENLOOPER

The CHAIRMAN. The Senate Employment and Workplace Safety Subcommittee can come to order. Settle down out there. (Laughter.)

Today, we are holding a hearing on getting America Ready to Work, looking at successful on-the-job apprenticeship training programs that have helped workers and businesses build a trained workforce and remain competitive in the global economy. I look forward to today's witness testimony and the discussion that follows.

Ranking Member Braun and I each have an opening statement. Then, we will introduce the witnesses. After the witnesses give their testimony, Senators will have 5 minutes for a round of questions. I think we will have some Senators coming and going over the process of this. And, there are obviously who knows how many millions of people watching eventually on recorded video.

While we are unable to have the hearing fully open, live video is available on our Committee website at help.senate.gov.

Senator Braun and I have both invited Members outside the Subcommittee to participate in today's hearing. We look forward to them being a part of this conversation, as well, and building a bipartisan coalition to address some of the challenges we face in building tomorrow's workforce.

As we consider investments in education and workforce, we need to keep in mind that not everyone is going to go to college. They do not need to go to college to be successful. Some people go to col-

lege at different times. Only 35 percent of young people in the United States ever complete a Bachelor's Degree or higher.

Apprenticeships and other on-the-job training programs are powerful alternatives that help shift the conversation away from the traditional, narrow 4-year degree path and toward the skills needed to find successful careers in jobs that exist today.

Right now, the three fastest growing jobs in America—wind turbine technicians, nurse practitioners, and solar panel installers—many of these jobs involve skills that can be gained through targeted skills training or on-the-job apprenticeship training programs. These are also the kinds of jobs and comfortable incomes, I guess, that can rebuild the American middle class.

According to the Bureau of Labor Statistics, the median base salary for a solar panel installer is about \$47,000 a year. A wind turbine technician earns a median wage of over \$56,000 a year.

We need to make sure that we educate and train these workers on the specific and in-demand skills in a partnership with the employers in these fields.

We need to make sure we have programs that provide skills training for careers that are available now, but also the careers of tomorrow—coders, to support information technology; project and marketing coordinators; claims representatives; workers that can build new, more sustainable and reliable power grid, just to name a few. These are all careers attainable with a combination of some classroom training and on-the-job apprenticeship programs.

Out of necessity, employers, like Toyota, and intermediaries, like CareerWise, are creating training programs to build the workforce they need to keep their business and their partners globally competitive.

Now, our first witness is going to be my friend, Noel Ginsburg, of I do not know how long, probably over 20, 25 years now. And he has learned over his 35 years of experience in manufacturing that workforce development has always been a limiting factor to economic growth.

Noel has worked for decades to tackle the workforce and skills gap by, (A), personally supporting 42 low-income kids through the I Have a Dream Foundation; changing a drop-out rate of 90 percent to a graduation rate of 90 percent; founding the Colorado Advanced Manufacturing Alliance to engage manufacturers across the state in solving these systemic challenges; chairing the Denver Public Schools Career and College Readiness Council, as well as the Metro Denver Chamber of Commerce Board. He has served on the Colorado Workforce Development Council, the Colorado Opportunities Scholarship Initiative, and the Colorado Economic Development Council. I could go on. The list goes on beyond that.

But also, more importantly, he came to me with this idea about apprenticeships and founded and has led, always as a volunteer, CareerWise. CareerWise is training apprenticeships and programs that are not typically associated with traditional apprenticeship programs and apprenticeship occupations.

CareerWise has worked with over 200 employers across the Country from New York City to Denver, to Indiana, and to Washington, DC to build these apprenticeship programs in modern occu-

pations ranging from software coding to automation design, to banking, to education, and on and on.

The support CareerWise provides has made it possible for small businesses that make up the majority of our economy across many markets to provide equitable opportunities while improving their bottom lines.

I look forward to discussing how CareerWise and Toyota are building modern, adaptable apprenticeship programs for the modern digital economy. I think we have some great examples of how apprenticeship and on-the-job training will work.

Ms. Navarro just completed a registered apprenticeship program with Pinnacol Insurance in Denver and became a full-time journey worker as a business development representative.

Ms. Curry, who is the president of Toyota Motor Manufacturing in Indiana, will share how Toyota created the 4T Academy, which connects high school students with career opportunities in advanced manufacturing.

I am eagerly looking forward to talking about how we, on this Committee, can support these types of programs and continue to build on their success.

With that, I will turn it over to Ranking Member Braun for his opening statement.

OPENING STATEMENT OF SENATOR BRAUN

Senator BRAUN. Thank you, Senator Hickenlooper.

I have probably most recently come off the pavement of running a business. And, I can tell you, long before COVID, in a State like Indiana, I would travel, pledged to visit all 92 of our counties every year that I am a U.S. Senator, and I learned so much. And workforce was the No. 1 issue, dwarfing even rural broadband and affordable housing.

Every time I sit down with a business in Indiana, which has got a great climate, we keep wrestling, with this issue, and that gap is growing wider rather than kind of naturally shrinking. And you would hope that when those high-demand, high-wage jobs are out there that there would be an easier way to dovetail that basic education you get in high school to whatever you want to do next, including immediately getting into the workforce. NFIB, which—who represents a lot of the startups, the small businesses that turn into larger ones, say over half of their members grapple with that, even the ones down with just a few employees.

We are currently looking at reauthorizing the Workforce Innovation and Opportunity Act. And, I will have to say that this topic is, maybe along with agriculture, one of the most bipartisan discussions I have seen here in the Senate. So, we have a lot of that going for us, as well.

Some of my colleagues are eager to increase the scope and funding of job training and workforce development through reconciliation, a process we are going through currently. I must tell you, I think that to get the proper input from employers across the Country that we need to be careful there so that we get it right, and maybe this ought to be a topic that we do through regular order, and maybe like this. Discuss it, bring expert witnesses in, and

check with where-the-rubber-meets-the-road employers across the Country.

One way to serve employers' needs is through Industry-Recognized Apprentice Programs, IRAPs, which allow job creators to have input and a more active role in what you do. As the economy changes, IRAPs allow apprenticeship programs to be flexible and innovative.

Today, you will hear from Leah Curry, President of Toyota Motor Manufacturing, Indiana based in Princeton, not far from where I live. They have done an excellent job with their 4T Academy. I think it is a model that companies across the Country should aspire to put in place.

I will close with this. When you have the cost of a college education now eclipsing, in terms of increased rate of cost growth per year, that of healthcare, you have actually risen to a new level of kind of having a dubious category of what is probably for families, along with healthcare, the most important thing we need to get right.

I served on the Education Committee back in our Indiana State Legislature and believe a lot of our issues go deeper in terms of your state boards of education, actually thinking they are doing things by a lip service, have generally disaggregated programs that do not hit the sweet spot and have issues of where you actually stigmatize the pathway. Like, I found in my own school districts in my home county and one that I served on where there was no discussion when kids are in middle school, especially when they get to high school, of what your options are.

Parents are our main allies in this journey because they probably had one or two kids that pursued a 4-year degree. Half of them did not make it to the finish line. A third that did make it to the finish line got a degree with no market. That is sad with as much money as we spend on it.

I think this is going to be collaborative, and I think businesses and parents are the main stakeholders. And higher education across the Country, which I think is the bailiwick of states, we can do a few things here. I am looking forward to them taking the bull by the horns and putting us in a better place. Thank you.

The CHAIRMAN. Thank you very much, Ranking Member Braun.

Now we can get to the witnesses' testimony. I am sure they are sick of us talking about them, but I will talk about them a little bit more.

Noel Ginsburg, as I mentioned, is a manufacturing entrepreneur. He is the CEO of Intertech Plastics and Intertech Medical. He has been on a 30-year journey to create more opportunity for young people. I mentioned the Dreamers, Colorado I Have a Dream Foundation. Forty-two kids that he took them from almost no chance and gave 90 percent of them a great chance. He gave all of them a great chance.

That journey has helped him create as Founder and CEO of our non-profit, CareerWise. And I think it really is one of the pioneering organizations in American youth apprenticeship. It is an industry-led, student-centered model that trains high school students and modern—trains high school students for modern econ-

omy-type jobs in advanced manufacturing, business opportunities, IT, finance, healthcare, down the list.

On Monday, Mr. Ginsburg was selected to serve on the Department of Labor's National Advisory Committee on Apprenticeships, which I know he will do good service there, as well.

Ms. Navarro, Naarai, it is a—I worked last night practicing to be able to pronounce a difficult name because with a name like Hickenlooper, well, you have a certain respect for the challenges of names. But, Naarai Navarro is a Business Development Representative with Pinnacol Insurance in Denver, Colorado. She recently completed the CareerWise program, which is registered with Pinnacol Insurance in Colorado. Ms. Navarro owns a community interpreter certification in Spanish, as well as a property casualty insurance certification.

Because of her apprenticeship, she knows where she wants to take her career. Obviously, leaning toward additional training, possibly college, that her employer would no doubt help pay for.

I also understand your sister, Alexa, has accomplished—has accompanied you here. Alexa, you can wave. Thank you for coming all the way out here. Thank you both for being here.

We look forward to all of our witnesses.

Go ahead, Ranking Member Braun, and introduce your witness. Senator BRAUN. Leah Curry is President of Toyota Motor Manufacturing, Indiana, which is based in Princeton, a community just basically an hour away from where I live.

When they came into the marketplace many years ago, it was interesting, because I am from the lowest unemployment county in the state that has chronic issues of getting workforce right, and there was always that feeling we were having competition coming in for even a tight labor supply. I love that. It is a way you raise wages the old-fashioned way.

She is responsible for all production and administrative functions at the facility that produces the Toyota Highlander, Sienna, and Sequoia. She started her career there in 1997 and has received national recognition as a leader in manufacturing and workforce training.

She will tell us today about the innovative 4T Academy Program that Toyota began and is working in Princeton, Indiana. It involves all the local high schools and, to me, is a model that other companies need to look at across the Country.

The CHAIRMAN. Great. So, with that, Noel, why don't you start with your testimony?

**STATEMENT OF NOEL GINSBURG, FOUNDER AND CEO,
CAREERWISE, DENVER, CO**

Mr. GINSBURG. Thank you, Senator Hickenlooper, and thank you for being such an advocate both when you were a business owner, a mayor, a Governor, and now Senator.

The challenges we have as a Country to address the issues, Senator Braun, that you spoke so deftly about is that there are multiple paths to opportunity in this Country. And, because of that, I left the business that I founded over 41 years ago because I believe that this model of apprenticeship that I am going to share can be

transformational for our Country, for our businesses, and for our young people.

When I think back to my history—as the Senator mentioned, I started my business 41 years ago. I was a junior in college at the time when I started that business. So, I really knew nothing about injection molding, so I knew the success from my business would be founded on the talent that I surrounded myself with.

Over the ensuing years, when I could not find that talent, I assumed that the challenge was the schools. So, I went, knocked on the front door and spent the next 10 years learning that, in fact, there was a missing piece, and it was not as much what was happening in the classroom, but the role that industry played.

It sent me on a journey that ultimately led to going to an institute in Zurich to learn about how other countries do this; where 70 percent of young people starting in high school begin an apprenticeship that leads to a job in a market-driven system that pays between 45 and \$55,000 a year, starting; where you can start with an apprenticeship and end with a Ph.D.

The second reason is what the Senator mentioned. The Dreamers that I spent 10 years with as a part of the I Have a Dream Foundation, we did turn a 90 percent dropout rate into a 90 percent graduation rate. And once you have had that experience, you just cannot sit back and say that was enough. For me, it was if we can do that for 42, can we do that for a city, a state, or maybe even a Country?

I believe, after 5 years in building this model that I will share with you now, that we actually have the opportunity to not just talk about the change or the role that business can play that is in our self-interest, but to partner with their education system in ways that will transform this Country an opportunity like for young people that you will hear about later on in this testimony.

The way our model works. It starts either in the 11th or 12th grade where students will spend 2 days a week in a business, 3 days a week in a classroom; second year, 3 days a week in a business, 2 days a week in a classroom; and the third year, depending on post-secondary options, either full or part time.

These are registered apprenticeships where the students are being paid an apprenticeship wage. So, if you think about a student growing up in the inner city, the difference between staying in school or not may be whether or not they can put food on the table. But, in a registered apprenticeship program like CareerWise, you can do both, and it leads to a future career that is limitless for these young people because they have the potential to do anything.

Apprenticeships are unique because they move at the speed of business. Schools cannot be expected to modify their curriculum in the tech industry, as an example, where code may change every year. So, this is a way to blend the learning that takes place in the classroom with the power of the learning that takes place in the workplace. Education belongs in both places.

It is almost as if I am talking about a three-legged stool. The first is K–12. The second is higher ed. And, yes, we should make investments in those and continue to do that, but it is not the only answer. A two-legged stool will not stand up—and frankly, ours is not in this Country—but a three-legged stool can. And what is the

difference? The difference is industry has a role to play in education, and in so doing, they are not just consumers of talent, but they are producers, as well, and that can be transformational for our young people and for our businesses.

What makes this possible and why CareerWise is so critical is the role of intermediaries. This is not natural. Yes, we have great apprenticeships in the trades in this Country that have been led by the unions, but it is not the only place where apprenticeships belong. The secret place is in high school because there is a cliff that happens. Students are told there is only one path to prosperity in America. There are two, and apprenticeship is the option's multiplier. And if you add that third leg of the stool, you can change everything.

I can tell you, in my own business, Kevin King, a young apprentice, young African-American man, he designed, engineered, built, and programmed automation cells that enabled us to bring product back from China. We are also paying for his engineering degree. Why? Because it is in our self-interest. So, the point about what I am sharing with you today is this is more than just a program. It is something that can change our Country.

In the words of Jamie Dimon, the CEO and Chairman of JPMorgan Chase, who brought us to New York—soon after that, we went to Indiana and to Elkhart to have CareerWise Elkhart County—and he said something that was powerful. After visiting Pinnacol Insurance, he said, if each of us would do what Pinnacol does and take 5 percent of our workforce and make them youth apprentices, we would change this Country.

That is the reason I left my business. That is the reason I spend 50 hours a week at CareerWise, because I think we can change this Country so that 10 years from now, we will not be talking about the same problems.

Thank you.

