



# NEW DIRECTIONS

for Registered Apprenticeship in Rhode Island



## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY . . . . .</b>	<b>1</b>
<b>REGISTERED APPRENTICESHIP: THE NATIONAL CONTEXT . . . . .</b>	<b>2</b>
What is Registered Apprenticeship? . . . . .	2
Advantages of Registered Apprenticeship . . . . .	3
Expansion in Non-Traditional Occupations . . . . .	4
<b>RHODE ISLAND'S STRATEGIC VISION . . . . .</b>	<b>4</b>
<b>ASSESSMENT OF REGISTERED APPRENTICESHIP IN RHODE ISLAND . . . . .</b>	<b>5</b>
<b>RECOMMENDATIONS FROM THE ASSESSMENT . . . . .</b>	<b>7</b>
<b>RECENT DEVELOPMENTS IN RA IN OTHER STATES . . . . .</b>	<b>8</b>
Alaska . . . . .	9
South Carolina . . . . .	9
South Central Kansas. . . . .	10
<b>RHODE ISLAND'S ACTION STEPS TAKEN SINCE THE ASSESSMENT . . . . .</b>	<b>11</b>
<b>NEW DIRECTIONS FOR REGISTERED APPRENTICESHIP IN RHODE ISLAND: RECOMMENDATIONS .</b>	<b>13</b>

## EXECUTIVE SUMMARY

*Registered Apprenticeship (RA) is an earn-while-you-learn training model that pairs paid on-the-job learning with related technical/theoretical training in a career field. Since 1937, RA programs have met the skilled workforce needs of American industry by training millions of qualified workers for lifelong careers. Once primarily a “best-kept -secret” of the construction industry, the model is now being utilized around the country in non-traditional occupational areas such as Information Technology and Healthcare. In many states apprentices earn college credits while employed in their RA program. Although RA training is funded primarily through private sector investment in wages and related training instruction, many states are finding creative ways to align and leverage funds in support of training efforts. This effort has been encouraged by the U.S. Department of Labor (DOL) through formal guidance to states encouraging greater collaboration and resource leveraging between RA and the public workforce system in support of growing regional economies.*

*The Governor’s Workforce Board Rhode Island (GWB) identified RA in its comprehensive State Workforce Plan for 2009 – 2014 as a potential talent and economic development strategy to assist in putting people to work and improving the economic health and vitality of Rhode Island communities. Together with*



# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

*the Rhode Island State Department of Labor and Training (RIDLT), they commissioned a study of the RA system in Rhode Island, seeking recommendations for strengthening the RA training effort. As a result of the study and recommendations, the Rhode Island Apprenticeship Office has taken numerous steps to achieve the GWB's objectives, including expansion into non-traditional areas. Earlier this year, Rhode Island announced an exciting new Information Technology apprenticeship program with Atrion Networking Corporation.*

*The many benefits of RA to trainees and businesses, as summarized in this report, make it highly worthy of consideration as a viable tool to help grow Rhode Island's economy. Quality training, higher wages, nationally recognized and portable credentials, and career pathways make it an attractive option for workers. Highly skilled workers, reduced turnover, reduced recruiting costs, among other advantages, make RA a promising training model for businesses competing in our 21st century global economy.*

*While some important steps have already been taken to strengthen and expand RA opportunities in Rhode Island, much work remains to be done. The GWB, RIDLT, the Apprenticeship Office, and Building Futures, as the GWB Industry Partner for the construction sector, actively welcome the involvement of all who wish to assist in making the GWB's vision for Rhode Island a reality.*

## REGISTERED APPRENTICESHIP: THE NATIONAL CONTEXT

### What is Registered Apprenticeship?

Registered Apprenticeship is a time-tested method of learning an occupation through employment that provides on-the-job-training supplemented by career-related technical or theoretical instruction. It is an employer-based training model that provides an apprentice with an income while the apprentice develops occupational and other work-related skills in a real work environment. This earn-while-you-learn model provides job seekers with immediate employment opportunities that usually pay good wages and offer career growth. Registered apprentices develop highly sought occupational skill sets and portable credentials that are both nationally and often globally recognized. Additionally, in many states apprentices earn college credits while employed in their RA program that can be applied to two- and four-year college programs.

