


APPRENTICE PROGRAMS SUMMARY

HILLSBOROUGH

Community College 

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APPRENTICESHIP

PROGRAMS

SUMMARY

2005

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Apprenticeship Programs Summary

I. Overview of Apprenticeships

A. What is Apprenticeship?

1. Apprenticeship is the oldest form of skill developed in the world.
2. Apprenticeship is a formal training program that includes full-time employment, learning how to do a task by performing it on the job, learning why a job task is done in a particular way by taking related instruction, industry-driven training program that promotes a skilled workforce for high skill/high wage jobs.
3. 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 student above minimum wage salary and incremental increases (most include benefits), and provides classroom instructions on academic philosophies associated with the occupation.

B. Apprenticeship in the Florida Department of Education

1. The apprenticeship program has a long history, both in Florida and nationally. The National Apprenticeship Act of 1937 authorized the U.S. Secretary of Labor to establish and register apprenticeship programs. In 1977, when it became possible for states to register their own programs, Florida became 1 of 27 states to do so. In 2000, the 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 on year (2,000 hours) of on-the-job-training (OJT) and 144 hours of technical instruction. The majority of apprentices in Florida are enrolled in four-year programs. Apprenticeship program standards outline specific employment and training requirements that are agreed to contractually. Sponsors and apprentices sign an apprenticeship agreement that defines the expectations for apprentices and the responsibilities of employers. Program sponsors can provide technical instruction themselves or select a training partner, typically a school district or a community college, to assist in providing apprentices with related technical instruction. As the apprentice progresses, the employer provides periodic wage increases. After starting the apprentice at no less than 35% of a journey worker's wage, the employer periodically increases wages up to at least 75%. Upon successful completion of the program, the apprentice receives a certificate of completion. If they demonstrate the required level of competency by passing a basic skills test like the Test of Adult Basic Education (TABE), apprentices can earn both an apprenticeship certificate as well as a vocational certificate from the school district or community college. Apprenticeship programs depend on a cooperative network of individuals and organizations. Although the Department of Education's Division of Workforce Development is responsible for registering apprenticeship programs in Florida, the division relies on advice from the State Apprenticeship Advisory Council and adheres to requirements from the U.S. Department of Labor Bureau of Apprenticeship and Training provides the use of a federal database, called the Apprenticeship Information Management System (AIMS), for tracking registered programs and apprentices.

2. Today in Florida, there are in excess of 320 registered programs and 10,400 apprentices participating in these programs.

3. Benefits include providing a training program that is truly driven by workforce demand, a process for meeting the needs of the states employers, and students become contributing and taxpaying citizens of the State of Florida.

4. Florida Statute allocates funding for the workforce education and identifies apprenticeship programs as a 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. The State is currently reviewing the funding formula through a series of mandated studies which are reviewed here under Roman Numeral III.

II. Apprenticeship at Hillsborough Community College

A. Mission: Hillsborough Community College, a public, comprehensive institution of higher education, empowers students to excel through its superior teaching and service in an innovative learning environment.

B. Vision: Hillsborough Community College will deliver education of the highest standards enabling a diverse community of life-long learners to achieve their maximum potential in a global society.

C. College Goals:

1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.

3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

4. Provide the resources and skills necessary to prepare students, faculty, and staff to function effectively in a technologically-driven world.

D. Plant City Campus

1. United Association of Plumbers, Pipe Fitters, and Sprinkler Fitters, Local Union 123 (LU123).

- a) Began August 9, 2000 and contract renewed and approved by the Board in July 2003 for another 3 year period.

- b) Program Overview: A three year agreement was entered into in August 9, 2000 which provided a 5 year apprenticeship training program consisting of 246 contact hours of classroom and 1800 contact hours of on-the-job training programs in the areas of plumbing, pipefitting, and heating/ventilation/air conditioning. As outlined in this agreement LU 123 would: 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, 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 123; furnish support in the registration of students; maintenance of academic records; grade and interpret enrollees TABE test and provide counseling for students needing remediation; and employ mutually agreed upon faculty for the program.

