

Apprenticeship Programs: Board Workshop

Executive Summary

November 29, 2004

Apprenticeship Programs

Apprenticeship is the oldest form of skill developed in the world. Apprenticeship is a formal training program that includes full-time employment, learning how to do a task by performing it on the job, and learning why a job task is done in a particular way by taking related instruction. It is an industry-driven training program that promotes a skilled workforce for high skill/high wage jobs. Apprenticeship programs start with a written agreement between the student and employer that is designed to produce skilled journey workers fully competent in all aspects of a specific occupation, guarantees the student an above minimum wage salary and incremental increases, and provides classroom instructions on academic philosophies associated with the occupation.

In 2000, the Florida State Legislature, intent upon strengthening the partnership between industry and Florida educators, transferred program oversight to the Department of Education. Registered apprenticeship programs are developed by industry to increase the supply of skilled labor. Apprenticeship programs are sponsored by an organization or a group of employers that identifies training needs. Federal and State standards require all programs to include at least 1,800 hours of on-the-job-training (OJT) and 144 hours of technical instruction per year.

Today in Florida, there are in excess of 320 registered programs and 10,400 apprentices participating in these programs. Benefits include providing a training program that is truly driven by workforce demand, a process for meeting the needs of the State's employers, and students become contributing and taxpaying citizens of the State of Florida.

Apprenticeship Programs at HCC

Clearly apprenticeship programs fit well into HCC's mission, vision, and College Goals 1, 2, 3, and 4. Five years ago, the HCC Board of Trustees adopted a position paper which called for significant increases in HCC workforce program offerings. In response to that position paper, HCC currently hosts 4 apprenticeship programs at two campuses serving nearly 200 local employers. Plant City plays host to the United Association of Plumbers, Pipe Fitters, and Sprinkler Fitters, Local Union 123 (LU123) and the United Association of Plumbers, Pipe Fitters and Sprinkler Fitters, Local Union 821 (LU821). HCC's relationship with each of these unions is contractually separate, but in general the terms are very similar. LU 821 and LU 123: prepare, maintain, and submit all training records (including OJT competency reports, and registered apprenticeship records) to the Florida Department of Education, Federal and State offices of the U.S. Department of Labor; provide and maintain a mutually agreeable curriculum for each trade; purchase, maintain, and upgrade equipment for laboratories and classrooms; provide classrooms and other training facilities' provide a mutually agreeable schedule of courses/classes; and administer the TABE test. In turn the College provides: a liaison to coordinate activities with LU 821 and LU 123; furnishes support in the registration of students, maintains academic records; grades and interprets enrollee's TABE tests, and provides counseling for students needing remediation; and employs mutually agreed upon faculty for the program.

The Dale Mabry Campus supports the Associated Builders and Contractors (ABC) and the Independent Electrical Contractors (IEC). HCC's relationship with each of these unions is contractually separate, but in general the terms are very similar. As outlined in both the contracts, IEC and ABC separately provide a training director who oversees the day-to-day, on-the-job training of the students. This person maintains all Florida Division of Workforce Development Office of Apprenticeship (DWDA) and Department of Education (DOE) training records, official instructor credential files, classroom attendance and grades, and registered apprenticeship records. IEC and ABC independently recruit instructors who have appropriate credentials (academic and certifications), supplies curriculum and provides equipment in the laboratories and classrooms. They are responsible for recruiting and assigning students to the College's program, and arranging a teaching schedule and training program that meets the requirements of the College's programs. In turn, the College provides: a liaison to coordinate the admission, registration and activities of the program, and dedicated lab space, appropriate classrooms, facilities offices, and office equipment.

Student Numbers and Cost of Apprenticeship Programs

APPRENTICESHIP TOTAL				
Year	Unduplicated Headcount	Enrollments	FTE	Compensation Paid by HCC
2000/01	N/A	682	413	\$252,576
2001/02	719	1331	1517	\$749,355
2002/03	713	1384	1495	\$876,880
2003/04	633	1489	1442	\$861,337
Fall 04*	587*	*	691*	Not to exceed \$1,059,457*
Total	2,065	4,886	4,867	\$2,740,148

*Numbers not included in Total to avoid computation errors and skewed results

Funding for Apprenticeship Programs

Florida Statute allocates funding for workforce education programs and identifies apprenticeship programs as workforce education. Apprenticeship is considered by the State as a post secondary vocational certificate. There currently exists, however, confusion throughout the State regarding apprenticeship funding. In general, apprenticeship students pay no tuition, but are expected to be supported by the State provided Community College Program Funds (CCPF) and their sponsors (employers). The State has in the past and is currently reviewing the funding formula through a series of mandated studies.

The first of these studies conducted in 2002 by the Council for Education Policy and Research and Improvement (CEPRI) found the following: A key component of the current Workforce Development Funding Formula is the notion of accountability for performance and the flexibility to achieve those performances. Colleges and school districts offering workforce education are required to maximize the completion performances in order to maintain current levels of funding. Since 1999-00 when the formula was first applied, the size of the funds has not grown considerably. This has led to pressure for other revenue sources for program maintenance, expansion, and development. With the lack of a standard arrangement between the local LEA and the program sponsor, it is impossible to assess program costs and the relative contributions of each party to the instructional portion of the program.

The second study conducted by the Office of Program Policy Analysis and Government Accountability (OPPAGA) found among other things that apprenticeship programs lack systematic guidelines for allocating funding to program sponsors. The local education agencies receive funding from the State under a uniform system that is 85% based on previous year's funding and 15% based on performance. While the State funding system uniformly provides funding to local education agencies, no guidelines are established by which local funds are allocated to program sponsors who provide classroom instruction. The third and final study mandated under the authority of HB0769 in the summer of 2004 is currently being conducted.

Statewide and Community Need for Apprenticeship Programs

With construction already at a two decade high in the State, Florida was pounded by four hurricanes resulting in the massive loss of life, homes, businesses, and property. Hurricanes Charley, Frances, Ivan, and Jeanne unleashed unprecedented damage to Florida with cost estimates reaching into the billions. Leading the cause to heal the wounds and repair the damage will be Florida's construction industry. According to the State, jobs in construction-related industries increased by 11,000 jobs after Hurricanes Andrew and Opal. Projections on new construction jobs due to the four hurricanes have yet to be released, but there is no reason to believe that it will be any different this time indeed the need for highly skilled construction is likely to be much greater.

The construction industry was in high demand before the hurricanes. According to the 2004 Regional Targeted Occupations List, job growth for the trades was already at a two decade high before the hurricanes hit. Growth for Carpenters was at +19.28%, Masons +24.25%, Electricians +40.14%, and Plumbers/Pipe fitters +22.84%. After the hurricanes, these numbers are expected to be even higher.

Now, more than ever, Florida needs to support the construction industry. One important way HCC can provide support to the industry and Florida is to produce as many well qualified apprentices as possible.