Registered Apprenticeship programs are operated by sponsors that include private and public sector employers, employer associations, and joint labor/management organizations. Programs follow a business/industry driven model in which employers develop curricula to meet and exceed industry standards. Most of the training costs are paid by employers who increase apprentices' wages as their skill levels increase. Registered Apprenticeship training models can be time-based, competency-based, or can follow a hybrid model that incorporates both. The model and length of training can range from one to six years, depending on the needs of the program sponsor.

Employers work with the knowledgeable state and federal apprenticeship offices' staff to develop and register training programs to meet workforce needs. Roles of the state and federal government include such activities as registering RA programs that meet federal and state standards, protecting

# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

the safety and welfare of apprentices, and issuing nationally recognized, portable credentials to apprentices upon successful completion of training. Additionally, government involvement includes ensuring high quality training, providing technical assistance, and promoting the development of new programs.

## **Advantages of Registered Apprenticeship**

From the employer's perspective, having a RA program offers a pipeline of well-trained workers who can advance along a career ladder, helping to stem the problem of employee turnover and providing well-trained workers to fill the gap created by the retirement of seasoned workers.

Recognized benefits to employers include having highly skilled and loyal employees, reduced turnover rates, higher employee productivity, lower recruitment costs, a more diverse workforce, and career pathways.

Benefits to apprentices include nationally recognized, portable credentials, improved competency and skill attainment, higher wages that correspond with increased skills, and career advancement opportunities.

Anecdotal evidence of the high earnings associated with completion of a RA program is now being supported by formal research. One example is a recent study conducted in Washington State by Kevin Hollenback of the W.E. Upjohn Institute (Working Paper: State Use of Workforce System Net Impact Estimates and Rates of Return). In studying costs and earning gains for exiters from RA as well as exiters from other education programs such as community colleges and Workforce Investment Act (WIA) training, he estimated the social benefits or return on investment for RA to far exceed projected benefits for community college students and WIA trainees. Furthermore, he projected that on a lifetime basis, earnings gains less costs for apprenticeship were more than double the gains of community college attendees.

Additionally, the DOL Office of Apprenticeship Community of Practice Web site (<https://21stcenturyapprenticeship.workforce3one.org/>) reports preliminary findings from a Mathematica Policy Research effectiveness assessment and cost-benefit analysis of RA in 10 states. These include that RA participation compared to non-participation was associated with higher earnings of \$48,000 over nine years and \$99,000 over a career, and that social benefits outweigh social costs by \$49,000 or more.



## Expansion In Non-Traditional Occupations

While RA has traditionally been viewed as the training model for the building trades occupations (or construction industry), during the past decade the federal DOL has encouraged expanding the model to other industries. Many states have responded by developing RA programs in high growth areas such as healthcare, biotechnology, pharmacy technician, maritime trades, telecommunications, and information technology, among others. In April 2012, DOL's Office of Apprenticeship and the Center for Disease Control and Prevention (CDC) signed an agreement designating the CDC's Public Health Informatics Fellowship Program as a RA program. "This program will train new Public Health Informaticians and will mark the first time MD's and PhD's will participate in an innovative Registered Apprenticeship program" (<http://social.dol.gov/blog/medical-doctors-phds-enter-new-apprenticeship-program/>). This effort is an important step in expanding the use of the RA model to train workers in healthcare professions.

There is a growing recognition that the RA training model is a viable talent and economic development strategy to help grow state and local economies.

## RHODE ISLAND'S STRATEGIC VISION

The Governor's Workforce Board Rhode Island is a legislatively mandated advisory board to the Governor whose role is to provide strategic direction to the state's workforce system. Consistent with this mandate, the GWB developed and published a comprehensive State Workforce Plan for 2009 - 2014. Noting the importance of raising the skill level and improving the competitiveness of workers in Rhode Island, the GWB identified the following four trends indicating that the Rhode Island workforce is not keeping pace with the times:



- The approaching retirement of the baby boom generation, the largest and most educated generation in American history;
- The smaller size of the post boomer generations and their relatively lower rates of college completion and work readiness;
- The impact of low literacy in-migration;
- The "brain drain" - college graduates who leave the state for more desirable jobs elsewhere.