[The prepared statement of Mr. Ginsburg follows:]

PREPARED STATEMENT OF NOEL GINSBURG

Introduction

Good morning. Thank you for inviting me to speak to you about youth apprenticeship today. My name is Noel Ginsburg. I am the founder and chairman of the Colorado manufacturing companies Intertech Plastics and Intertech Medical, as well as the founder and CEO of CareerWise.

Youth apprenticeship has the power to change lives. CareerWise was founded in Colorado in 2017 to solve two pressing problems facing our country: first, the need to create more opportunities for young people to access dignified careers with upward mobility, and second, growing talent shortages at businesses around the country. In the 4-years since our founding, we've seen tremendous impact on both young people and the businesses that have been employing them.

Though there is a history of apprenticeship in this country, youth apprenticeship is still in its nascent stage. It will require significant investment at all levels in order to realize its true potential. I'm here today to share with you our model, the impact that it has had, and some recommendations for how we can continue to multiply post-secondary options and paths to high-growth, high-pay careers, and at the same time create new, diverse talent pipelines to keep America competitive on the world stage.

Description of the Model

CareerWise works as the intermediary between education and employers to create opportunities for modern youth apprenticeship. Modern youth apprenticeship is a

strategy for building a more inclusive economy by creating affordable, reliable, and equitable pathways directly from high school to good jobs. It is an evidence-based education and workforce strategy whose success has been proven in countries around the world. Our model is based on the Swiss system of youth apprenticeship, in which up to 70 percent of students participate in an apprenticeship that can lead to a dignified career. CareerWise’s U.S.-based model has attracted interest from more than 30 states around the country, and since launching in Colorado, already has expanded to Washington DC, New York, Indiana and Michigan, with several more communities in the pipeline.

The way the CareerWise model works is that it combines paid, structured, on-the-job training with related classroom learning. In the United States, this model has been tested and proven in the skilled trades. However, our modern youth apprenticeship formally starts in 11th or 12th grade, with some communities providing services even earlier. By engaging young people while they are still connected to their schools, modern youth apprenticeship is markedly different. Youth apprenticeship has the potential to act as a preventative strategy in addressing the massive attrition that we see out of our education system. Right now, data shows that out of every 100 students who start high school, less than a third will end up with a college degree. Add in the high cost of student debt, and it’s clear that the system is not working for the vast majority of students.

At the same time, businesses across the country currently are facing a massive labor and talent shortage. This is true in the traditional trades such as construction, but we’re also seeing it in fields like IT, education, and financial services. Employers report spending tens of thousands of dollars and months of time to train workers to fulfill their needs. Even the workers hired from prestigious schools—graduates with the baseline theoretical knowledge in their fields—take a significant degree of time and investment to be trained in the practical execution of the job.

Youth apprenticeship allows students to “learn while they earn,” and help support their families while gaining practical skills. Apprenticeship is different from internship. While interns often are only in their roles for a short amount of time, performing low-value tasks, apprentices train alongside seasoned professionals doing meaningful valuable work over multiple years. The result is a worker that is ready to step directly into positions of need for business. In the CareerWise model, those positions are all high-growth, high-wage roles that offer a path to the middle class for workers while helping keep businesses competitive.

CareerWise also is an “options multiplier.” The occupations in a CareerWise apprenticeship and the integration of higher education coursework are intended to ensure that there are no dead ends. By making investments in workforce opportunities like apprenticeship alongside investments in education, we can connect the systems to create cohesive pathways for young people. Apprenticeship can take a young person from the workplace to a Ph.D., or from the classroom to a corner office. Modern youth apprenticeship allows us to learn from our past mistakes in the binary thinking that pitted college against career. It is a sustainable double-bottom line initiative—it corrects both the inequitable tracking of traditional vocational education, and the exclusivity and expense of the “college-for-all” movement. Instead, modern youth apprenticeship formally connects work and education to meet the needs of both students and employers.

For this reason, CareerWise is a model that can work for all students. We have added an “Equity First” component to our model to correct for the inequitable racial outcomes that many workforce programs often see. Our Equity First strategy is designed to provide additional interventions and supports to students of color, students from low-income households, and their supervisors, in order to achieve equitable outcomes in accessing, succeeding in, and realizing upward mobility through youth apprenticeship. Though just in its pilot phase, we already are seeing increased interest from business, as well as improved outcomes across the lifecycle of the program for these students.

Impact So Far

In the 4-years of CareerWise’s work, we’ve directly impacted nearly a thousand students at over 200 businesses around the country. You will hear from one of those young people from Colorado, Naarai Navarro, later today. I also wanted to highlight the story of an apprentice from Indiana named Graham Neer.

Graham began his registered youth apprenticeship in 2019 with Kem Krest, a company based in Elkhart, Indiana, that manages and markets customer-branded parts, chemicals and accessories on behalf of OEMs. Graham quickly became an integral part of the Kem Krest logistics team, playing a key role in purchasing, pro-

curement, sourcing and metrics, and project coordination. His team at Kem Krest even jokes that he is the “Doug Houser of procurement.” One of Graham’s most impressive efforts was helping Kem Krest pivot to focusing on PPE production when COVID hit.

Graham and his family report that his apprenticeship has transformed him. His mom Megan was impressed when Graham seamlessly picked up an incoming call from a Fortune 500 executive during a recent car ride. She has recognized tremendous improvement in the sense of maturity in her son. Graham also believes that he has built a stronger resume right now as a high school senior with apprenticeship experience, than that of a lot of seniors in college. Due to his apprenticeship, Graham is now headed to Indiana University with a clear focus and a professional network to back him up.

This is a common story from our apprentices. We’ve graduated two full cohorts of apprentices at this point. In the pilot cohort that graduated in 2020, over two-thirds had positive outcomes. Of the completed apprentices, more than 85 percent reported learning valuable hard and soft skills on the jobs. More than 90 percent reported a growth in their professional network that would be helpful in their future careers. Nearly all completing respondents believed they would either earn a full or partial degree by enrolling in a CW apprenticeship. On average, apprentices were rated as 91 percent as effective as a full-time worker, despite still being teenagers. Even during the COVID–19 pandemic, though it was extremely disruptive in many ways, we actually saw that in a lot of cases, having an apprenticeship allowed students to stay engaged in school and play meaningful roles in supporting their families, sometimes as the sole income earner.

Policy Recommendations

We’ve seen the impact of youth apprenticeship on individual students and companies, but what’s most transformational is the impact that youth apprenticeship can have on our Country. It can assist in rebuilding our economy, growing the middle class, and helping America maintain its position as the most innovative workforce in the world. Youth apprenticeship should be a critical strategy for including youth in the economic recovery. In the short term, implementing high-quality Modern Youth Apprenticeship programs will allow young people to head off the disconnection and disengagement that already is taking hold in the wake of economic and public health crises. It will allow them to access immediate employment and transferable learning that can keep them on the path toward upward mobility.

However, there are still steps to take to help our youth apprenticeship opportunities mature and become more accessible. With that in mind, I would like to respectfully make the following policy recommendations:

- **Establish a National Modern Youth Apprenticeship Program to equip youth with paid work experience, industry recognized credentials, postsecondary credits, and pathways to high-quality careers in key future-ready fields such as IT, renewable energy, business operations advanced manufacturing, healthcare, and education.**
 - Establish a definition of “Youth Apprenticeship” that is universally recognized through the U.S. Department of Labor (DOL) Registered Apprenticeship system.
 - Enlist and appoint industry leadership to develop pathways, curriculum, and credentials that are consistent and aligned nationally to ensure that credentials are accessible and portable for apprentices.
 - Issue interagency guidelines to develop evidenced based, high-quality youth apprenticeship pathways.
 - Issue clear guidance on the use of Federal K–12, higher education and workforce funds to support high quality youth apprenticeship program development and implementation at the state and local level.
 - Establish clear outcome metrics using common definitions to ensure program quality for youth apprentices.
- **Pass the National Apprenticeship Act and consider making technical updates to the Act to streamline and expand the opportunities provided through youth apprenticeship.**
 - Recognize the critical role of intermediaries in implementation of high-quality, replicable programs.

- Fund direct wraparound supports for students through intermediaries in order to encourage youth to persist and successfully complete registered apprenticeship programs.
- Reduce administrative burden for the registered apprenticeship system for employers, state agencies, and the DOL Office of Apprenticeship.
- Streamline youth apprenticeship program administrative reporting requirements to encourage business adoption.
- Support state funding for registered youth apprenticeship and formalize the accrual of postsecondary education credit and credentialing.
- Fund career exploration and guidance beginning in middle school to ensure youth apprentices are selecting opportunities that meet their interests and aptitudes.
- Incentivize higher education institutions to award credit for on-the-job learning and related instruction activities.
- Use incentive funds to increase the participation of small-and medium-size companies to establish registered youth apprenticeship programs.
- **Provide funding for innovation in youth apprenticeship in the National Apprenticeship Act.**
 - Promote further innovation in the National Apprenticeship Act by establishing a youth apprenticeship innovation fund (a new Sec. 113 in H.R. 447) to demonstrate innovative strategies or replicate evidence-based strategies that engage intermediaries to strengthen the transition from high school to post-secondary education and work in growing 21st century industries, giving priority to young people who are low-income, of color, and/or young women, and providing incentives to industry associations to encourage—and to small and medium-size employers to establish—youth apprenticeship.
- **Enhance interagency efforts to scale youth apprenticeship.**
 - Encourage the Departments of Labor and Education, in coordination with the Department of Commerce, to create an electronic tool kit for states and local areas seeking to accelerate and scale youth apprenticeships.
 - Invest in institutions of higher education, with a focus on community and technical colleges, to ensure credit-bearing postsecondary coursework and credential attainment is provided at no cost for students employed in registered youth apprenticeships.
 - Develop and clarify the use of a national apprenticeship tax credit for employer training costs for youth apprentices.
- **Formalize the apprenticeship ecosystem and align Federal agencies to ensure that apprenticeship is viewed as a cohesive pathway for students.**
 - Enhance alignment between our educational system and workforce systems to better address employer skills needs and pathways for youth apprentices.
 - Provide apprentices with access to Federal student financial aid resources, including Pell grants.
 - Provide guidance to states to allow Registered Youth Apprenticeship activities like on-the-job training to contribute to high school graduation requirements and accumulate higher education credit.

Thank you for the opportunity to speak to you today. I appreciate your support for youth apprenticeship, and I look forward to a world in which access to a dignified career and a dignified life is available to every American.

ADDENDUM TO TESTIMONY OF NOEL GINSBURG

Memorandum

TO: Senate HELP Committee
 FROM: CareerWise USA (Noel Ginsburg, Founder and CEO)
 DATE: April 9, 2021
 RE: Request for Workforce Development Policy Ideas

Who We Are

CareerWise is a nonprofit intermediary based in Colorado focused on building a national network of high-quality, high-impact registered youth apprenticeship programs for 21st century industries. We currently operate programs in Colorado, New York City, Indiana, and Washington DC. Additionally, leaders from 32 different states around the country have travelled to Colorado to learn about the CareerWise model. We are also providing consulting services to seven additional communities from Birmingham, Alabama to the Upper Peninsula of Michigan.

CareerWise registered youth apprenticeships are designed by industry for current high school students, bridging the gap between high school and post-secondary with a “13th year.” Graduates either transition to full time employment or continue working for their apprenticeship employer while pursuing post-secondary education. In some cases, graduates have leveraged the insight gained through the apprenticeship to choose a program of study more closely aligned to their career goals and increased understanding of occupations in their chosen field.

In short, CareerWise is an “options-multiplier” model of youth apprenticeship that reaches and serves a diverse student population (35–43 percent young women and 50–90 percent young people of color, depending on the geography) and broad array of industries and occupations, to help employers meet their need for skilled workers, while also diversifying their workforce.

Key Components of our Evidence-Based Model

CareerWise has created an industry-driven model in coordination with the education and workforce systems. It is based upon lessons learned in working with more than 200 employers—ranging from Fortune 100 enterprises, like JPMorgan Chase’s corporate headquarters, to small, advanced manufacturing businesses in northern Indiana, and it targets the highest-demand industries in our economy, including healthcare, technology, finance, business services, creative services, and insurance.

CareerWise works as an intermediary with employers to define the program’s training components and coordinates with both secondary and post-secondary institutions to identify relevant classroom-based learning. CareerWise demands that youth apprenticeships offer the employer a measurable return on investment through active participation, while carefully guarding the value and benefit for the apprentices by requiring employers to support credit-bearing, debt-free training that results in a portable, valuable credential.

Apprentices engage in a 3-year program. The first cohort of apprentices graduated in 2020 and was rated by employers as 74 percent productive as a full-time adult in the occupation in which they apprenticed. In addition, 80 percent of CareerWise apprentices report high levels of satisfaction with and value in their experience.

The benefits of a youth apprenticeship model linked closely to the educational system have been demonstrated extensively abroad, notably in Switzerland, which provides the evidence-based model in which CareerWise is grounded. The scale of the Swiss effort is extraordinary—70 percent of Swiss students and 40 percent of Swiss companies participate in youth apprenticeship. Swiss employers who hire youth apprentices realize, on average, a 10 percent return on the investment they make in their apprentices; and return on investment grows when they convert those apprentices into full-time employees.

We believe that by passing the National Apprenticeship Act and reauthorizing WIOA with guidance that reflects the lessons learned by CareerWise, Congress can create the scale and replication of high-quality modern youth apprenticeship, like the CareerWise model, to drastically expand opportunity and mobility in our country. Bringing industry into a leadership role for youth apprenticeship will strengthen America’s economy by meeting modern workforce needs with a large, diverse, and easily accessible talent pool that is right under our noses—our high schools.

Recommendations

To realize that ambitious goal, CareerWise recommends that Congress promote further innovation in the National Apprenticeship Act by establishing a youth apprenticeship innovation fund (a new Sec. 113) to demonstrate innovative strategies or replicate evidence-based strategies that engage intermediaries to strengthen the transition from high school to post-secondary education and work in growing 21st century industries, give priority to young people who are low-income, of color, and/or young women, and provide incentives to industry associations to encourage, and

to small-and medium-size employers to establish, youth apprenticeships. We look forward to the opportunity to explore with you in more detail the possibility of a youth apprenticeship innovation fund.