- c) Student Placement and earnings: As an earn-as-you-learn program, students are placed, by LU 123, in traditional apprenticeship style with a Journeyman level tradesperson and paid for the 1800 contact hours of OJT. Apprentices start at

approximately \$12.29 per hour and receive approximately a 5% increase for each year of the program. Placement of the graduates (now Journeymen) is coordinated by LU 123 and earnings range from \$18 to \$23 per hour.

d) 58 Participating employers (See Appendix A)

e) Enrollments, FTE, and Payment History

*Incomplete data.

Year	Students	Enrollments	FTE	Compensation Paid by HCC
2001/02	116	382	215	\$218,020
2002/03	108	359	204	\$218,020
2003/04	82	448	252	\$204,900
Fall 04*	N/A*	N/A*	77*	Approx \$218,020* For 2004-2005
Total	306	1,189	671	\$640,940

2. United Association of Plumbers, Pipe Fitters and Sprinkler Fitters, Local Union 821.

a) In 2001, the HCC Plant City Campus was approached by representatives of the United Association of Plumbers, Pipe Fitters, and Sprinkler Fitters, Local Union 821 Apprenticeship Training Trust Fund (LU 123). The local union was interested in forming a partnership with HCC which would follow the state apprenticeship model between a joint or non-joint apprenticeship sponsor and a Local Educational Agency (LEA).

b) Program Overview: A three-year agreement was entered into in September 1, 2001 which provided a 5 year apprenticeship training program consisting of 200 contact hours of classroom and 1700 contact hours of on-the-job training programs in the area of sprinkler fitting. As outlined in this agreement, LU 821 would: 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 would provide: a liaison to coordinate activities with LU 821; furnish support in the registration of students, maintenance of academic records; grade and interpret enrollees TABE test and provide counseling for students needing remediation; and employ mutually agreed upon faculty for the program.

c) Student Placement and Earnings: As an earn-as-you-learn program, students are placed, by LU 821, in traditional apprenticeship style with a Journeyman level tradesperson and paid for the 1700 contact hours of OJT. Apprentices start at approximately \$11 per hour and receive approximately a 6% increase for each year of the program. Placement of graduates (now Journeymen) is coordinated by LU 123 and earnings range from \$18 to \$23 per hour.

d) 24 Participating Employers (Appendix B)

e) Enrollment, FTE, and Payment history

*Incomplete data.

Year	Students	Enrollments	FTE	Compensation Paid by HCC
2001/02	20	75	42	\$43,437
2002/03	23	90	50	\$43,437
2003/04	22	84	47	\$43,437
Fall 04*	N/A*	N/A*	27*	\$43,437*
Total	65	249	139	\$130,311

E. Dale Mabry Campus

1. Associated Builders and Contractors (ABC)

a) Began July 18, 2001 and contract renewed and approved by the HCC Board in July 2004 for another 3 year period.

b) ABC Overview: ABC is a national management association for the construction industry which actively promotes The Merit Shop form of construction. The Merit Shop is a force for economy and efficiency in construction, regardless of organizational affiliation. The Merit Shop is union and open shop firms working side-by-side, free of interference, providing on-time, on-budget construction with safety, quality and cost effectiveness as its goal. From a modest start by six Baltimore contractors in 1950, ABC has enjoyed a growing membership, now totaling more than 19,000 firms nationwide, each dedicated to the principles of free enterprise and management's right to manage. These beliefs translate into a healthy, competitive, and professional climate, the results of which are proudly reflected in ABC members' construction accomplishments. ABC is the fastest-growing construction trade association in the country. ABC is comprised of general contractors, subcontractors, suppliers, and associates who believe in The Merit Shop form of construction. Today, open shop contractors perform over 70% of all construction nationwide, and ABC's membership of more than 19,000 firms includes over 1/3 of the top 400 construction companies in the United States. ABC actively promotes cooperative labor relations and a health, competitive work climate for all contractors, regardless of labor affiliations.

c) Program Overview: A three year agreement was entered into in July 18, 2001 which provided a 4 year apprenticeship training

program in 6 work areas: HVAC, Electrical, Carpentry, Fire Sprinkler Fitter, Sheet Metal, and Plumbing. Each program combines dedicated classroom hours with on-the-job training.

(1) Heating, Ventilation, and Air Conditioning (HVAC) has 605 total classroom contact hours of instruction and 8,000 contact hours of on-the-job training.