The GWB's interest in identifying models to develop a competitive skilled workforce was given new urgency as a result of the recent recession that has deeply affected the state's economy. Rhode Island has been among the states hardest hit by the recession. Since the beginning, Rhode Island has ranked near the top of the list of states with the highest unemployment in the nation. Rhode Island's seasonally adjusted unemployment rate for April 2012 was 11.2 percent which was the second highest in the nation behind Nevada. The national average for this same period was 8.1 percent (U.S. Bureau of Labor Statistics). Registered Apprenticeship is seen by the GWB as a potential tool for providing quality employment opportunities to Rhode Island's residents and well-trained workers for business, thereby helping to employ the workforce, grow the economy, and keep workers and businesses in the state.

# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

In the winter of 2008, the GWB, in partnership with the RIDLT-published a Request for Information (RFI) for Professional Services to conduct an assessment of the State's Registered Apprenticeship (RA) program. The RFI indicated that Rhode Island was interested in developing an innovative program that is more expansive, demand driven, and aligned with the workforce system and other key partners such as education and economic development.



*There exists no greater threat to our collective prosperity in Rhode Island – and no greater opportunity – than our ability to raise the skill level and improve the competitiveness of our workers. A seismic shift is underway in our state, one that promises to forever alter the nature of how we work, what we produce and the markets in which we compete. The economy is in the throes of revolutionary change, characterized by rapidly-evolving technology, exponential growth in the flow of information and capital, and ever-intensifying global competitiveness and connectivity. The attendant disruption has been the catalyst for both tremendous growth, and as we are unfortunately seeing today, for amazingly rapid economic contraction.”*

*GWB State Workforce Plan for 2009 – 2014*

## ASSESSMENT OF REGISTERED APPRENTICESHIP IN RHODE ISLAND

Coffey Consulting, LLC (Coffey) responded to the RFI, was awarded a contract through a competitive bid process and began work in April 2009. In late fall 2009 and continuing throughout the winter of 2010, Coffey conducted interviews with individuals selected by GWB who were grouped into five categories: 1) Union (joint) construction, 2) Non-union, open shop/merit shop construction, 3) Apprenticeship Council members, 4) State professional staff, and 5) “Other stakeholders,” which included educators, representatives from chambers of commerce and representatives from various industries and industry-wide associations.



Coffey developed a survey instrument to facilitate conversational interviews that captured information on a wide range of items and issues related to apprenticeship. Questions were organized around the following five major topic areas: 1) Structure, Administration, and Funding; 2) Recruitment and Marketing; 3) Training and Related Instruction; 4) Relationships and Partnerships; and 5) Performance. In addition, Coffey reviewed internal policies, practices and procedures, materials, regulations, staffing patterns, management systems, and reporting. The purpose was to assess the RA



# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

program's Strengths, Weaknesses, Opportunities, and Threats (SWOT), and to make recommendations to assist in making RA a more viable strategy for developing Rhode Island's workforce and enhancing the state's economy.

There was agreement among those interviewed that RA is an excellent, cost-effective training model, and that RI does a good job training for construction-related industries. In addition, there was consensus that additional staff positions are needed if RA is to become more effective and expand. Additional funding needs to be identified or leveraged to enable this. Following are some of the other key findings:

## **Structure and Administration**

- Structure and practices of the State Apprenticeship Council (SAC) need to be reviewed and amended as warranted.
- Policies, practices and procedures need to be reviewed and updated as appropriate.
- More monitoring of RA programs on an ongoing and consistent basis is needed.
- Affirmative Action regulations need to be better monitored and recruitment practices reviewed.
- Retention and graduation rates need to be better tracked and reported.
- The ratio issue has consumed a lot of time and stands as a major obstacle in moving forward. There are clear differences of opinion among stakeholders regarding where the ratio of journeypersons to apprentices should be set with some programs favoring ratios as low as 1:1.