Based upon our experience in tailoring youth apprenticeship to address local circumstances, CareerWise also makes six additional recommendations:

- (1) Emphasize the diversity of modern and growing industries and programs represented by the National Advisory Committee on Apprenticeships.
 - a. Refine and reorder Sec.112(a)(2)(B)(i) to read: “. . . 21st century industry employers or industry associations that participate in an apprenticeship program (at least 1 of which represents a women, minority, or veteran-owned business), including representatives of in-demand industry sector employers representing non-traditional apprenticeship industries, non-traditional or high-skill, high-wage occupations, as applicable.”
 - b. Insert in Sec. 112(a)(2)(B)(iii)(III) line 24, “including a youth apprenticeship program” between “program” and “under.”
- (2) Recognize the critical role of intermediaries in implementation of high-quality, replicable programs.
 - a. Sec. 201(d)(1) line 4, insert “qualified intermediary and” between “with” and “two”; in line 23, delete “or” and insert “and” after “services.”; in line 24, delete “I.”
- (3) Reduce administrative burden for the registered apprenticeship system for employers, State Agencies, and the Office of Apprenticeship.
 - a. Revise Sec.113(c)(4) line 16, Insert: “. . . nationally recognized program by the Office of Apprenticeship or” between “a” and “program.”
- (4) Support state funding for registered youth apprenticeship and formalize the accrual of post-secondary education credit and credentialing.
 - a. Delete Sec. 113(f)(1)(B)(ii)(1), lines 12–18. In line 19, renumber (II) to (1); in line 1 (page 79) renumber (III) to (II); Insert a new (III) to read: 331/3 shall be allotted on the basis of the relative number of disadvantaged youth in each State, compared to the total number of disadvantaged youth in all States.
 - b. Delete “and” in line 19 (page 139) and “,” in line 23; insert “; and” after “program”; insert a new Sec. 201(f)(D)(iii) to read: “an existing partnership with a higher education institution such as a community college to facilitate post-secondary transfers and the acquisition of college credit.”
 - c. Insert a new Sec. 132(e)(1)(F) to read: “an assessment of the impact of youth apprenticeship programs on the attainment of college credentials and longer term employment prospects of young people, primarily those of low-income, of color, and young women.”
- (5) Reduce administrative burden on youth apprenticeship programs and encourage youth to persist and successfully complete a registered apprenticeship program.
 - a. Insert a new Sec. 122(d)(2) Line 16 (page 97) to read: “The Workforce Innovation and Opportunity Act is amended as follows: Notwithstanding Sec. 129.(a)(1)(C) and Sec. 129.(a)(3) and (a)(4), youth enrolled in registered youth apprenticeship programs are eligible to participate in activities carried out under Chapter 2 Youth Workforce Investment Activities.”; Change current Sec. 122(d)(2) to (3) and renumber accordingly.
- (6) Use incentive funds to increase the participation of small-and medium-size companies to establish registered youth apprenticeship programs.
 - a. Insert a new Sec. 202(b)(1)(D)(2)(iv) after line 22 (page 155) to read: “providing \$5,000 per apprentice for small-and mid-size companies establishing registered youth apprenticeships to offset the costs of training supervisors, create and use competency-based training in the workplace, set up administrative tools for required reporting, and provide data to intermediary(ies) for continuous improvement of the registered youth apprenticeship model.”
 - b. Insert a new Sec. 202(b)(1)(D)(2)(v) to read: “providing per-apprentice incentive payments of \$200.00 to industry associations and chambers of commerce (up to a maximum of \$500,000) that (I) gain member companies’ agreement to hire youth apprentices into formal registered apprenticeship;

and (II) establish a “skills taskforce” to provide guidance on an ongoing basis to local K–16 institutions about what skills are required to enter and succeed in workplace training such as registered youth apprenticeship.”

The CHAIRMAN. Thank you, Noel. I appreciate that.
Ms. Navarro.

STATEMENT OF NAARAI NAVARRO, BUSINESS DEVELOPMENT REPRESENTATIVE, PINNACOL INSURANCE, DENVER, CO

Ms. NAVARRO. Good morning, everyone. Thank you for my invitation to speak today.

My name is Naarai, and I completed my registered apprenticeship with Pinnacol Insurance in Denver, Colorado and became a full-time journey worker as a Business Development Representative at Pinnacol.

Before my apprenticeship, I did not know what path I was going to be in. I would probably pick something random and would have gotten stuck in something that is not fulfilling. That is what a lot of people my age do. They do not feel like they have options. But, because of my apprenticeship, I feel like I do have options. Because of my apprenticeship, I have experience, confidence, a career path, and the ability to provide for myself.

Today, I would like to tell you how my apprenticeship has impacted my life and my family’s life.

I grew up in Denver, Colorado with my mom, dad, three brothers, and one sister. My parents primarily spoke Spanish. Growing up, I heard from a lot of adults that work experience was essential to finding a promising career later. I was not the type of person that wanted to go to college before I knew what I was passionate about. I tried to figure out what I wanted to do before spending a lot of money on college.

When I was in high school, I did not know what I wanted to do for a career. School felt like I was learning things without a context or a connection to reality, so I tried several other ways to be in the—to not be in the school setting, such as a welding class and an internship.

Then, my high school coordinator, Suzy, suggested that I do an apprenticeship. I need to say a big thank you to her because I would not have tried an apprenticeship, and I would not be here today if not for her. On top of that, I would like to thank Pinnacol and all the amazing people that helped train me and shape me to be the person I am today.

I did my apprenticeship at Pinnacol Insurance, an insurance company in Denver. When I began my apprenticeship in my first semester of my senior year, I spent half of my days in high school classes and the other half at work. I was attracted to the apprenticeship at Pinnacol because of the different career pathways that were open. I started on the marketing team and the claims team, supporting each team for a year. In addition, at Pinnacol, about 5 percent of the workforce are youth apprentices, so I had lots of other young people to learn with.

Through my apprenticeship and my training, I learned a lot of skills. Time management is a big one. When I was in high school, there were not repercussions if I showed up late or did not meet

a deadline. However, at work, I needed to meet deadlines. I had to learn how to manage my time wisely, prepare before meetings, and ensure my assignments were done on time. From this, my teachers commented that they noticed I had become more mature and more responsible at school.

I have also become much more confident about public speaking. Without my apprenticeship training, I definitely would not be here speaking with you today. Overall, I like meeting new teams and learning new things.

In the beginning, it was very stressful for me when I was going through training and learning lots of new things. But then, as I grasped those things, I feel accomplished, and I do not—and I know that I am ready for more and more.

As with my job, learning is an ongoing skill, knowing that I am expert in those skills, and I can talk to my supervisors about much more work and to keep gaining experience.

One of my most proudest moments at my apprenticeship was when two other apprentices and I managed an entire claims queue. We were the only ones in charge. We scheduled our meetings and reached out to our supervisors when we needed it. Through this work, I saw that we were trusted just like the adults around us.

When I started my apprenticeship, my parents were hesitant because they wanted me to go to college. But, when I told them my plan and we went through the pros and cons, they were on—they got onboard, and I promised them that I would get hired full time. And recently, I was hired into a full-time role at Pinnacol, and I am so proud of myself.

I am also leaning toward going to college now that I know what I want to do with my career. My company will help pay for my tuition so that I will not have debt. I have earned a community interpreter certification in Spanish, as well as a property casualty insurance certification, and I am aiming toward a Bachelor's Degree.

Because of my apprenticeship, I moved out of my parents' house and got my own place. Previous internships and jobs I was employed through set a wage with no opportunity of promotion, no hope of a real career, or a better future. My apprenticeship has been very different and allowed me to become a fully trained, full-time employee, who can provide for myself.

I want this Committee to know that my apprenticeship has changed my life. Having the opportunity to work and be trained while still in high school has given me the confidence and professionalism to succeed in whatever I want to do. It has been a wonderful experience, and I hope that more businesses hire high school apprentices so that other students can have the same opportunity that I had.

Thank you so much for listening.

[The prepared statement of Ms. Navarro follows:]

PREPARED STATEMENT OF NAARAI NAVARRO

Good morning everyone. Thank you for the invitation to speak today. My name is Naarai Navarro, and I recently completed my registered apprenticeship with Pinnacol Assurance in Denver, Colorado, and became a full-time journey-worker as a Business Development Representative at Pinnacol.

Before my apprenticeship, I didn't know what my path was going to be. I probably would have just picked something, and gotten stuck in something that isn't ful-

filling. That's what a lot of people my age do. They don't feel like they have options. But because of my apprenticeship, I do feel like I have options. Because of my apprenticeship, I have experience, confidence, a career path and the ability to provide for myself. Today, I'd like to tell you how my apprenticeship has impacted my life and my family's life.

I grew up in Denver, Colorado, with my mom, dad, three brothers and one sister. My parents primarily spoke Spanish.

Growing up, I heard from a lot of adults that work experience was very important to finding a good career later on. I wasn't the type of person that wanted to go to college before I knew what I needed from my education—I wanted to figure out what I wanted to do before spending a lot of money on college.

When I was in high school, I didn't know what I wanted to do for a career. School felt like I was learning things without any context and without any connection to reality. I tried several other ways to not be in the school setting, such as a welding class and an internship. Then my high school coordinator, Suzy, suggested that I do an apprenticeship. I need to say a big thank you to her because if not for her I wouldn't have tried to do the apprenticeship and I wouldn't be here today.

I did my apprenticeship at Pinnacol Assurance, an insurance company in Denver. When I began my apprenticeship, I spent half my days in my high school classes and half my days at work. I was attracted to the apprenticeship at Pinnacol because of the different career pathways that were open—I started on the marketing team and spent a year with them, and then did a year with the claims team. At Pinnacol, about 5 percent of the workforce are youth apprentices, so I had lots of other young people to learn with.

Through my apprenticeship and my training, I've learned a lot of skills. Time management is a big one—when I was in high school, there weren't really repercussions if you showed up late or didn't meet a deadline. At work, I need to meet a deadline, so I know how to get up and prepare before meetings and make sure my assignments get done. From this, my teachers commented that they noticed that I became much more mature and responsible at school.

I've also become much more confident about public speaking. Without my apprenticeship training, I definitely wouldn't be here and speaking with you today. Overall, I really like meeting new teams and learning new things. In the beginning, it's always stressful for me when I'm going through training and learning lots of new things. But then as I grasp those things, I feel really accomplished and I know I'm ready for more and more. And then we go through training again, and then my supervisors at Pinnacol say they know I'm ready for more work and that I'm an expert, and it feels really rewarding.

One of my proudest moments at my apprenticeship was when two other apprentices and I managed a full claims queue. We were the only ones in charge—we scheduled our own meetings and reached out to our supervisors when needed. Through this work, I really saw that we were trusted—just like the adults around us.

When I started my apprenticeship, my parents were hesitant because they wanted me to go to college. When I told them my plan and we went through the pros and cons, they started to get on board, and I promised them that I would get hired full-time, and recently I was hired into a full-time role . . . and they were so proud of me.

I'm also leaning toward going to college now that I know what I want to do with my career. My company will help pay for my tuition, so I won't have any debt. I've already earned a community interpreter certification in Spanish, as well as a property casualty insurance certification and I'm aiming toward a bachelor's degree.

Because of my apprenticeship, I've been able to move out of my parents' house and get my own place and my own space. I might be able to get a new car soon. Other internships and jobs I had before this were all at a set wage with no opportunity for promotion, no hope of a real career or a better future. My apprenticeship has been very different, and allowed me to become a fully trained, full-time employee with the ability to provide for myself.

I want this Committee to know that my apprenticeship has changed my life. Having the opportunity to work and be trained while still in high school has given me the confidence and professionalism to be successful in whatever I want to do. It's been a wonderful experience, and I hope that more businesses hire high school apprentices so that other students can have the same opportunity that I have had. Thank you.

The CHAIRMAN. Thank you so much, Ms. Navarro. Thank you for coming. That was very well done.

Ms. Curry.

**STATEMENT OF LEAH CURRY, PRESIDENT TOYOTA MOTOR
MANUFACTURING, INDIANA, INC., PRINCETON, IN**

Ms. CURRY. Good morning, Chairman Hickenlooper and Senator Braun and the Subcommittee. My name is Leah Curry, and I am President of Toyota Motor Manufacturing, Indiana, where we produce some of the most technologically advanced vehicles on the road today. I want to thank this Subcommittee for conducting this hearing. Workforce development is an extremely important topic for Toyota, and one I care deeply about since I have been in the industry for 41 years.

I am pleased to see many Senators on the Subcommittee represent states where Toyota has significant operations, as well as workforce development partnerships. Over the years, Toyota has invested more than \$29 billion in the United States. In fact, in June 2020, we completed our 5-year pledge to invest \$13 billion in our U.S. operations 1 year earlier than anticipated.

In April, my Indiana plant announced a new \$803 million investment that will create additional 1,400 jobs to build all new electrified Toyota and Lexus vehicles. With 10 manufacturing facilities overall, nearly 1,500 dealerships, and 180,000 people working across the United States, the workforce pipeline is of paramount importance to Toyota.

My passion for workforce development is directly connected to my own experience as a young woman trying to find her way academically and professionally. Initially, I thought I wanted to be a chemist. Unfortunately, conducting chemical analyses in labs was not for me. Instead, when lab equipment failed, I learned that I liked troubleshooting equipment rather than doing the analysis, and that really excited me.

I returned to school for industrial electronics. Through an internship, I was able to learn theory at school and apply it immediately on the job, a learning style that suited me perfectly. Despite often being the only woman in the room, I was not deterred. I persevered and I turned my passion for machines into a rewarding manufacturing career.

As I reflect on those experiences, a few things come to mind that are fundamental to how Toyota approaches workforce development.

First, exposure early in life matters. I came across industrial electronic by chance after already embarking on a serious course of study. If I was exposed to the STEM programs before college, I would have landed on my pathway much sooner.

Since 2010, Toyota has provided 30.5 million to 184 K through 12 schools in Indiana and across the Country to implement Project Lead the Way programs that provide students with STEM education.

Additionally, in the area close to my plant, we have teamed up with four local high schools to create the 4T Academy, which is designed to connect upper level students with career opportunities in advanced manufacturing. These efforts have significantly increased the visibility of manufacturing career pathways in our region.

Second, combining classroom learning with on-the-job experiences is by far the most powerful way to learn. In states where Toyota operates manufacturing plants, we have collaborated with community colleges to develop the highly successful Advanced Manufacturing Technician, or AMT program. Our AMT students attend school 2 days a week, and they learn on the job site 3 days. They acquire technical knowledge, professional behaviors, and the distinct manufacturing core skills through a focus coop experience.