(2) Electrical has 672.5 total classroom contact hours of instruction and 8,000 contact hours of on-the-job training.

(3) Carpentry has 737.5 total classroom contact hours of instruction and 8,000 contact hours of on-the-job training.

(4) Fire Sprinkler has 588.5 total classroom contact hours of instruction and 8,000 contact hours of on-the-job training.

(5) Sheet Metal has 625 total classroom contact hours of instruction and 8,000 contact hours of on-the-job training.

(6) Plumbing has 650 total classroom contact hours of instruction and 8,000 contact hours of on-the-job training.

d) **Apprenticeship Education and Placement:** The Apprentices have classes on campus two nights a week. As an earn-as-you learn program, students are placed, by ABC, in traditional apprenticeship style with a Journeyman level tradesperson and paid for the contact hours of OJT. Students who contact the College about apprenticeship educational opportunities are advised to seek counsel with the ABC training director. Many students are placed with companies after consulting with ABC and applying for the program.

e) **Contract Overview:** As outlined in the contract, ABC provides 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. ABC recruits 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, provide dedicated lab space, appropriate classrooms, facilities offices, and office equipment. In the 2004-2007 contract, the College agreed to compensate ABC \$1,425 per apprentice up to a maximum of 300 students for instructors' salaries, classroom instruction and coordinators; instructional materials and supplies; and other program costs to include equipment repair, equipment upgrade and replacement, administrative costs, travel expenses, and expenses to attend conferences and professional meetings. The total amount compensated will be based on the actual apprentice annual figures and shall not exceed \$427,500. The College creates and schedules the courses; registers the students; maintains the academic records; and graduates the students from their vocational programs.

f) Payment History

*Incomplete data

Year	Students	Enrollments	FTE	Compensation Paid by HCC
2001/02	351	1226	732	\$150,000
2002/03	325	1140	676	\$250,000
2003/04	276	952	564	\$338,000
Fall 04*	249*	*	294*	Cap not to exceed \$427,500*
Total	952		1,972	\$738,000

g) Student placement and earnings: This is an earn-as-you-learn program and students are initially placed with sponsors by ABC in a traditional apprenticeship style training process. Each

apprenticeship student is placed with a journeyman level partner. First year entering apprenticeship student base salary as an apprentice is \$9.50 to \$12.00 depending on the field of study. Graduating students are licensed journeyman in carpentry, electricians, HVAC technicians, plumbers, sheet metal workers, or sprinkler fitters and can expect to earn \$16 to \$23 per hour. Of the 47 graduates of 2003-04 class 100% were gainfully employed.

h) 55 Participating employers (Appendix C)

2. Independent Electrical Contractors (IEC)

a) Began August 9, 2000 and contract renewed and approved by the HCC Board in August 2004 for another 3 year period.

b) Program Overview: A three year agreement was entered into in August 2000 which provided an apprenticeship program for a 4 year Commercial Journeyman Electrician. The College later expanded IEC's offerings to include a 3-year Voice Data Video Low Voltage Electrician (VDV) program, and a 2.5-year Residential Electrician program. Each program combines dedicated classroom hours with on-the-job (OJT) training.

(1) Commercial Electrician has 720 total classroom contact hours of instruction and 8,000 contact hours of on-the-job training.

(2) VDV has 648 total classroom contact hours of instruction and 8,000 contact hours of on-the-job training.

(3) Residential Electrician has 450 total classroom contact hours of instruction and 4,800 contact hours of on-the-job training.

c) IEC Overview: Independent Electrical Contractors (IEC) is a National Trade Association with thousands of members nationwide and provides Electrical Apprenticeships at several locations throughout the state of Florida. At HCC, the program offers training

for all electric fields through a combination of classroom instruction (which includes theory, code, and controlled practical laboratory applications), coupled concurrently with On-the-Job Training. The IEC/HCC partnership offers Federal and State Certified, Veterans Administration approved Apprenticeship in the fields of Residential Wireman, Commercial/Industrial Electrician and Voice-Data-Video Telecommunications. IEC offers career-specific training for two types of electricians as well as Voice-Data-Video Technicians. Those completing either Commercial/Industrial Electrician or Residential Electrician Program will be licensed Journeyman Electricians. Those completing the Voice-Data-Video Apprenticeship will be Trade Certified Technicians or RCDD. To be eligible for application consideration into the IEC Apprenticeship Training Program, prospective students must be at least 17 years of age, have graduated from high school or have successfully completed the GED, and be physically capable of performing the work of the trade. IEC will refer potential apprentices to a participating employer for on-the-job training. The Independent Electrical Contractors, Inc. has been operating an apprenticeship program for Hillsborough, Pinellas, and Pasco Counties. The program trains apprentices in the electrical trades.