## **New Technology, Communication, and Training**

- New technology is needed to improve the availability, timeliness, and quality of reports and other information. This includes the automation of forms and reports. Online registration will result in a fairer, quicker, and easier process. This will also enhance communication as will regular opportunities for sharing among the RA community.
- More training is needed for program sponsors.

## **Training-Related Instruction**

- Pre-apprenticeship is not widely utilized and could be expanded to include credit for time spent in the programs and/or vocational schools.
- Respondents favored a combination of time spent in the classroom with some competency-based assessment. There were a variety of opinions with some agreeing that this approach makes sense and others cautioning the need for effective delivery techniques and a testing component.



# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

- Respondents held mixed opinions on the value of e-Learning and Distance Learning. In general, there was support as long as there is appropriate assistance, monitoring, and testing. In general, this mode of learning is not seen as a substitute for hands-on experience and one-on-one relationships.

## **Relationships/Partnerships**

- Few partnerships with workforce development, the education system, and economic development have been created, although there are some “pockets of excellence.”

## **Recruitment/Marketing**

- RA is not well known outside of the construction industry. A marketing campaign is needed to educate potential participants and to attract non-traditional industries.
- Assistance in marketing might be available through the workforce development system.

## **RECOMMENDATIONS FROM THE ASSESSMENT**

Based on information developed from the interviews and review of the Rhode Island Apprenticeship program, Coffey made recommendations related to staffing, policies, practices, procedures, partnerships, and new directions for RA, consistent with the goals of the GWB. Following is a summary of highlights:

- 1) **Funding and Staffing:** Explore possible increased funding options to provide additional staffing support for the Apprenticeship Office. Hire additional full-time professional positions and provide full-time administrative support.
- 2) **Ratio of Journeypersons to Apprentices:** Broker a compromise to resolve the ratio issue. The ratio issue is divisive with positions on the matter typically differing depending on affiliation (union vs. non-union). This is an issue that has consumed a great deal of time on the part of staff, SAC members, and program sponsors.
- 3) **State Apprenticeship Council:** Engage in a retreat or planning session to discuss potential changes and develop a strategic plan for accomplishing them. Consider issues including current vacancies, expanding and diversifying representatives, staggered term limits, and periodic review of policies, practices, and procedures.
- 4) **Regulations:** Ensure changes in regulations be carefully reviewed and discussed by RI’s SAC and staff. New regulations should be drafted to conform and comply with these new federal regulations. Write all regulations not only with the construction industry in mind but also in consideration of how they might apply to non-traditional industries.
- 5) **Policies, Practices, and Procedures:** Initiate a process for providing feedback to the RA staff from participants and employers. Review policies, practices and procedures periodically and amend, as warranted, to make for more efficient operations.

# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

- 6) **Data Collection and Reporting:** Examine the federal system and systems other states have developed to use as models for features to include in developing RI's new system.
- 7) **Recruitment/Marketing:** Include a marketing component in Rhode Island's strategic plan to attract youth, including women and minorities. Increasing linkages with the workforce system, education, and economic development should assist in promoting awareness of available opportunities. Consider Pre-Apprenticeship and School-to-Work pipeline programs.
- 8) **Training/Improved Communication:** Implement suggested training and professional development activities and create a formal electronic communications vehicle to keep the apprenticeship community informed.
- 9) **Training-Related Instruction:** Consider competency-based training and e-Learning/Distance Learning as options provided that proper controls are in place. The use of competency-based training and E-learning/Distance learning are new concepts for many RA programs.
- 10) **Relationships/Partnerships:** Develop stronger partnerships with education, economic development and the workforce system.
- 11) **Non-Traditional Apprenticeships:** Explore non-traditional apprenticeships. Nationally, there has been a movement to expand RA to industries outside construction. There is recognition that the earn-while-you-learn model is one that can work for other industries struggling to develop a skilled workforce, particularly in anticipation of the retirement of the Baby Boomers (born between 1946 and 1964). Management staff members within RIDLT and members of the SAC share this recognition.