In Indiana, I partner with Vincennes University. Nationally, about 400 employers pull talent from 32 chapters in 12 states, and which is known collectively as the Federation of Advanced Manufacturing Education, or FAME USA. FAME USA is now led by the Manufacturing Institute, of which I am on the board, and it is quickly becoming America's premiere homegrown manufacturing education tech network. Over 1,300 students have graduated since 2010, with more than 500 since 2020, despite the pandemic.

Last, I cannot overstate the importance of intentionality around bringing underrepresented people into STEM careers. Toyota is collaborating with the National Alliance for Partnerships in Equity to provide tools to help educators increase participation and persistence of women and underrepresented student groups in education paths to prepare them for advanced manufacturing careers.

As the full Committee considers next steps, I want to offer two policy suggestions.

First, because exposure early matters, I want to emphasize the importance of considering workforce development policies in conjunction with education policies. If the education policies are not flexible enough to allow students to explore various pathways, students may ultimately bypass even the best workforce development opportunities.

Second, I urge the Committee to prioritize reauthorization. In doing so, the Committee should continue to legislate change that further increase private sector participation in the workforce system. The FAME USA system proves that employers want to and can drive workforce development to new heights.

I appreciate this opportunity to testify before you, and I look forward to expanding on these comments in Q and A. Thank you.

[The prepared statement of Ms. Curry follows:]

PREPARED STATEMENT OF LEAH CURRY

Good Morning, Chairman Hickenlooper, Ranking Member Braun, and Members of the Subcommittee.

My name is Leah Curry and I am President of Toyota Motor Manufacturing, Indiana (TMMI), where we produce some of the most technologically advanced vehicles on the road today—the Highlander, Highlander Hybrid, Sequoia, and the all-hybrid Sienna minivan.

I want to thank the Subcommittee for conducting this hearing and giving me an opportunity to testify virtually. Workforce development is an extremely important topic for Toyota and all manufacturers in the United States. It is also one I care deeply about and try to impact daily.

Toyota in the U.S. and Indiana

I am pleased to see many Senators on this Subcommittee represent states where Toyota has significant operations, as well as workforce development partnerships. In fact, we have workforce development partnerships in all states represented on this Committee minus two. In Colorado, in the Chairman's state, we have one program at Cherry Creek Innovation Campus in Centennial and our manufacturing

program has been replicated at Pueblo Community College in Pueblo. Toyota has been a part of the cultural fabric in the U.S. for more than 60 years and our economic impact can be felt across the entire Nation.

Over the years, we have invested more than \$29 billion in the U.S. In June 2020, we completed our 5-year pledge to invest \$13 billion in our U.S. operations 1 year earlier than anticipated. In April, my Indiana plant announced a new \$803 million investment that will create an additional 1,400 jobs to build all-new, electrified Toyota and Lexus vehicles. It is the third major expansion at my plant in the past 4 years. With ten manufacturing facilities, nearly 1,500 dealerships and 180,000 people working across the United States, you can understand why the workforce pipeline is of paramount importance to Toyota.

Workforce Training

My passion for workforce development is directly connected to my own experience as a young woman trying to find her way both academically and professionally. Initially, I thought I wanted to be a chemist. Unfortunately, conducting chemical analysis in labs wasn't for me. Instead, when lab equipment failed, I learned that troubleshooting machines really excited me. So, I returned to school for industrial electronics. I started a long-term internship that allowed me to learn theory at school and apply it immediately on the job. That learning style suited me perfectly. Despite often being the only woman in the room, I was not deterred. I persevered and turned my passion for machines into an incredible manufacturing career.

As I reflect on those experiences, a few themes come to mind that are fundamental to how Toyota approaches workforce development.

First, exposure early in life matters. I came across the idea of pursuing technology as a career by chance after already embarking on a serious course of post-secondary studies. If I was exposed to technical or STEM programs before college, I would have landed on my pathway much sooner. Since 2010, Toyota has provided \$3.5 million to 184 K-12 schools in Indiana and across the country to implement Project Lead the Way programs that provide students with more STEM education and career pathways. Additionally, in the Princeton area, close to my plant, we have teamed up with four local high schools to create the 4T Academy, which is designed to connect upper-level students with career opportunities in advanced manufacturing. This effort has significantly increased the visibility of manufacturing career pathways in our region.

Second, combining classroom learning with on-the-job experiences is a powerful way to learn, particularly in manufacturing. In states where Toyota operates manufacturing plants, Toyota has collaborated with local community colleges to develop the highly successful advanced manufacturing technician (or AMT) program. AMT students attend school 2 days a week and learn on the job site of their sponsoring company 3 days a week. They acquire technical knowledge, professional behaviors, and distinct manufacturing core skills through a focused co-op experience. Locally, in Indiana, I partner with Vincennes University. Nationally about 400 employers pool talent from 32 chapters in 12 states in what is known collectively as the Federation of Advanced Manufacturing Education or FAME USA. FAME USA is now led by the Manufacturing Institute, and it is quickly becoming America's premier home-grown manufacturing education network. Over 1,300 students have graduated since 2010, with more than 500 graduating since 2020 despite the pandemic.

Last, we cannot overstate the importance of intentionality around bringing historically underrepresented people into STEM careers. Toyota is collaborating with the National Alliance for Partnerships in Equity (NAPE) on its "Make the Future" program, which provides tools to help educators, counselors, administrators, and recruiters increase the participation and persistence of women and other historically underrepresented student groups in education paths that prepare them for advanced manufacturing careers.

Policy Recommendations

As the full Committee considers next steps, I want to offer two policy suggestions.

First, because exposure early matters, I want to emphasize the importance of considering workforce development policies in conjunction with education policies. If education policies are not flexible enough to allow students to explore various pathways, students may ultimately bypass even the best workforce development opportunities.

Second, I urge the Committee to prioritize the reauthorization of the Workforce Innovation and Opportunity Act (WIOA). In doing so, the Committee should con-

tinue to allow for greater private sector participation in the workforce system. The FAME USA system proves that employers want to and can drive workforce development to new heights.

I very much appreciate this opportunity today to testify before you. I am happy to answer any questions you have.

Appendix #1

FAME USA

The Advanced Manufacturing Technician (AMT) program, created and established by Toyota Motor North America back in 2010, and the Federation for Advanced Manufacturing Education (FAME) USA employer collaborative, stewarded by The Manufacturing Institute, is America's premier advanced manufacturing education program and network. It produces global-best, entry-level, multiskilled maintenance technicians through a concentrated co-op program of study that culminates in associate degree and an assured ticket to a career in advanced manufacturing.

The AMT curriculum is delineated by three fundamental components: a Technical Core, Manufacturing Core Exercises (MCEs), and Professional Behaviors.

The Technical Core includes many of the most in-demand skills sought by all manufacturers: electrical, fluid power, mechanics, and fabrication. Combined, they form the foundation of the global-best multi-skilled technician able to operate in an advanced manufacturing setting.

Students also develop a deep appreciation for manufacturing cultures, including "lean manufacturing" practices, that fully equip the AMT graduate to produce bottom-line company improvements. The MCEs include Safety Culture, 5S/Visual Workplace Organization, Lean Manufacturing for Maintenance, Problem Solving, and Machine Reliability. Each topic is introduced sequentially and reinforced consistently after introduction. Additionally, these exercises are paired with real-world experience to increase engagement and skills retention.

The daily reinforcement of professional behaviors and actions hone a student's ability to stand apart in today's workforce. This component complements both the technical core and MCEs and these behaviors are introduced, reinforced, and practiced daily to ensure the AMT gains the professional wherewithal to be successful in any environment.

New cohorts start each Fall semester and pursue a five-semester schedule composed of 3 days of learning at work paired with 2 days in a shop-floor emulation (known as the "Advanced Manufacturing Center" (AMC)) at the college campus. This schedule of paid work alternating with academic preparation enables students to earn a paycheck that can defray tuition and fees as they complete an associate degree while growing personal and professional skills that will greatly accelerate their manufacturing career.

A K-12 career pathway is supported by local chapters to build awareness of STEM and manufacturing careers early, while emphasizing recruitment from under-represented populations. Additionally, AMT students earn an associate degree that opens options to related bachelor's programs thus creating a career pipeline from kindergarten through post-secondary and into a fulfilling lifetime career.

There are currently 32 FAME Chapters nationally across 12 states. States with an active FAME chapter include Alabama, Colorado, Florida, Indiana, Kentucky, Louisiana, Michigan, Mississippi, Tennessee, Texas, Virginia, and West Virginia. These chapters collectively have produced more than 1,300 graduates for the nearly 400 manufacturing companies that currently make up the FAME USA network.

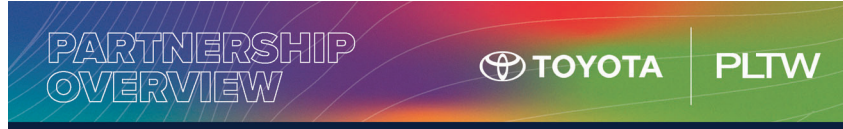
The FAME USA network or employer collaborative is unparalleled in workforce development networks in the United States. With nearly 400 employers pooling talent from the network, there is a wide range of types of manufacturing companies, of all sizes, from various regions of the country involved. FAME employers are integral and active participants at the local chapter level in establishing and sustaining the initiative in their community. They are in regular and constant contact with their education partner, in all cases a community college, to ensure the most up-to-date methods and skills are being addressed. Employers want to be a part of this network where they can learn from each other and dramatically improve their talent pipeline in two short years. The network operates on the pull-system, ensuring employer need only commit to sponsoring students they eventually will need to hire. For participating community colleges, a robust network ensures the consistent need for the program and consistent feedback from the employer community to remain relevant to the needs of the local marketplace.

Companies currently involved in the FAME USA network include, but are not limited to, Toyota, Honda, Hyundai, Koller Craft, Prince Metal Stampings, Eastman, TapeCraft, Krono Spam, Trane Technologies, Steel City Solar, Vestas, Hudson Technologies, Everglades, Micopulse, Steel Dynamics, Hershey, 3M, Xerox, Flour, Buffalo Trace, SpanOn, UGN, Adient, Stanley Black & Decker, Delta, Conagra, Gerdau, HEB, Caterpillar, Pepsico, and KraftHeinz.

FAME USA is managed and supported by The Manufacturing Institute. To learn more or become a part of the network, visit FAME-USA.com.

FAME USA by the Numbers

32 active chapters	Almost 400 employer partners
9 new chapters in Fall 2021	Community college partner for every chapter
1,300+ graduates since 2010	500+ graduates during the last two academic years, despite the global pandemic.
1,800 hours of on-the-ground experience for each graduate	85% of graduates proceed to direct employment with sponsoring company
AMT students are paid a competitive hourly wage by their sponsoring employer that can cover the educational costs of the program, enabling students to graduate debt-free.	The starting wages of AMT graduates are typically more than 25% higher than non-FAME manufacturing CTE graduates
Founded in June 2010 in Kentucky through a partnership between Toyota and the Bluegrass Community and Technical College .	The current FAME USA initiative is stewarded by the Manufacturing Institute .



Since 2010, Toyota USA Foundation has provided \$3.5 million to 184 K-12 schools across 16 states to implement Project Lead The Way (PLTW) programs. As a national leader in education, PLTW creates pathways and equitable experiences that provide students with increased opportunities to develop key subject matter knowledge and transportable skills, enabling them to become inspired problem solvers and to pursue critical and enduring career paths. Through strategic work and partnerships with programs like AMT and T-TEN, Toyota and PLTW are connecting students to advanced manufacturing and other high-demand, high-growth career opportunities. Through additional collaborations and events with local Toyota plant leaders, other non-profit organizations, state legislature offices, and community stakeholders, PLTW and Toyota continue to make a collective impact.

In 2017, Toyota joined PLTW as a Transformative Partner, the highest level of commitment for PLTW partners. The partnership is a testament to Toyota's focus on workforce development and connecting students to advanced manufacturing and other high-demand, high growth career opportunities.

TOYOTA'S IMPACT

 Total Invested
\$3.5M

 PLTW Programs
184

 PLTW Present States
16

 Teachers Trained
841

 Hours of Teacher PD
34,000+



We get the best from PLTW. We have found PLTW to be the best preparatory program in high school to make us a globally competitive manufacturer. PLTW's high quality curriculum and its development of students' problem solving, teamwork, and written and verbal communication skills is unmatched. Additionally, the national scope of PLTW means we can replicate our strategy across all of our plants. We highly value the engaging and sincere partnership with PLTW."

*Dennis Dio Parker, Consultant North American Regional Talent Development
Toyota Motor North America*

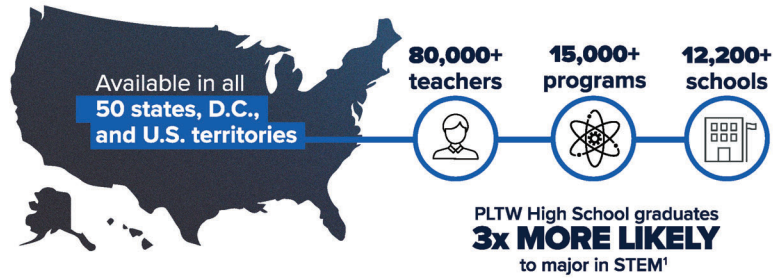


Toyota and the Toyota USA Foundation have been tremendous partners for many years, helping us engage and inspire students in their K-12 education and future careers. Through the foundation's continued support, we will train hundreds of teachers and engage thousands of students in PLTW's hands-on, transformative learning experiences. These programs help prepare students with the knowledge and skills to compete in the workforce, solve challenges, contribute to global progress, and create a lasting impact on their communities and our country."

- Dr. Vince Bertram, President and CEO, PLTW

ABOUT PLTW

PLTW is a nonprofit organization that provides a transformative learning experience for PreK-12 students and teachers across the U.S. by creating an engaging classroom environment unlike any other. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges through pathways in computer science, engineering, and biomedical science. PLTW students not only learn technical skills but also learn to solve problems, think critically and creatively, communicate, and collaborate.



¹Pike, Gary and Kirsten Robbins (2014). Using Propensity Scores to Evaluate Education Programs. Indiana University-Purdue University-Indianapolis.