d) **Contract Overview:** As outlined in the contract, IEC provides 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 recruits 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, provide dedicated lab space, appropriate classrooms, facilities offices, and office equipment. In the 2004-2007 Contract, the College agreed to compensate IEC \$1,425 per apprentice up to a maximum of 260 students for instructors' salaries, classroom instruction and coordinators; instructional materials and supplies; and other program costs to include equipment repair, equipment upgrade and replacement, administrative costs, travel expenses, and expenses to attend conferences and professional meetings. The total amount compensated will be based on the actual apprentice annual figures and shall not exceed \$370,500. The College creates and schedules the courses; registers the students; maintains the academic records; and graduates the students from their vocational programs.

e) Apprenticeship Education and Placement: The Apprentices have classes on campus two nights a week. As an earn-as-you learn program, students are placed, by IEC in traditional apprenticeship style with a Journeyman level tradesperson and paid for the contact hours of OJT. Students who contact the College about apprenticeship educational opportunities are advised to seek counsel with the IEC training director. Many students are placed with companies after consulting with IEC and applying for the program.

f) Payment History

*Incomplete data

Year	Students	Enrollments	FTE	Compensation Paid by HCC
2000/01	N/A	682	413	\$252,576
2001/02	232	874	528	\$336,898
2002/03	257	935	565	\$365,423
2003/04	253	957	579	\$275,000
Fall 04*	237*	N/A*	298*	Cap not to exceed \$370,500*
Total	742	3,448	2,085	1,229,897

g) Student placement and earnings: This is an earn-as-you-learn program and students are initially placed with sponsors by IEC in a traditional apprenticeship style training process. Each apprenticeship student is placed with a journeyman level partner. First year entering apprenticeship student base salary as a commercial electrical apprentice is \$9.50, residential electrical apprentice is \$8.00, and data video technician is \$9.50. Graduating students are licensed journeyman and can expect to earn \$16 to \$21 per hour. Of the 42 graduates of 2003-04 class 100% were gainfully employed.

h) 56 Participating employers (Appendix D)

*Incomplete data

TOTAL OF ALL CAMPUSES				
Year	Students	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

III. State Mandated Reports – Addressing funding among the other things

A. 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 apprentice sponsors (student's employer). The State has in the past and is currently reviewing the funding formula through a series of mandated studies.

B. Evaluation of the role of community colleges and school districts in Apprenticeship Programs presented by the Council for Education Policy and Research and Improvement, February 12, 2002.

1. Authority:

a) Proviso language accompanying Specific Appropriation 187 through 191 in the 2001 General Appropriations Act directs CEPRI to evaluate the role of community colleges and school districts in registered apprenticeship programs.

2. Findings:

a) During the data collection portion of this analysis, it became clear that uniform standards for reporting of headcount and instructional hours (FTE) are not currently being used, either within sector or between systems. The two most important discrepancies encountered were the following: (1) the lack of consistency between the database of registered apprentices required by the federal guidelines (AIMS) and the state reporting systems, and (2) the lack of comparability of reported data on headcount and FTE. The lack of consistent calculation for FTE is particularly important,

given current efforts to obtain additional workforce education funding based on workload (FTE) increases. Any future evaluation of apprenticeship requires that the data reported by colleges and school districts rely on the same criteria. **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 lead 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.**

C. OPPAGA Program Review: Apprenticeship Program is beneficial, but its ability to meet state demands is limited.

1. Authority:

a) In accordance with state law, this report informs the Legislature about the current condition of the apprenticeship program. The report includes recommendations for improving the efficiency of the program, decreasing costs, improving the admissions process requirements, reducing the duration of training, and increasing the number of apprentices who successfully complete the program.