## RECENT DEVELOPMENTS IN RA IN OTHER STATES

In recent years a number of states have taken noteworthy steps to strengthen their RA system, to support RA programs, expanding RA in non-traditional career areas. This has included leveraging other financial resources in support of RA such as state general funds, WIA formula and set-aside dollars, and American Recovery and Reinvestment Act (ARRA) dollars, among others. These steps have been encouraged in part by a formal guidance from DOL in 2007 that provided states with information and resources to leverage RA as a workforce development strategy to help build a skilled and competitive workforce to bolster regional economies. This was further supported by a white paper produced by the Advisory Committee on Apprenticeship in May 2011 which provided recommendations to states for facilitating greater collaboration between RA and the public workforce system. This was reinforced most recently in May 2012 through formal guidance from DOL to states that provides specific guidance on encouraging partnerships and resource leveraging between the public workforce system and RA.

# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

Some examples are as follows:

## Alaska



- The Division of Business Partnerships, Alaska Workforce Development, has successfully used WIA funds to support RA in a number of ways. For example, it has expanded the capacity of the RA system to serve businesses by training One-Stop center staff to prepare the paperwork, do an analysis of the curriculum, and prepare the packet to transmit to one of the two RA staff. Staff then reviews the packet, signs off on the program, and returns it to the sponsor in order to start the apprenticeship program.
- WIA Individual Training Account (ITA) funds are used to support non-union (open shop) “mom and pop” shops who register with RA. ITA funds can be used for related instruction for WIA eligible participants with a community college or provider already on the Eligible Training Providers List (ETPL).
- For non-union programs, WIA funds have been used to pay for online or webinar-based courses. Online training or webinars require participants to be at a certain place at a designated time and allow for mentoring, etc. Some of the “mom and pops” are not skilled as trainers or mentors, so this allows for an option. Typically, for these programs benefitting from ITA funds, unions pay the cost of related instruction, and WIA funds are used for supportive services such as tools.
- To assist an employer who wanted to do classroom-based training for electricians, Alaska worked out a fee-based model for the program depending on the level of the participant and the supply side demand. The model worked so well that the employer began contracting with other sponsors to provide classroom training to meet its needs. Employers do not care who does the training as long as it is quality training. Hours are tracked and recorded to show progress. Now some employers are going to their competition to get classroom training.
- WIA incumbent worker funds were used to fund slots in a non-union Pharmacy Tech apprenticeship with Safeway. It employs a web-based virtual instruction model that allows the apprentices and the teacher to see each other.

## South Carolina



- In 2007, \$1M in recurring funding was allocated to the South Carolina Technical College System for the development of Apprenticeship Carolina. A director and four regional representatives were hired under this initiative to educate and assist South Carolina businesses interested in developing RA opportunities.
- In conjunction with the South Carolina Technical College System, Apprenticeship Carolina established a tax credit program that promotes RA. Eligible businesses can receive a tax credit of \$1,000 for each registered apprentice they employ for at least seven months during each year of the apprentice’s program. The employer can claim this credit for up to four years. In addition to the tax credit, some of the costs associated with the program, including instruction, training, and wages may be covered if the apprentices meet WIA eligibility requirements.

# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

- The South Carolina State Workforce Investment Board (WIB) has also used state WIA set-aside funds in competitive grants to support RA training in high wage/high growth occupations. Additionally, in an effort to increase RA in local workforce areas throughout the state, the WIB required local areas to develop a plan for RA, in addition to meeting their performance goals, in order for local areas to be eligible for WIA incentive money.
- Over the course of three years, South Carolina was able to increase the number of RA programs and apprentices trained by more than 300 percent.