Appendix #3

Toyota's 4T Academy Fact Sheet

Mission:

Provide students with an innovative learning experience that couples a high-tech curriculum with hands-on learning, while preparing them for a successful and rewarding career.

The Goal:

To help connect upper-level students at four high schools in the surrounding counties with career opportunities in advanced manufacturing. By collaborating with local schools, we are providing greater visibility to students about real career pathways in the region.

Curriculum:

The 4T curriculum includes classes on manufacturing, engineering, computer science, precision machining, Industrial automation & robotics, industrial maintenance and environmental sustainability. The high school-based advanced manufacturing curriculum is also dual credited by Ivy Tech & Vincennes University-Jasper. And as a part of the 4T program, students will also participate in hand-on job training at Toyota Motor Manufacturing Indiana.

4T 1st Year success:

2020–2021 (Launch of 4T)

21 Graduating Seniors

7 Hired into Production Positions

3 Enrolled in the Advanced Manufacturing Technician associate degree program

9 Pursuing secondary education

1 Military

1 Undecided

Partners:

Toyota Motor Manufacturing of Indiana

4 Area High Schools:

Princeton Community High School (Gibson County)

Wood Memorial High School (Gibson County)

South Gibson High School (Gibson County)

Southridge High School (Dubois County)

*New high school coming on board in Fall of 2022 (not yet released to the public)

Ivy Tech

Vincennes University-Jasper

Toyota Grant:

\$1 million was given to the 4T Academy over 4 years to help the establishment, growth and sustainment of the program.

Appendix #4

Make the Future™

Toyota's most recent association with the National Alliance for Partnerships in Equity Education Foundation (NAPE) began in 2016 when Toyota's KY FAME team was given the Teamwork award at NAPE's National Summit for Educational Equity. Since then, NAPE has been advising the FAME program on the strategies to increase the diversity and inclusion of their Advanced Manufacturing Technician (AMT) program.

In 2017 NAPE was awarded a grant from the Toyota USA Foundation to formalize these practices. As part of the Make the Future™ Initiative (MTF), NAPE curated the best practices for increasing the participation and retention of women and women of color in STEM and CTE education leading to careers in advanced manufacturing. Make the Future™ Phase I included a literature search, resulting in NAPE's *Make the Future™ Nine Best Practices—Equitable Recruiting Strategies*. This can be found at the webpage: napequity.org/special-programs/make-the-future. This resource is a synopsis of programs and practices that excel in attracting fe-

males to STEM careers. In addition, a website was created which contains downloadable promotional materials; a YouTube Channel of curated videos; a series of webinars on the nine best practices; a recruitment planning guide; a social media toolkit and a student facing social media campaign, called WoManufacturing. The WoManufacturing campaign shares rich, compelling stories of female Hispanic students in the San Antonio AMT program which were captured in a series of recruiting videos.

How the San Antonio, TX and Vincennes, Indiana sites were successful in recruiting female students are the subjects of Make the Future™, Phase II Case Studies. The case studies will highlight lessons learned at each site, and validate the nine best practices from the literature review developed in MTF Phase I. The case studies will be used to inform the field about best practices, and they will be utilized during the Phase II, Stage II Program Improvement Process for Equity™ (PIPE) implementation with teams from two FAME chapters this coming school year.

NAPE's Program Improvement Process for Equity™ (PIPE) has been successfully implemented with school districts across the country to close gender gaps in CTE career pathways leading to nontraditional career fields. PIPE engages teams of educators, industry leaders, community members, and other stakeholders to: use data to conduct a performance and participation gap analysis; learn about the research literature on root causes for these gaps; conduct action research to identify the root causes in play at their institution; select and implement an aligned intervention that directly addresses the identified root causes; and measure and evaluate their success. This iterative process is being applied to the specific context of manufacturing, with the intent to increase the enrollment, matriculation, graduation, and transition to and competitive employment of women and women of color in advanced manufacturing pathways.

Contact Information:

Project Director: Kathleen Fitzpatrick,

NAPE Senior Program Manager.

Principle Investigator: Mimi Iufkin,

CEO Emerita.

The CHAIRMAN. Thank you so much, Ms. Curry. Thank you for all that you are doing for workforce.

Now I will ask a few questions. Then, I will turn it over to Senator Braun, and then we will just rotate back and forth and interrogate you by a—with a broad cross-section of U.S. Senators.

Let's start with Mr. Ginsburg. Give me just a—and you have said this already, but why is it that you think that intermediaries are so important for small-and medium-sized businesses that are trying to develop an apprenticeship program? Why do we need intermediaries?

Mr. GINSBURG. Thank you, Senator. That is an important question because, I can tell you as a business owner myself, we struggled to create an adult apprenticeship program for years. And, it is because, as a small business, we did not have the resources or the knowledge of what a registered model would look like, and we did not, frankly, know how to tap the talent of those who were interested.

Why an intermediary is so important today is that in the U.S. context, currently, businesses—few businesses are like Toyota or Pinnacol Insurance that actually understand the roles that they can play. But, if you are a small business, having an intermediary that connects the schools, the students, educates the parents about the opportunities, and links and educates the businesses, as well as how an apprenticeship operates, particularly a registered apprenticeship program, which is so essential to ensure currency for a young person. Once they graduate, to move, if they do, to another business, with a registered apprenticeship, what the training

looked like. You know that it is high quality. An intermediary enables all of that to take place.

At the same time, for a large company, even they do not always have the resources, particularly around youth, how to bring a young person into the workplace, because this is not an internship. They are actually providing productive, valuable work. That is why during the pandemic, 68 percent of our students kept working as apprentices because they were essential workers. An intermediary makes that possible.

The CHAIRMAN. Thank you. Thank you, Noel, and I appreciate—I meant to say at the beginning, make sure you all try to be concise, but you were naturally concise, so I appreciate that.

Ms. Curry, I want to ask you a little bit more about how you partner with local high schools in this—in the 4T Academy. Specifically, how you could build this partnership when so many educators are convinced that college has to be the next step. I mean, how are you able to break down that stigma that you must go to college to be successful? That is a mantra that many kids hear all the time in school.

Ms. CURRY. Well, thank you, Senator. You know, the key is really getting awareness to the students and the parents like you discussed earlier, and also to the teachers. Now, showing them, bringing them in and showing them what the careers in manufacturing are like and what types of skills we actually build in the careers.

Our 4T Academy, with our local high schools, we started with three. We are going to four. We are going to five next year. It has been a perfect marriage with a lot of the students who you—like we heard today, were not—are not sure about what they want to do, and this marries the perception of what careers in manufacturing are. They are high-skilled. They are high-paying. They have great benefits. They build on the skills.

Like it was spoken earlier, you can go on to get your degree, so the pathways can go—you can go into Advanced Manufacturing Technician program. You can go into Engineering. You can go into Accounting and Finance, Marketing, because we help pay for those schools while they are working here.

I think the key is that the parents are understanding and the students are understanding how exciting these careers are, and that by learning as you are going to school and working on the job site—

I have seen the faces of these students and their eyes are sparkling because they are just—they feel like, hey, I have got—I see what I want to do, and I have not seen this before. I have not been able to work in an industry that shows me how they are going to teach me skills in order to be self-sufficient and add value and have purpose in their life.

The CHAIRMAN. Absolutely.

Ms. CURRY. It is extremely important to continue that. Sorry, I am going long.

The CHAIRMAN. No, that is Okay. I love the description of the expressions. We have that expression in front of us. I wanted to get a question to Ms. Navarro.

You give credit to your high school coordinator. How can other kids—how do we get the word out to other kids of how attractive and beneficial this program is?

Ms. NAVARRO. For me, is we had presentations at school multiple times on apprenticeships, but there is not always schools that have a representative there.

How I advise other students from other schools that they might not have that person there at their school is going to look for the resources. I say there are students that are shy; there are students that are timid. Then they do not want to go because they just—they feel intimidated because of the person that they are going to talk to. But, like, I tell my brother, I was like, push onto it. Go do it. No matter what, you will find the resources.

I know a lot of times, I go to schools and I talk to them, and I feel like having a person that has done it helps a lot, definitely. I talked to a lot of apprentices when I was going on to the apprenticeship. I was talking to apprentices that were planning to get hired at that point because they were already 2 years into their apprenticeship and I was 1 year. And I was like, oh, my God, this is not going to work out. What if it bombs? Like, I am not doing school. I am going to be doing this job. What am I going to do?

Then, after I saw it all tied together, now I just want to be a representative, and I want to go to schools and talk to students. Like, just do it. Who cares? Like, you are not going to lose anything.

The CHAIRMAN. Thank you. I love that.

All right. Senator Braun.

Senator BRAUN. Thank you, Senator. First question will be for Ms. Curry. Up to five high schools it sounds like here soon. And what did you find when the first high school came onboard? Were you getting buy-in from the guidance counselors? Were they into this idea of doing CTE training as opposed to the 4-year degree?

Ms. CURRY. I think most of the guidance counselors now understand that, getting a skill—if you can teach a skill, no one can take your skill away from you. You have that skill for life and you can build on it.

As we were collaborating with them and showed them the types of training we would give them as the students came here, they were quick to get onboard. And one of the main things was how we had to teach—was that we want a broad, diverse workforce, and we want to go make this awareness to all the students and let's not pigeonhole certain students into this program. Let's make it available for everyone. So, once we were able to come together on really how we wanted to market the program, it has been very, very successful.

Senator BRAUN. How did parents react?

Ms. CURRY. The parents—we actually had an open house. The parents came. I spoke to the parents, and they were very interested in the program. They know about Toyota, but, some of them have not been in the plant. They have not seen the high tech robotics and feel—that we have running the program—all the tooling. And, they were amazed. Because we took them, we gave them a tour, and they were amazed at the types of careers that their student, their kids could have, and how we were going to be partnering with them to teach them those skills.

I think, letting them be a part of it, let them in, feel it, touch it, see it, hear it, it really helped them understand what this type of program is about.

Senator BRAUN. Thank you.

Mr. Ginsburg, we were talking earlier about state boards of education, the philosophy that you can only be successful getting a 4-year degree, maybe a 2-year degree. How much do you think the issue of what you are trying to do, what Toyota is doing, what Ms. Navarro figured out on her own to maybe do, how much is higher ed an issue from the top down in terms of policy to the guidance counselors in high school? And, has it come along as much as you have seen things move in your own world?

Toyota looks like they are moving the dynamic by being there in the community, giving opportunity to get in that direction. How big a deal is higher ed that still believes mostly in 4-year degrees and still, I think, stigmatizes the pathways that we are trying to talk about?

Mr. GINSBURG. Well, certainly you are talking about a challenge that is both cultural in our society at large, as well as in the education system itself. At the K-12 level, what I will tell you is they change quickly. What they want is what is in the best interest of their students. What they do not always understand is the value of this type of learning and the career path that it enables.

At the higher ed level, they are actually an important part of this system, but it is not always aligned to what employers need. Meaning, you do your general ed first, and then you get to, what you are specifically interested in.

Industry, and I think Purdue University in Indiana is a leader on this, they are changing. They are enabling companies to send their employees to get specific training. Maybe not a degree, but recognizing that a credential or a certification is equally valuable. I think that needs to grow in our higher ed system. It does not move fast, but frankly, I think apprenticeship can help support and facilitate more students taking the benefit of post-secondary, but doing it in a way that is career-aligned, where they are informed about what they want to do with their future and then are trained to do that.

Senator BRAUN. Thank you.

Ms. Navarro, it sounds like you put two and two together fairly quickly to get you to where you are here today, choosing to get into the workplace. Your particular high school, you said that they did have information. How long had they been doing it? And, was that something recently that they did to make you aware of other options, other than maybe going into the military or 2-or 4-year degree, or did you have to do most of this on your own?

Ms. NAVARRO. For my school, the resources were displayed out, but we were the pioneers. Me and two other apprentices were the first ones to get hired at my school as apprentices for John F. Kennedy High School. Before that, there was apprenticeships that existed, but they existed with other schools that were community colleges. But, that was like going to school and learning there instead of—it was not working at all.

Most of those resources were also with CareerWise. They would come to our schools and do boot camps. There was a big boot camp

where they did a bunch of sections where all the workplaces that were hiring that year were there, and that is where I met Pinnacol. I gave them my resume, and I was like, hey, I want to apply. This place sounds amazing. I already submitted my application. And luckily, that place hired me because that is the only place I applied to. So, luckily, they hired me.

But, for the most part, there is a lot of students I have heard had to do it on their own, but for me, I did have a lot of resources. Like I said, Suzy was a big resource to me. She helped me, guided me through everything, took me to my internship, took me to—if I needed to do a drug test, she took me there. So, my school had a lot of resources of like taking all the students into a little school bus, going off together during lunchtime, to go do all the things that we needed to do to get hired.

Senator BRAUN. Thank you.

The CHAIRMAN. Great. And Senator Portman, I understand you have a conflict here, so I was going to switch and give you priority to ask a few questions.

Senator PORTMAN. Well, thank you, Chairman Hickenlooper and Ranking Member Braun and all my colleagues here on this Committee. I always wanted to be on the HELP Committee, and here I am at the dais. This is unbelievable. Thank you.

(Laughter.)

Senator PORTMAN. Listen, I am here with friends, and the two of you in particular being employers in your previous incarnations, and I know everybody on this panel has a passion for this.

This training issue is huge. Senator Kaine and I have been trying, so far unsuccessfully, although we came very close in the so-called—in this Frontier Act, to get a program in place that many of you are very familiar with. And I know Senator Braun, Senator Baldwin, and others have worked with us closely on this, but to get people to the point where they can get these short-term certificates and have the Federal Government help them.

We spend so much money as a Federal Government on higher ed. And I am not against that, but my gosh, shouldn't we be spending some money on actually training people up for the jobs that are right there and available now? Where they are not going to have a big debt, where they are going to be able to go right into, buying a house and buying a car and being able to get this economy moving. So, that is what this is about.

Our economy post-COVID-19—or, we are still in this COVID-19 pandemic, but in this time period, needs this more than ever. I mean, I cannot tell you an employer that I have talked to in my home State of Ohio, and I know the same is true in all of your states, who has not talked about it.

We had a conference call this morning with the oil and gas industry in Ohio. And what did I hear about, No. 1 issue? Workforce, No. 1 issue. And it is truck drivers. It is technicians on the well sides. It is for the disposal wells to have some way to just find people to do the work. So, this is a critical issue for our long-term economic health.