2. Findings:

a) The apprenticeship program has benefited apprentices and employers alike by training technically competent journey workers in skilled trades.

(1) Apprenticeship graduates' initial earnings are almost as high as those of college graduates with an AS or BA degree.

(2) Apprentices command higher earnings than students completing other vocational programs that offer training in the same occupations.

(3) Apprenticeship program completion rates exceed completion rates for comparable adult vocational programs.

b) The apprenticeship program's ability to meet statewide demand is limited by several unresolved issues. Specifically,

(1) The apprenticeship program has no systematic approach to meet statewide demand for skilled labor in high-demand occupations;

(2) The program has not aligned its field representative's service areas with the state's workforce development regions;

(3) The program lacks systematic guidelines for allocating funding to program sponsors;

(4) Limitations in the program's data system hinder its ability to provide information to stakeholders; and

(5) Inaccurate and inconsistent reporting by local education entities undermines program administrator's ability to evaluate performance.

c) Funding: Federal and state law require that apprentices participate in related technical instruction. School districts and community colleges provide the majority of this instruction. These 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 to program sponsors who provide classroom instruction. This is complicated by the fact that the level of training provided by the local education agencies and program sponsors varies widely based on the needs of individual sponsors. Some community colleges and school districts provide most or all of the classroom training resources for apprentices, including instructors, materials, and classroom space. However, in other areas, the local education agency provides only classroom space, while the program sponsor provides the instructors and materials.

D. An analysis of the need for new or expanded Apprenticeship and Workforce Education Programs by the Council for Education Policy, Research and Improvement, December 2004.

1. Authority: HB 0769

2. Findings:

a) Apprenticeship and certificate program completers produce considerable "value added", benefits for their students and Florida's economy.

b) Completers of apprenticeship programs have post-completion earnings exceeding those of district and community college completers (shorter certificate programs that train for similar jobs).

c) A clear gender gap exists in the apprenticeship programs and their related district and community college counterparts.

d) Identified a clear gap in program completers and job openings in Hillsborough County (more jobs than the programs can produce completers).

E. In a letter written on September 22, 1999 by Speaker of the House, John Thrasher to William Russell, Vice President, VAW of America, Inc., addressing the funding problems of apprenticeship programs at Florida Community College of Jacksonville, (FCCJ), Speaker Thrasher stated, "Community Colleges have jurisdiction and authority to decide which programs to offer and manage. The Legislature currently provides lump sum funding to community colleges which must then make funding decisions based on a return on investment and which programs are producing completers within reasonable time frames. Nothing in the Florida Statutes requires the FCCJ to offer apprenticeship programs but despite this, apprenticeship programs have grown substantially since 1996 and FCCJ, which has the largest enrollment in apprenticeship programs, has continued to operate programs which lose money every year." (Appendix E)

IV. With construction at a two decade high and the wide spread destruction caused by four hurricanes Florida is need of the apprenticeship program now more than ever.

A. Hurricanes Charley, Frances, Ivan, and Jeanne unleashed unprecedented damage to Florida. Their aftermath left a path of destruction that must be rebuilt. Leading the cause to heal the damage will be Florida's construction industry.

B. 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 released, but there is no reason to believe that it will be any different this time.

C. The construction industry was in high demand before the hurricanes.
2004 Regional Targeted Occupations List:

1. Carpenters +19.28%
2. Masons +24.25%
3. Electricians +40.14%
4. Plumbers/Pipe fitters +22.84%.

D. 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.

APPENDIX A

United Association of Plumbers, Pipe Fitters, and Sprinkler Fitters, Local Union 123 Participating Employers