## **South Central Kansas**

- The Workforce Alliance of South Central Kansas, which serves as the local WIB and service provider, supports RA in numerous ways. RA staff members are housed at the local One-Stop with the State of Kansas providing WIA set-aside funds to support the state RA staff. WIA ITA funds provide for supportive services for apprentices, such as books, work clothes, and anything that the individual needs for the program as long as the individual remains eligible for WIA. These costs must be ones that are normally the responsibility of the apprentice, and everyone is required to pay since displacement by federal funds is not allowed.
- The One-Stop offers all job seekers a full range of opportunities, including RA, which is supported by the One-Stop through recruitment and application assistance. The One-Stop keeps on file information about the RA programs, including brochures, applications, and other informational materials. All of the integrated staff have been trained by the State Apprenticeship staff and can provide a full range of information about the sponsors' programs to individuals coming into the One-Stop. The One-Stop maintains a list of RA sponsors and the start dates for their next training cycles. If there is a long period of time between the start date of a program and the date the individual makes application, it assists participants with additional services, such as barrier resolution, academic remediation, and stop-gap employment, while they are waiting for program acceptance or enrollment.
- Utilizing American Recovery and Reinvestment Act (ARRA) funds, the State of Kansas created a RA Scholarships program. The objective is to provide an incentive to employers and Joint Labor-Management programs to hire WIA eligible dislocated and/or unemployed adult workers into RA opportunities. Programs must be in the areas of Advanced Manufacturing, Aviation, Bio-Science/Animal Health, Energy, Professional Services and Value-Added Agriculture, as well as in Construction and Rural Business Succession. Scholarships of up to \$1,250 per year per apprentice are granted toward the cost of related technical instruction for the first two years of training. Participant eligibility must be determined by WIA local office staff. Local WIA areas may use their funds for supportive services as warranted and appropriate.
- There are many ways in which dollars can be leveraged in support of expanding RA opportunities. Given the benefits to job seekers and business and industry, the RA model can serve as a viable talent and economic development strategy to assist in putting people to work and improving the economic health and vitality of communities.



## RHODE ISLAND'S ACTION STEPS TAKEN SINCE THE ASSESSMENT

In response to the recommendations of the report, the GWB and Apprenticeship Office have initiated, on their own and through Building Futures, a number of actions to strengthen RA in Rhode Island and expand it to become the talent and economic development vehicle they envisioned. Following are some highlights of accomplishments related to the recommendations from the assessment:

**1) Ratio of Journeypersons to Apprentices:**

- ✓ Set ratios initially at 1:1 and subsequent requirements for residential and commercial work have been specified in changes to the *Rules and Regulations Relating to Labor Standards For The Registration of Apprenticeship Programs Under Title 28, Chapter 45*.

**2) State Apprenticeship Council:**

- ✓ Made changes to state regulations to limit terms on the Council and diversify membership.

**3) Regulations:**

- ✓ Adopted new regulations to meet DOL requirements.

**4) Policies, Practices, and Procedures:**

- ✓ Reviewed and updated policies and procedures and are in the process of creating a new policy manual.
- ✓ Updated RA agreements are in the process of updating standards and the RA website.

**5) Data Collection and Reporting:**

- ✓ Began working with the State of Massachusetts to adapt its new information system for RA in Rhode Island.

**6) Recruitment and Marketing:**

- ✓ Created new outreach materials for businesses and industry and potential trainees and initiated outreach to local high schools.

**7) Training/Improved Communication:**

- ✓ Initiated sharing best practices, particularly with states in Atlantic region.

**8) Training-Related Instruction:**

- ✓ Began working with the Rhode Island Department of Education to develop guidelines for online learning.

**9) Relationships/Partnerships:**

- ✓ Assembled a team comprised of representatives from RA, the workforce system, education, and business to participate in a three-day regional DOL sponsored Apprenticeship Action Clinic. The purpose was to provide state RA programs with a vision for apprenticeship

# NEW DIRECTIONS for Registered Apprenticeship in Rhode Island

in the 21st century and to facilitate the initiation of strategic state plans to bring about collaboration and partnerships with workforce, education, and business/economic development.

- ✓ Sponsored an Action Clinic within the state in June 2012 to engage business/industry and partner support in growing RA to better serve the needs of RI residents and businesses.