Right now, more important than ever, I do think it is about the entire economy. So, I am not suggesting it is all about middle skills jobs, which is what economists call these jobs that do not require

a college degree but do require some advanced-level training. That has been the real problem in our economy the last several years.

It is about everything right now. Let's be honest. It is hospitality. It is, executives. It is, so-called white-collar jobs. But, still, the biggest concern, I think, is among these middle skill jobs. And this morning, just while I have been here, I have gotten to hear some really exciting news about what is going on with your high schools and career and technical education programs.

Senator Kaine, who you will hear from in a moment, and I are co-chairs, along with Tammy Baldwin, and probably all of you are on it, the CTE caucus here in the Senate. We have a caucus to promote career and technical education. We have passed some legislation to get the Federal Government funding increased and to provide more standards for CTE and improve CTE.

That is all good, but in my view, it is not going to solve the problem because career and technical cannot provide the level of training that most of the employers need to be able to fill these so-called middle-income jobs. And, these are jobs, like welders and machinists in factories.

One of the people on the call this morning was a manufacturer who provides something for the oil and gas industry and he cannot find welders, which is not a surprise, I'm sure, to anybody on this panel. It is medical technicians in hospitals; it is truck drivers; it is logistics experts; it is coders; it is people who can help program these computers that are now running every factory in America in most of our lives. So, those are the middle-skill jobs.

Our idea is really very simple, is to provide this Pell Grant funding not just for a 4-year or 2-year degree, but also provide it for these relatively shorter term training programs that gives someone an industry-recognized certificate at the end of the process. And the success of these programs is unbelievable, and we have heard about some of this today again. But, if you can see the light at the end of the tunnel, which is, after 10, 12 weeks you can actually get a degree that will give you a job, you are much more likely to stick around.

Unfortunately, with Pell at our—at a higher ed level—and we have had this discussion in this Committee—most of the students do not get a degree. Most of the students do not get a degree. Now, again, I am for Pell at higher ed. I think we can improve the program, but—that is good, but shouldn't we also permit it for this other purpose where these students are pretty much all going to get that certificate? And when they get that certificate, get a job?

We have all, had the situation where if someone does get that degree in college, by the way, and then they do not have a job at the end because they have not developed a skill that is actually needed in the economy. So, it is connecting that, and no better way to do it than CTE and this shorter term skills programs that Senator Kaine and I have been promoting.

The Jobs Act now has 39 co-sponsors, including Ranking Member Braun. I am grateful that HELP has agreed to some of the bipartisan changes to improve the bill along the way and allow it to advance to the Senate floor. Again, we almost got it done. It was in the manager's amendment for the so-called third Frontier Bill, or the Endless Frontier Bill. And I would urge Members to take a look

at it. If you can help us with it, that would be great. And my hope is that we will find a vehicle here this year to be able to move it forward.

I thank the witnesses for being here today, all of you, and what you are doing in your home states and encouraging more young people to step up and take advantage of these programs, the CTE programs and the short-term training programs.

Every community college in our states is now focused more and more on this. It is the No. 1 priority of the community colleges around America, I am told, is to get this Jobs Act done because they are all doing these short-term training programs, as are the technical schools. And I think it is the best way to begin to fill this jobs gap that we see.

Thank you, Mr. Chairman.

The CHAIRMAN. Thank you, Senator.

Now, Senator Smith.

Senator SMITH. Well, thank you so much, Chair Hickenlooper and Ranking Member Braun, and to our panelists today for this, your excellent testimony and this great hearing. And thank you, Senator Portman, for joining us. I am waiting eagerly for Senator Kaine to come, as well.

Listen, I constantly hear the stories that you all are telling when I am back in Minnesota about people who are interested in pursuing well-paying, high-skill jobs and careers that are not dependent on a 4-year degree. Folks like Ms. Navarro, who are ready to hit the ground running, you want to go out and work and do things. And, people who also want to pursue a real diverse range of opportunities, as Senator Portman was saying, from truck drivers and welders to technology and healthcare and logistics. And, of course, employers are saying exactly the same thing, that they need these workers. And, so, that is why this hearing is so important and why it is so important that we make investments in this, in these kinds of opportunities for people.

I want to hone in on the—first on the question of registered apprenticeships, and, Mr. Ginsburg, this is a question that I will just direct to you. I introduced a bill called the 21st Century Workforce Partnerships Act, which would help better prepare students for high-skill, in-demand jobs, and one of the elements of the bill is that it prioritizes partnerships between schools and employers that have registered apprenticeship programs. So, they are employer customized, on-the-job training, of course, with pay. These registered apprenticeships seem, to me, really sort of the gold standard for workforce training. And, of course, the return on investment is fantastic. Workers who are in these programs are seeing average wages of, I understand, \$60,000 a year, which is really terrific.

Mr. Ginsburg, could you just speak to us about your experience and how the registered apprenticeships programs are beneficial not only to your workers, but also to your business?

Mr. GINSBURG. Thank you for the question, Senator. In fact, the registered system I think is critical as we move particularly youth apprenticeship forward, and the reason why is, it is a quality frame that guides the apprenticeship. It is advised by industry, so the standards are what industry contributes.

Senator SMITH. Right.

Mr. GINSBURG. What they train to. And if you are a small company that—like mine, it is valuable because it is a guide. If you are a company like JPMorgan Chase or Accenture that are having apprentices now moving into the hundreds, for them, they do business in all 50 states. With the registered apprenticeship, the value of that is they know that those competencies that they helped contribute to create are the same for all of their branches throughout the Country. That is a powerful tool to scaling this.

At the same time—and there is something that Senator Portman said that resonates with me—this is a complex model. As an intermediary, managing all the various moving elements, including the registration program, which we support with our employers throughout the Country, so they can register. If we do not resource workforce differently than we have in the past, if the resources are the same, the outcomes will be the same.

I think the next few weeks here, you guys have an incredibly hard job, but I will tell you that an investment in workforce to move this forward, I believe will move the Country forward. So, registration is the key component. At the same time, without the resources for intermediaries, for chambers, for associations that will help bring businesses in and then basically hand hold until they—

Senator SMITH. Right.

Mr. GINSBURG [continuing]. Learn the system, we will not be making any difference, and 10 years from now we will be having a hearing—

Senator SMITH. Yep.

Mr. GINSBURG [continuing]. Talking about the problems we have.

Senator SMITH. We have to do this differently. And I think that what you are describing and how registered apprenticeships can work is really a great example of that.

Another thing that I think we have to do differently is to get into schools, into high schools, sooner. And, so, Ms. Navarro, I would love to have a chance to talk with you a little bit about this in my few seconds left. I have been working on legislation with Senator Graham, actually, that would pull in after-school providers to help connect young people with employers, very similar to the kind of experience that you had. Provide on-the-job training and internships and career exploration, and then moving into registered apprenticeships and other kinds of actual—like what you did.

Could you just talk a little bit about how old you were when you got connected into this and what difference you think it would make if you had that exposure even earlier in your educational career?

Ms. NAVARRO. Great question. So, I started actually my sophomore year summer. I started two internships my summer of sophomore and junior year—one with Excel Energy and one with Emily Griffith Technical College. These kind of lead me into going into the workforce and going into working instead of going to college because I really enjoyed my experience.

But, it was 6 weeks, and I was also doing work that was not very much enjoyable. It was work that they probably left off for the intern that was going to be there in the summer.

That kind of guided me into, Okay, what can I do that will be longer? And then I started looking into, well, there is internships that I can do during the semester, but those are 8 weeks, and it is the same thing again. It will not be that valuable to me.

Then, I started looking into the apprenticeship, and with the apprenticeship, I saw it was 3 years. And with Pinnacol, there is a lot of benefits that is also included with the apprenticeship, which is certifications that you can get. You get the registered apprenticeship, and you also get connected with a lot of people there, new connections that can also help you for your career. And on top of that, I also—you also get a coach. The coach helps you, helps guide you through those 3 years, and you meet with them every week and you talk to them about any problems you have in anything like that.

With Pinnacol, they created such a great structure that helped me be like, Okay, I can talk to my coach about this. She is going to help me with college classes. She is going to help me with—I can just talk to her about life, or anything, and then I can talk to my supervisors about training that is not going well.

Then, with Pinnacol, they did the 6-month training that went with time management, how to do a hand-shake, how to dress professionally, dress for the day. I did not know how to dress for the day with my internship. And, now, you look at me. I am here. I know how to—

Senator SMITH. You know what to do.

Ms. NAVARRO [continuing]. Shake a hand. I know what to do now. Public speaking and everything. So, with all of those resources, and with now being 19 years old, here, talking in front of the Senate, is definitely a big impact of what—now I want to—I want students to be doing that now. In Colorado, I want to see all my high—

My little brother, he is 14 years old. I told him, you have to do an apprenticeship. He is like, I cannot wait until I am a sophomore and I can start my apprenticeship—my internships, then go into an apprenticeship, and be exactly like how you are right now.

Senator SMITH. Ms. Navarro, I think you are good organizer.

(Laughter.)

Senator SMITH. I really appreciate your feedback.

Thank you, Mr. Chair, for letting us go a little long. Thank you very much.

The CHAIRMAN. Thank you, Senator.

Senator Tuberville.

Senator TUBERVILLE. Thank you, Senator Hickenlooper and Senator Braun for having this. This is much needed. If we had one of these hearings every week for the next 10 years, it probably would not be enough.

I spent 40 years in education. I am here today because of education. I ran for the U.S. Senate for the State of Alabama because the last 20 years, I have seen our education going in the wrong direction. Now, we have got the best education system in the world. We could be much better. For some reason, we will not change. We will not do the things that we need to do to make it better for the kids that are coming up.

We are different than the kids nowadays. We were different. We had different goals. We had different opportunities. Now we have cyber. We have computer science. We have all those things going along with it and—

But, the main thing that we need to do, in my perspective of watching over 40 years, is what Ms. Curry said a little earlier. We have to expose people to something that they want to do. Because when I got up every day after I graduated from college and I went to work coaching and teaching, I loved every minute of it. I enjoyed it, and I think I did a pretty good job at it because I liked it. And that is what we have to do with these kids nowadays.

Ms. Navarro hit it right on the head talking about, just seeing the smile on her face of she is excited about doing something. So, we have to do something about education.

When I ran, I talked to groups all across the State of Alabama—homebuilders, road builders, bridge builders. Coach, we cannot find people to work. Well, you better start educating your own because our education system does not educate people anymore. We indoctrinate. We bring them in and we—we do not teach the things they need to teach to use their hands. Folks, we better start teaching people to use their hands instead of just their brains. We have to do that.

That is what you are talking about today with apprenticeships and coming in and learning a skill and having a great life, because you can have a great life, and you can also have fun doing it. So, I would—I am here today because that is so—

I want to thank you, Ms. Curry. We have a community college, Lawson State Community College, in Alabama that has one of your partnerships. How does this partnership really work? How do you get involved with a community college?

Ms. CURRY. Thank you, Senator. We have actually five FAME partnerships in your state. And, the coalition, which is the Federation of Advanced Manufacturing, they—we pull together small, medium, and large businesses. We actually market to all the businesses with the school system, and we look at the curriculum of the school system and we help change that curriculum to meet the business needs.

We have over 400 companies, small, medium, and large, with 32 different community colleges that are involved in our Advanced Manufacturing Technician program. And, it is, like I said, ran by Manufacturing Institute now. It is nationalized. It is—it works very well because we also teach the teacher, and we also bring them into our businesses and let them see what is needed.

To get that partnership, the Manufacturing Institute is the conduit to help bring more chapters in. And we actually, since the pandemic—in 2021, we have already initiated nine more chapters. So, it is definitely something that is out there. It is very easy to get ahold of on the Manufacturing Institute's website, and anyone can be a partner, and we can help them with these types of chapters.

Senator TUBERVILLE. Thank you.

Mr. Ginsburg, I know CareerWise has a tech assistance contract with Birmingham Promise Initiative in Alabama. Programs like this one, what are apprentices paid?

Mr. GINSBURG. It differs, but certainly, obviously, at the minimum wage. But, what we are seeing is around 15, \$16 even before the pandemic because companies saw the value and wanted to make the investment.

What is more important, though, is they are graduating from their apprenticeship earning 45 to \$55,000. So, it is an apprenticeship wage. In a registered model, you have to increase that wage as the competency increases. So, this is a path not just to the middle class, but actually beyond.

Senator TUBERVILLE. I can remember graduating from college back in 1976. My parents spent a lot of money for that scholarship back then. It was a lot of money for what we spent. My first contract teaching school and coaching was \$8,500 a year. We have come a long way. You are talking 50, 55,000 for apprenticeship, and we are fortunate to have jobs like this where people can train on the job.

How many hours a week do they usually work?

Mr. GINSBURG. It ranges from in their first year, 16 hours a week in the business; second year, 3 days a week; and then it can go to full or part time, depending on post-secondary options.

Senator TUBERVILLE. What is your percentage of success? Success rate, people staying in your programs.

Mr. GINSBURG. Obviously, we are nascent. We just—we have now graduated two cohorts of apprentices of—nearly 1,000 apprentices are in the program currently, nationally. Over 200 businesses, ranging from small businesses, like the companies in Goshen and in Indiana, as well as large companies like JPMorgan Chase in New York. What we are seeing in those two full cohorts is that the equity promise of apprenticeship is rising, meaning that it is breaking that cement ceiling that I believe exists above students that may not come from the same opportunity or the right zip code, and they are gaining jobs that pay middle-class wages early on.

I will tell you the percentages are in the 30, 40 percent, but we are early on. Of those that graduate and matriculate, another 20, 30 percent will continue on with post-secondary education, which we view as a win simply because they have already spent 2 years in the practical learning that takes place in the workplace that then is married to the theoretical.

What is also important is the companies reporting that an apprentice is 91 percent as efficient, productive, as a regular employee. Think about that. A high school student trained through an apprenticeship, coming out of that apprenticeship is already 91 percent as effective. The students themselves are finding almost 100 percent, saying because of their apprenticeship. Like Ms. Navarro, she has the opportunity to get a credential and move on to post-secondary education. Almost all of our apprentices are seeing that. This is a path of opportunity, a path of options.