American Construction Services	Kinetics
American Valve & Pump	King Mechanical Contractors, Inc.
Atlantic Plant Maintenance	Leonard Construction
Anthony Genarro Plumbing	Lilga Construction
Apollo Construction	Liniger Company
Aqa, Inc.	M & M Erectors
C&S Maintenance	Mars Plumbing & Mechanical
Carrier Building Services	McDonnell Plumbing
Cascade Mechanical	Mechanical Controls Corporation
Central Maintenance & Welding	Mechanical Services Inc.
Cogburn Electric	Metalcoat Pipe Fabrications
Control Systems Specialist, Inc.	Midstate Contractor Corporation
Craig General Contractors	Midwest Mechanical
Dale Rossman, Inc.	M Costa Plumbing
Dynamic Systems, Inc. (DSI)	Midwest Mechanical
Electric Design Control, Inc.	Milton J. Woods Company
Energab Corporation	N.P.S.
F & H Electrical Contractors, Inc.	Natkin Service Company
First Plumbing & Air of Florida	Pasco Propane, Inc.
Flo Rite	Peninsular
Fluor Nuclear Services	Performance Mechanical
Fred McGilvary Plumbing	Pevco Systems
Garney Construction	REV 1 International, Inc.
Gillium Waddell Plumbing	Reliable Plumbing, Inc.
Hampton-Tilly Association	Roth Bros. Inc.
High Performance Plumbing	Scarborough Land Roller & Machine, Inc.
Hill York Corporation	Scott Construction
Honeywell, Inc.	Siemans
Johnson Controls	Seimans Building Tech.

APPENDIX B

United Association of Plumbers, Pipe Fitters and Sprinkler Fitters, Local Union 821 Participating Employers

**AMC Fire Protection
Advanced Systems, Inc.
Astec Fire Sprinklers
Coast to Coast Fire Protection
Comunale Fire Protection
Economy Fire Protection
Farmer & Irwin Corp.
Fire Safe, Inc.
Fix-It Fire Inc.
Grunau Fire Protection
International Fire Protection
J.W. Fire Sprinkler, Inc.
McDaniel Fire Systems
Fred McGilvray, Inc
F.E. Moran
North Star Fire Protection, Inc.
Priority Fire Company
Security Fire
Shambaugh & Sons
T & T Fire Protection
Tri-City Electric
VFP
Milton J. Wood Fire Protection
MJW Lakeland Office**

APPENDIX C
Associated Builders and Contractors (ABC)
Participating Employers

A & H Electrical Services	J.R. Long, Inc.
Aircorps	Jim Kenney Electric, Inc.
Airite Air Conditioning, Inc.	Kalemeris Construction, Inc.
All Brite Electric, Inc.	Kelley Metal Contracting, Inc.
Alliance Plumbing, Inc.	Morgan Electric Company
APG Electric, Inc.	Morrisk Construction
Arrow Sheet Metal Works, Inc.	Nationwide Contractors, Inc.
Associated Automatic Sprinklers	Peak Electric, Inc.
Bentzel Mechanical, Inc.	Perry Electric, Inc.
Borrell Electric Co.	Plumbers of Suojanen Enterprises
Braswell Electric, Inc.	Power Design, Inc.
Chris Bahr Plumbing	Pyramid Plumbing
Colby Jaynes Plumbing	RAMS/RPG, Inc.
Colwill Engineering Design Build, Inc.	Robby's Septic Tank Service
Conserv Building Services, Inc.	Robert S. Christlieb Enterprise, Inc.
Cox Fire Protection, Inc.	Rodan Fire Sprinklers, Inc.
Dennis L. Williams Plumbing Services	Royalair Mechanical, Inc.
Electrical Masters	Sinns & Thomas Electrical
Express Metals	Southern Equipment
Falcon Electric, Inc.	Terrell Electrical Services
Florida Industrial Electric	Terry's Electric Inc.
G.L. Polk & Company	Tri-City Electrical Contractors, Inc
George Lenze Construction	Universal Fire Systems
Hansel Innovations, inc.	Wayne Automatic Fire Sprinklers –
I/C Mechanical, Inc.	Tampa
J & J Plumbing	Weikel Electric, Inc.
J. W. Wilde Mechanical, Inc.	Wigninton Fire Systems
J.O. DeLotto & Sons, Inc.	