## 10) Non-Traditional Apprenticeships:

- ✓ Initiated an outreach effort to develop apprenticeship opportunities in non-traditional areas, which included developing RA training for the IT industry with Atrion Networking Corporation.

## 11) Other:

- ✓ Began working with the Veterans Administration to promote the hiring of veterans in RA training programs and working to provide advance credit to veterans for previous military training.
- ✓ Continued to build on relationship with the Rhode Island Department of Transportation (RIDOT) to create apprenticeship opportunities. Through a contract with RIDOT, Building Futures provides RA training to women and minorities, who might otherwise not have had the opportunity, for jobs resulting from state highway and bridge projects. Well over 100 individuals have been placed in jobs to date, with a retention rate in excess of 90 percent. Most of these jobs are in the building-related construction as opposed to transportation per se.

### *Atrion Networking Corporation*

*The Internetworking Associate Apprentice Program is a combination of on-the-job training and related classroom instruction in which candidates learn both the practical and theoretical aspects of a new trade in the IT industry. The Program's goal is to launch the careers of promising entry-level candidates entering into the IT industry with little to no prior relevant work experience. In the paid, one-year intensive program, we challenge candidates to attain well-rounded professional skills, technical knowledge and industry recognized certifications in our advanced technology space. Technical skills include, but are not limited to: Microsoft Server Foundations, Cisco Unified Communications and Routing and Switching concepts using a mix of instructor focused training, hands-on lab work, self-study, on the job training and technical challenges. Our training methodology does not stop there: the Apprentice program also highlights the importance of business professionalism and customer service, presented in customized training throughout the entirety of the Apprenticeship.*

*Rachel Croce, Talent Development Associate*

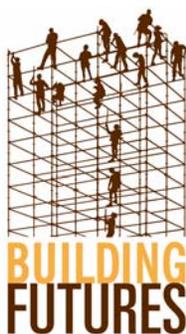
## NEW DIRECTIONS FOR REGISTERED APPRENTICESHIP IN RHODE ISLAND: RECOMMENDATIONS

While progress has been made, much work remains to be accomplished to realize Rhode Island's vision for RA. Following are some recommendations for moving forward.

- ➔ There is still a need for additional staffing for RA to maintain high standards and grow. Perhaps this can be accomplished through leveraged support from the One-Stop system, or addressed through resources provided to the state from DOL through recent Workforce Innovations funding.
- ➔ Following-up on formal guidance provided by DOL, additional dialog needs to take place between RA and the State Workforce System to explore expanding partnerships and resource leveraging.
- ➔ Now that changes have been made in the regulations related to State Apprenticeship Council membership, vacant seats need to be filled. Once all members are on board, a strategic planning retreat would be helpful in charting future actions to be taken.
- ➔ A state Action Clinic has already been sponsored to further the dialog among partner organizations for greater utilization and expansion of RA. This could be followed-up by subsequent Clinics, including industry-specific gatherings to discuss how to make RA work for businesses within the industries.
- ➔ Continue to explore new opportunities to promote RA and expand to additional non-traditional occupations.



The action steps taken to date are a start in what will be an ongoing effort. The GWB, RIDLT, and Apprenticeship Office, working in concert with Building Futures, as the GWB Industry Partner for the construction sector, actively welcome the involvement of all who wish to assist in further developing and expanding RA opportunities in Rhode Island.



### ***This publication provided by Building Futures***

*Building Futures, Rhode Island's Construction Industry Partnership, was launched in 2007 with a mission to help the non-residential construction industry meet its current and future needs for a skilled workforce, and to create career opportunities for low-income adults from urban communities through the registered apprenticeship system. In pursuing this mission, Building Futures has focused efforts on the development and implementation of the state's only certified pre-apprenticeship training program that includes GED instruction, industry-specific math tutoring, financial literacy, and wraparound services that help reduce employment barriers, increase retention, and improve economic security for program graduates.*

*Produced for Building Futures by Coffey Consulting, LLC - Bethesda, MD, June 2012*



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