Senator TUBERVILLE. Yes. And one thing I would like to say about it is, it gives them an opportunity to continue their education and really enjoy it. Probably our panel up here does not really understand some of our education. If you look at the direction that we are headed in public schools, as we speak today, half the kids cannot read over the sixth grade reading level. And apprenticeships will teach them and encourage them to continue to learn to read,

to learn to write, and do all those things. So, I think that is another very important aspect of this point.

Mr. GINSBURG. Senator, you are right on. You are hitting the nail on the head. What we are seeing with our apprentices that are not reading at grade level, sometimes many grade levels below, is once they start an apprenticeship and they can see where that math is important, that reading is important, how you write an email or professional letter, they come up to grade level faster than they would in the classroom. So, you are 100 percent right.

You are also right, the students, when they find their passion, like you did, like I was fortunate to do, it accelerates their life and the potential that they have as a young person and a contributing member of our Country, of our society.

Senator TUBERVILLE. Thank you. Sorry for going over, Mr. Chairman.

The CHAIRMAN. No, that is Okay. That was a great last question and answer. I would not have missed it for the world.

Senator Baldwin.

Senator BALDWIN. Thank you so much. I really appreciate our having this hearing and our witnesses today. Thank you so much for your participation.

I wanted to make a couple of observations before asking my questions. Obviously, this hearing focuses on apprenticeship opportunities, and a lot of discussion about talking to young people early about how they might progress in their careers and what opportunities exist. I wanted to just say that I, too, am hearing from so many of my employers in Wisconsin. We are a state, by the way, that is a big manufacturing state. The Ranking Member and I compete.

Senator BRAUN. Second to Indiana.

Senator BALDWIN. Second? We go back and forth between first and second with regard to the population in our states that are involved in making things, in manufacturing. And, so, we are kind of competitive about those things.

But, I want to just suggest that not only are we hearing today about workforce shortages, but we have some ambitious plans on a bipartisan basis to pass the Endless Frontiers Act and deal with supply chain issues and bring manufacturing for critical supply chain issues—items back to the U.S.

We have a bipartisan infrastructure bill that we hope to advance that would really scale up our interest in, say, getting rid of, in drinking water, lead laterals. And we are going to need a lot more pipefitters and plumbers in order to get rid of all of our lead laterals in 8 years versus in our state, at current pace, it would take 70 years to do it.

We need a lot more people, and so my questions are going to be a couple of things. One is, what obstacles exist to what you are doing now, Mr. Ginsburg and Ms. Curry, and how do we scale up the type of activities that you are engaged in to deal with the workforce shortage issue?

Then I just also wanted to note that there is another population aside from young people who are coming up, and that is people who have been displaced from the workforce for a while. And that can be for any number of reasons—caregiving for a loved one, incarcer-

ation. It can be, their job going away during the pandemic and they have not returned. And for those individuals, I think there is a call for other types of programs.

What I have always been supportive of is having some scalable transitional job program that allows us to help folks who have been out of the workforce for a while to identify the barriers to their employment. We are going to be having to work on all fronts, assuming that we get our bipartisan bills across the finish line to create a lot more new jobs.

Let me ask Mr. Ginsburg and Ms. Curry, what obstacles do you see other businesses having to do with the type of partnership work that you are talking about, especially small-and medium-size businesses? And, how do we scale up dramatically?

Mr. GINSBURG. Thank you for the question, Senator. It is obviously the most important question, is this just a nice program or can it change our Country?

Senator BALDWIN. Yes.

Mr. GINSBURG. Coming from manufacturing, what I learned early on is you go to the root of the problem and solve it there as opposed to in the warehouse. Right now, where that starts is in our K-12 system. What Ms. Navarro shared with you is the counseling that she got that was not just go to college, but look at your options.

Part of that is the work that, as intermediaries, we do with our schools to train them; how we work with employers to help speak a language and train them in a language that is not familiar. Yes, it is if you are in the trades, but these are modern skills and opportunities, and businesses just do not know how to train necessarily, particularly small- and mid-size.

Having intermediaries that can help train the businesses, the supervisors, the coaches; walk them through the registered apprenticeship model. In time, they will become self-sufficient. This is not a quick fix, but it is transformational.

What I would tell you to scale, frankly, is to invest in industries to build the competency set so they are training to the contemporary needs of business today, that those are updated. Whether it is intermediaries like CareerWise or chambers or associations that will train and recruit businesses to do this. In the end, they will do it, and it will scale because it is in their self-interest.

In my company, we are more profitable today. We won Processor of the Year in the Country, in large part because of our apprenticeship program. But, it takes resources. If we continue to invest simply in our K-12 and higher ed system, without at the same time—I am not suggesting not funding. We need to invest in our education system. But, if we do not fund differently in our workforce system, then there will be no change.

The infrastructure that we need in this Country, whether it is digital, whether it is energy, whether it is in the trades, whether it is banking, finance, insurance, it will take an investment to change our workforce. And, in so doing that, higher ed will change, K-12 will become independent, but there is a need for resources to make that happen to scale.

The fact is, if other countries can do this, we can do it better.

The CHAIRMAN. Ms. Curry, did you want to add something to that?

Ms. CURRY. Yes, sure. Our FAME program, we were able to scale that up by bringing in small, medium, and large businesses and showing that there is a pathway and then there is a curriculum and then there is an actual standardized work on how to do this type of program. And, that is why Manufacturing Institute was able to take this on and nationalize the program.

One of the other obstacles I think that students face, and I am very vocal about this, is the requirements of, in the CTE, sometimes these requirements change and they change year by year. And, so, many times, a student may get stuck in one pathway and they cannot diversify the actual classes that they want to take.

I think that we need to make it a very—much more flexible programs within the high schools in that the students can pick different pathways and they are not shoehorned into that pathway if they want to change.

Working with our educators and working with the colleges to make sure that these are recommended and actual certified programs that are recognized, and that the students are awarded for these types of pathways in order to get their careers started is key. So, I really feel like, we have been able to show that we can scale this program that we have and, it is really—for me, I think it is the benchmark right now in our industry for how to make a scalable program and take it national.

The CHAIRMAN. Great. Thank you very much.

Senator Romney.

Senator ROMNEY. Thank you, Mr. Chairman, and thank you to each of you for your expertise and your willingness to testify today.

My State of Utah is, as you may not know, is the fastest growing state in the Nation, according to the Census Bureau with the information they came out with. Our unemployment rate right now is just over 2 percent, and one of the reasons for that is that we have a very well-trained, highly educated, highly motivated workforce. And businesses that are looking for people they can hire in a good economic environment, with good taxes and regulations, they find our state very attractive.

One of the other reasons that we have such an effectively trained workforce is that we have a very ample apprenticeship program. A notable example of that is between, for instance, say, a company called Stadler Rail—they make railcars for transit purposes—and Salt Lake Community College. And under their program, students are trained for 3 years. This coming May, the Stadler apprenticeship program will graduate their first cohort of 15 students with Associate Degrees—no cost to the students, of course—during which they will have gained transferable skills and prospect for high-paying employment down the road.

Stadler was the beneficiary of the Trump administration's Industry Recognized Apprenticeship Program, the so-called IRAP Program, which aimed to expand private industry participation in workforce training by promoting apprenticeships. I raise that today because the current Administration has apparently plans to eliminate this program, or to sideline it, and I would note that programs such as this, I think, are essential to help encourage more apprenticeship programs.

Let me start with you, Ms. Curry, which is, do you have any idea why the Administration would be trying to end this apprenticeship-promoting program? There are some who suggested it may be as a result of unions that do not like these apprenticeship programs, and I am interested in your experience with union enterprises. How do the unions feel about your apprenticeship programs at Toyota?

Ms. CURRY. Well, I personally do not know how our—the unions feel about our program, but we work with our skilled trades unions all the time. They are here onsite doing many, many of our installations for our equipment.

For me, I think the main thing is that it must be industry-led, and it must be in collaboration with small, medium, and large businesses, and with the community colleges. If we—the fast pace of technology right now, we are working on artificial intelligence. We are working on HoloLens for Microsoft to actually train our team members offline.

There are so many different types of technologies that are moving forward so quickly that it is key for the programs to be industry-led so that we can help scale up not only the students, but we can scale up the teachers, the professors, and we can bring them in and show them how these technologies are applied. So, I feel like whatever program you pick, it must be industry-led to be successful.

Senator ROMNEY. Thank you. Mr. Ginsburg, any comment on that front? I agree with Ms. Curry, which is that linking individuals in their education to a specific company with real application in mind makes the education more effective and creates better opportunities down the road for the student.

Mr. GINSBURG. Clearly, that is essential. And the goals of the IRAP, I believe, in the beginning and now are important. How do you streamline the system? How do you make it more responsive to industry? How do you improve the quality?

At the same time, what I will say, if there is anything that I observed over the last few years is there was some confusion about the two, a registered and an IRAP. And, so, at the end of the day, the objectives of what was set forth I think can be achieved in either. But, to the point, the learning that takes place in a business, along with what happens in the classroom, changes young people's lives and improves our economy.

I will share that I have a love for Utah because I love to ski, but we also work with a company of Zions Bank, Vectra, that has apprenticeships moving today. Actually, Ms. Navarro's brother works for Vectra as an apprentice, and they are wanting to expand both to their home market in Utah. Vail Resorts, who is obviously involved with many of your resorts, same thing. They are registering their apprenticeships.

Whatever we do, like anything in business, it has to continue to improve. And, certainly within the current registered system, there is room for improvement. We should stay focused on that. And whatever model we use, we make sure it responds to business, because if it is not industry-led, it is not scalable.

Senator ROMNEY. Thank you. Mr. Chairman.

The CHAIRMAN. Thank you, Senator.

Senator Kaine, you have been waiting patiently.

Senator Kaine. Well, thank you to the Chairman and Ranking Member for calling this important hearing, and for my colleagues, and what a great panel of witnesses.

I am so excited about the opportunity in this infrastructure bill, and I am very excited about the reconciliation bill we are working on because I view them as very complementary. The needs for investments in infrastructure in our Country are massive, and yet the projects do not build themselves and we need to have the workforce that can carry out this ambitious infrastructure investment. And yet, there are challenges right now getting people into, whether it is infrastructure or construction or manufacturing, there are challenges.

Just a story, a recent story from Virginia. I was traveling in the Appalachian Region of Virginia about 3 weeks ago. Now, this is the part of Virginia that tends to be the hardest hit economically. Our state is doing pretty well economically right now. Employment is coming back. But, Appalachia has a set of persistent challenges.

One of the most notable employers in Appalachia is Volvo Trucks in Pulaski. They make—if you see an over-the-road truck in the United States with a Volvo plate on it, it is made in Pulaski, Virginia in Appalachia.

The plant director at the Volvo plant in Pulaski said to me, I could hire hundreds more people right now. I want to hire hundreds more people right now, but I can't. I can't. I can't. I can advertise everywhere. I can do creative things. I can offer incentives, but I cannot get people to come and apply for these jobs.

I was kind of digging into him, what is the challenge? Mr. Ginsburg, you used a phrase, you said—you are in manufacturing. You want to solve it in the manufacturing process, not in the warehouse. And you said, so, that means this problem, we have to solve it in the school system. And I think there is a real need. And particularly, in a part of the—my Commonwealth, and certainly part of the Country, where we need good jobs for people.

There is a need to get to our guidance counselors and into the schools really earlier than high school. We really need to start doing it early in middle school as students are starting to think about career paths, and to explain the options that are available to people to make really good livings doing really cool things.

Most young people, they do not know much about the workplace. They know what their parents do. They know what teachers do because they are with teachers every day. But, they may not know what the spectrum of opportunities are, and yet we expect them as high schoolers to start picking classes that will equip them for a future when we have not really given them the spectrum of what is available.

I hope part of what we might do is really go into the schools earlier in the students' lives and help them with career plans and expose to them the breadth of opportunities that are available.

I come from a manufacturing household. My dad ran an iron-working and welding shop. And I know Senator Portman raised the Jobs Act. This is a bill that now has 39 sponsors. It is very, very bipartisan. Both the Chairman and the Ranking Member of this Subcommittee are co-sponsors of the bill. And it would basically

say, if college is important enough to warrant giving a student a Pell Grant if they income qualify, why shouldn't high-quality career and technical education be similarly valued so that students and families who want to pursue those opportunities should be able to get a Pell Grant, too?

We make Pell Grants flexible. We enable students who are pursuing college programs part time to use Pell Grants. That is good. We have recently done something that I am really excited about, we have allowed the reintroduction of Pell Grants to folks who are in prison who are pursuing college degrees. Because we want them, when they are released, to be able to get good jobs and be productive.

But, we do not allow Pell Grants to students who are in high-quality career and technical education programs if those programs are not the length of a traditional college semester. Most high-quality career and technical education courses might be 8 weeks long, but they are 8 hours a day, 5 days a week, 40 hours a week, 320 hours, where the traditional college course might be, 3 days a week for an hour and a half over a 14-week semester. The classroom hours in a high-quality career and tech program are dramatically more intensive than in programs for which we currently allow Pell Grants.

This has been estimated to add just about, a tiny fraction. If we were to expand Pell Grants to high-quality career and technical education, it would just add a tiny, tiny little fraction, in the single-digit percent, to the Pell Grant budget. I appreciate my colleagues for their support on this.

I have one question for Ms. Curry.

Ms. Curry, at Toyota—one of the national skills coalitions continues to talk about the fact that a lot of our workers do not have foundational digital skills when they come into the workforce, and that is particularly acute, and there is inequities among folks in minority communities.

What does Toyota do in training to really, accelerate the digital proficiency of new workers in your training programs?

Ms. CURRY. Our program is very all-inclusive of the different types of skill sets that you need, whether it is showing up to work on time. You know, we actually work with the colleges to make sure we look at the attendance, the soft skill side, is—working in a team, being able to problem solve. And then, obviously, with math and English classes, the wide range of skills that you need to be successful.

We offer mentors, and we also offer people to help them if they are struggling in a class. And, by doing this, I think that we can—we make sure that they are successful, because we give them tutors. We watch their grades. We have the interaction with them. They are here onsite 3 days—they go to school 3 days a week; they are here 2 days a week. And—oh, and we are truly a partner with the college and the professor to make sure that student is successful.

We do holistically look at the skill sets that is needed to help you communicate, understand the requirements, responsibilities that the job requires. We work with them on their heart, their head,

and their hands to make sure that they can apply all these things to be successful in that pathway.