APPENDIX D

Independent Electrical Contractors (IEC)

Participating Employers

A. Randy's Electric, Inc.	Graham Electric Inc.
AAA Certified Electric, Inc.	Graybar Electric Co., Inc.
AAA Electrical Contractors, Inc.	Gulfcoast Lighting Maintenance, Inc.
Ace Electrical Systems, Inc.	Huettig Electric
Aerwav Integration Group, Inc.	Hughes Supply, Inc.
Agile Electric	Inter-Bay Electric Co., Inc.
Alarm & Communications System, Inc.	Interlock Electric, Inc
All Electric & Lighting Service	J&K Electric, Inc.
All Florida Co-Op, Inc.	J. McDonald Electric, Inc.
All Phase Electric & Maintenance, Inc.	Lavandera Electric Co.
Ampere Electrical Contractors, Inc.	Leedy Electric Inc.
Amplified Electric, Inc.	Maurice J. Scott, Inc.
ANECO Electrical Construction, Inc.	Mayer Electric Supply Co., Inc.
APG Electric, inc.	Merit Electric Co., Inc.
Blackwelder & Associates Electric Co., Inc.	Morgan & Burt Electric Co., Inc.
Calvary Electric	P.H.M. Electric
Commercial Electrical Contracting, Inc.	Paul's Electric Service, Inc.
Commercial Electrical Systems, Inc.	Pelican Electrical Group, Inc.
Commercial Fire & Communications, Inc.	Perry Electric & Maintenance, Inc.
Control Design Electrical Contractors, Inc.	Progressive Electrical Services, Inc.
Cox Electric	Robert S. Christlieb Enterprise, Inc.
Doyle Electric Services, Inc.	Rogers Electric
Dunedin Electric Co, Inc.	S & S Electric Co., Inc.
Edmonson Electric	Safety Services Company
Electric Machinery Enterprises, Inc.	Suncoast Electric, Inc.
Electric Supply of Tampa, Inc.	The Electric Connection, Inc.
Florida Electrical Service	Tri-County Power Systems, Inc.
Gaylord/Miller Electric Corp.	World Electric Supply



APPENDIX E

Florida House of Representatives

402 South Monroe Street
Tallahassee, Florida
32399-1300

John Thrasher
Speaker of the House

September 22, 1999

420 The Capitol
(850) 488-1450
speaker@leg.state.fl.us

Mr. William L. Russell
Vice President, Operations
VAW of America, Inc.
Post Office Box 3887
St. Augustine, Florida 32805

Dear Mr. Russell:

Thank you for your recent letter regarding the Florida Community College of Jacksonville (FCCJ) and the recent problems facing the Tool and Die Maker Apprenticeship program. I am aware of the current problems affecting apprenticeship programs in general and am supportive of a fair and equitable resolution to the problem.

On September 10, a two-hour meeting took place in Jacksonville which included FCCJ Government Relations Liaison, Susan Lehr; House Education Appropriations Chair, Representative Stephen Wise; Senator Jim Horne; and representatives of the business community which utilizes apprenticeship programs. I am told that it became obvious during the meeting that there is some confusion about program jurisdiction and community college funding.

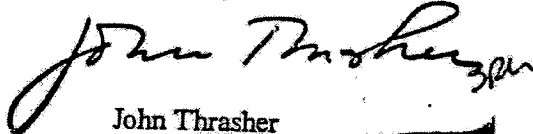
Community colleges have jurisdiction and authority to decide which programs to offer and manage. The Legislature currently provides lump sum funding to community colleges which must then make funding decisions based on a return on investment and which programs are producing completers within reasonable time frames. Nothing in the Florida Statutes requires the FCCJ to offer apprenticeship programs but despite this, apprenticeship programs have grown substantially since 1996 and FCCJ, which has the largest enrollment in apprenticeship programs, has continued to operate programs which lose money every year. Last year, FCCJ estimated that they lost \$242,000 in performance dollars and as a result, FCCJ is undergoing a thorough review of all performing and non-performing programs.

These are all issues that need to be thoroughly discussed. One result of the September 10th meeting was a commitment by FCCJ to establish a committee of business representatives (one member from each business) to discuss apprenticeship issues. I would suggest that you

contact Susan Lehr to see how you could participate in the discussions and represent your industry.

In the meantime, we are in the process of putting together a meeting between representatives of FCCJ, Representative Steve Wise and House Community Colleges and Career Prep Chair, Lindsay Harrington, to discuss this issue.

Sincerely,

A handwritten signature in cursive script that reads "John Thrasher". The signature is written in black ink and is positioned above the printed name.

John Thrasher
Speaker

C:\LETTERS\RUSSELL.LTR