We recruit from an inclusive environment, and we utilize our own members to go out into the school systems and show them that, hey, someone that looks like me is doing this job, I can do it. So, if you can see it, you can do it.

Senator KAINE. Excellent. Thanks, Ms. Curry. Thank you, Mr. Chairman.

The CHAIRMAN. Thank you, Senator.

Senator ROSEN.

Senator ROSEN. Well, thank you, Chairman Hickenlooper, of course, Ranking Member Braun. This is a terrific hearing. It could not be more timely. And, I appreciate all the efforts that when you think about the whole person, you work on their heart, their head, and their hands. That is a great—a great way to think about our workforce. Not just numbers—people. They are our families. They are our communities and our friends. So, it is a really timely topic.

But, I want to build on what Senator Kaine really was talking about. And we are going to talk about maybe some of those math skills or the hard skills, the things in school, that I do think we have to get in a little bit earlier and show kids earlier, in junior high, even, the kind of jobs that are there. And even for retraining. That is a whole different issue.

But, I want to talk about cybersecurity and advanced manufacturing apprenticeships. These are some of the fastest growing sectors of our workforce, and of course, they are job creators in Nevada. And, so, far too often, our employers—you know this—you struggle to fill the open positions because, as everyone is saying, workers lack the technical skills or the credentials needed to be successful in these kinds of jobs.

It is why over the past few years I have introduced bipartisan bills to create registered apprenticeship programs in cybersecurity and advanced manufacturing that actually lead to credentials, and hopefully partnering with businesses across this Country. So, my bills increase those collaborations. They increase the partnership between small business, community college and state college, local workforce boards, agencies to target skills development from the communities where we need to find this growth.

Mr. Ginsburg, please, can you discuss why it is so important that registered apprenticeships lead to measurable skills outcomes and recognized credentials so wherever folks go, these skills are transportable along with them, particularly in cybersecurity and our advanced manufacturing industries?

Mr. GINSBURG. I think what we learned at CareerWise with our partners—in New York, specifically, because they are all Fortune 100 companies that do business in at least half the states in this Country, if not every state in the Country—they want one model that they can rely on throughout the Country. What a registered apprenticeship program does, it gives them that validation, that currency. So, it works for the company, and it works for the young person. Because if Ms. Navarro went to another state—

Senator ROSEN. Right.

Mr. GINSBURG [continuing]. To another insurance company, they could see, because of her registered apprenticeship, what she

knows, her competencies, and it gives her credibility more than just a resume.

Senator ROSEN. That is right.

Mr. GINSBURG. It is powerful. And there is something else that you said that is important. Career exposure early on in a student's career is important. If you walk into many, even elementary schools, you will see banners for colleges, not banners for career.

Senator ROSEN. That is right.

Mr. GINSBURG. Ultimately, we need both. It is not an either-or. But, if all we tell a young person is to be successful in this Country is to get a 4-year degree and only a third of them actually do—and with that, there is very little equity. Apprenticeship, registered apprenticeship, helps build equity into our system, and starting with youth, and that is why youth apprenticeship can be so transformational. You get a student and a young person when their brain is still developing.

Senator ROSEN. Right.

Mr. GINSBURG. Through that, we are shaping them, training them in a way that will lead to a long-term future for them. So, yes, registration is key.

Senator ROSEN. I could not agree with you more. Even going down to elementary school, exciting the kids. I have gone into classrooms with robotics programs and they are building little robots to do something. Then, they created a website to welcome me and another one with questions. They had these pods in the room. These are third graders, like 8, 9. Third, fourth graders, 8, 9 years old. It was amazing, and they were having so much fun and they were gaining these skills.

Trying to say, if you like to hike, you like the forest, you like the city, there are jobs. If you go into biology, you could be a forest ranger. Whatever those things are. And, I think when you excite kids and show them a path, you are exactly right.

I want to talk about the impact, though, with tourism and hospitality. We have a lot of people who are going to be displaced across this Country, not just in Nevada that relies heavily on tourism, but across this Country that are displaced. And we need to do the same thing to retrain our workers whose jobs may either change or may not—may come back in a different form or fashion, or may not come back at all.

We did give robust relief through the CARES Act and the American Rescue Plan to support keeping people on the payroll during the pandemic, but we do need to focus on the retraining and reskilling.

Do you want to speak about some of the—as we go from elementary school, but those folks in mid-career or might be adults already, have a family, how do we get them into better jobs?

Mr. GINSBURG. Well, what you are talking about is the need for a system, and youth apprenticeship is essentially a professional education and training system, or a dual education system in the context of what we learned from our European friends in Switzerland. And, what that means is that throughout a person's lifetime, they should be able to retrain, get credit for prior learning.

Why is that important? All of the work that apprenticeship starts at the foundation can last a lifetime in terms of the workforce system that is created.

In Colorado, we have created—the Governor has created an Office of Professional Education and Training Innovation with the intent of linking our workforce systems in a way that supports the worker at any time in their life, and a core element of that, as an example, is credit for prior learning. If you are 45 and have been displaced, and someone says, well, go back to school and get a new skill, well, first of all, they have to start at the beginning. Why don't we give credit for prior learning?

Senator ROSEN. Right.

Mr. GINSBURG. That is a tool that makes university more affordable. It recognizes the learning that takes place in the workplace, which many times is as important as what takes place in the classroom, and gives people a start into a new career.

We need a more permeable system in this Country, and we need a workforce system that we invest in. And, it is part of the infrastructure that I think you are talking about. It is human infrastructure. The real value is not the machines in my factory; it is the people. We have to invest in them at all times in their life.

I wish I could be more specific. Obviously, my focus is on youth because it is a foundational element. But, you are right. We need a workforce system that is more permeable, that serves people throughout their lifetime.

Senator ROSEN. I think you are exactly right. Thank you for being here. Investing in people is always a good investment.

Thank you, Mr. Chairman.

The CHAIRMAN. I can say an Amen to that.

Thank you guys. I know Senator Braun is trying to get back here, so I will briefly stall because I also know that he can—you can get tied up on the Senate floor.

I have a letter here from Governor Jared Polis, the Governor of Colorado, to our entire delegation, describing CareerWise and the importance of these programs and why we need to make sure, as the U.S. Senate, that we find the resources and the funding to make sure that we not only continue them, but can expand them.

Without objection, I would like to submit for the hearing record this letter from Governor Polis to the Colorado delegation.
formation referred to can be found on pageXX]

As I said, it asks for a shared vision between the Federal delegation and the state government; and urges support for robust workforce funding; for reauthorization of the National Apprenticeship Act; and also asks the Senate to support high-quality apprenticeship models, such as we have seen today in both cases; that allow youths and adults to earn while they learn versus stopping work to upscale or receive additional training.

I want to thank each of you. I know how busy you are, and all three of you, you are so impressive in different ways. And I think it really is a pleasure that you could all join us, and I could not appreciate your time more.

I guess I do not see Senator—is he close? Okay. Well, then, we are going to let you off the hook.

We will conclude our hearing today. Obviously, I would like to thank my colleague, Senator Braun, our Ranking Member, for helping us organize this.

I want to especially thank our witnesses—Mr. Ginsburg, Ms. Navarro, Ms. Curry. You guys are doing the real work. You are changing the way this Country thinks about skills and learning in such a way that—and this is something we have talked about, Senator Braun and I have, trying to make sure that we have an arc that covers a person’s entire lifetime and allows people to have a life that is continually enriched by additional skills and additional learning.

Any Senators who have additional questions to ask—and I think Senator Braun does. He is going to be—he is going to punish me, I am sure, for closing this out. But, he can submit those questions to the record within 6 days, on September 30th at 5 p.m. And, the hearing record will also remain open until then for Members who wish to submit additional materials for the record.

With that, the Committee stands adjourned. Thank you all.

ADDITIONAL MATERIAL

JARED POLIS,
GOVERNOR COLORADO.
September 21, 2021,

Hon. MICHAEL BENNET,
*261 Russell Senate Building,
Washington, DC.*

Hon. JOHN HICKENLOOPER,
*SR-B85 Russell Senate Office Building,
Washington, DC.*

Representative Diana DeGette,
*2111 Rayburn House Office Building,
Washington, DC.*

Representative Ed Perlmutter,
*1226 Longworth House Office Building
Washington, DC.*

Representative Doug Lamborn,
*2371 Rayburn House Office Building,
Washington, DC.*

Representative Ken Buck,
*2455 Rayburn House Office Building,
Washington, DC.*

Representative Jason Crow,
*1229 Longworth House Office Building,
Washington, DC.*

Representative Joe Neguse,
*1419 Longworth House Office Building,
Washington, DC.*

Representative Lauren Boebert,
*1609 Longworth House Office Building,
Washington, DC.*

DEAR COLORADO CONGRESSIONAL DELEGATION MEMBERS:

Thank you for your leadership and continued partnership in putting Colorado on the path to economic recovery as a result of the impacts of the COVID–19 pandemic. As Congress debates investments in economic recovery and growth, I want to reiterate the importance these investments will have not only for our state and Nation’s recovery, but also in planning strategically for the future. While Colorado is appreciative of the most recent aid provided by the American Rescue Plan Act, there exists the continued need for a shared vision between the Federal Delegation and

State government on Colorado's just and equitable transition to workforce revitalization to strengthen our economy, create well-paying, local jobs, and improve the health and well-being of our communities as our state and Nation emerge from the pandemic.

In Colorado, we are focusing on earn and learn models, such as apprenticeship, to support faster recovery efforts. Colorado partners are implementing a high-quality apprenticeship system with more than 6,000 apprentices and an average wage of \$29 per hour for Colorado apprentices. Before the pandemic, employers were struggling to find the skilled talent they needed. The pandemic has exacerbated the severe skills gap and apprenticeship is an innovative strategy to address our skills gaps.

On Wednesday, September 22, 2021, the Senate HELP Subcommittee on Employment and Workplace Safety, chaired by Senator Hickenlooper, will discuss apprenticeship and how to support scaling this strategy across our country. Colorado's efforts regarding youth apprenticeship will be highlighted during the hearing testimony, which thanks to the leadership of then-Governor Hickenlooper in this area and continued under my administration focuses on the expansion of apprenticeship in industries, such as banking, finance, information technology and healthcare. Modern apprenticeship is a strategy for building a more inclusive economy by creating affordable, reliable, and equitable pathways directly from high school to good jobs. It is an evidence-based education and workforce strategy whose success has been proven in countries around the world.

I strongly urge you to support robust workforce funding in reconciliation and reauthorization of the National Apprenticeship Act in the Senate for Federal support of high quality apprenticeship models that allow youth and adults to earn-and-learn versus stopping out of work to upskill or reskill, and allow businesses to meet their talent needs.

If Congress fails to act in the near term, economic opportunity will continue to be stunted by the lack of skilled workers for people to access dignified careers with upward mobility and meet the growing talent shortages for businesses across the country.

Thank you again for your continued leadership and consideration. I look forward to continuing our partnership as we plan cohesively for the future of our state. My team and I stand ready to continue collaboration and secure additional relief for all Coloradans as we emerge from this challenging time.

Sincerely,

JARED POLIS,
GOVERNOR,
STATE OF COLORADO.

INTERNATIONAL ASSOCIATION OF SHEET METAL, RAIL AND
TRANSPORTATION WORKERS,
1750 NEW YORK AVENUE NW SUITE 600,
WASHINGTON, DC.
September 22, 2021,

Hon. PATTY MURRAY, *Chair,*
Senate Committee on Health, Education, Labor, and Pensions,
428 Dirksen Senate Office Building,
Washington, DC.

DEAR CHAIR MURRAY:

On behalf of our thousands of union members, the International Association of Sheet Metal, Air Rail and Transportation Workers (SMART), urges the Senate Health, Education, Labor, and Pensions (HELP) Committee to support the expansion of Registered Apprenticeship Programs and invest in pipelines into these programs by swiftly passing the National Apprenticeship Act of 2021 (H.R. 447).

SMART is one of North America's most dynamic and diverse unions. Our members produce and provide the vital services that move products to market, passengers to their destinations and ensure the quality of the air we breathe. With the Sheet Metal and Air Conditioning Contractors' National Association (SMACNA), SMART jointly sponsors the International Training Institute (ITI). The ITI operates 150 registered apprenticeship training centers across the U.S. and Canada serving over 14,000 apprentices. The ITI supports registered apprenticeship and advanced career training for union workers in the sheet metal industry.

Registered apprenticeship programs are the ‘gold standard’ for our Nation’s workforce. These programs provide participants with state-of-the art training that results in valuable skills and credentials that help them secure employment and opportunities for advancement in a rewarding career. These programs are unique in that students “earn-while-they-learn.” Students earn wages from their employers during training while receiving college credit toward their degree. These programs provide on-the-job learning and job-related classroom training, setting students up for success. This model of training and skills development helps meet industry demand, reduces unemployment rates across the country and actively promotes diversity and inclusion in the workplace.

A skilled and trained workforce is essential to helping rebuild our crumbling infrastructure and recover from the COVID–19 pandemic. Congress should increase support for registered apprenticeship programs to help grow the U.S. economy and its trained workforce. While the registered apprenticeship model is a proven success, the law has not been meaningfully updated since it was enacted 83 years ago. H.R. 447—the National Apprenticeship Act of 2021 provides an opportunity to modernize this important law. In February, the House passed this law, and we urge the Senate to follow.

H.R. 447 invests more than \$3.5 billion over 5 years in expanding opportunities and access to registered apprenticeships, pre-apprenticeships and youth-apprenticeships in the U.S. It would codify and streamline existing standards that are vital to support apprentices, and would, for the first time, include youth apprenticeship and pre-apprenticeship programs. The House Education and Labor Committee estimates the bill would result in the creation of nearly 1 million new registered apprenticeship opportunities and yield \$10.6 billion in net benefits to U.S. taxpayers.

We urge the Senate HELP Committee to increase support for the registered apprenticeship model by passing H.R. 447 as approved by the House. Taking this step will build a highly skilled, trained and productive workforce, help the U.S. recover from the COVID–19 pandemic and revitalize our economy.

Sincerely,

MIKE HARRIS,
PROGRAM ADMINISTRATOR,
INTERNATIONAL TRAINING INSTITUTE.

[Whereupon, the hearing was adjourned at 11:41 a.m.]

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