

Legislative Program Review and Investigations Committee

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STUDY SCOPE

Apprenticeship Programs and Workforce Needs

Focus

The study will examine the effectiveness of Connecticut apprenticeship programs in meeting workforce demand. The study will analyze the alignment of supply (i.e., apprenticeship program graduates obtaining a license) and demand (job openings by trade). The various types of apprenticeship programs offered will be inventoried and described, including the programs' entry and completion requirements.

In addition, the study will update certain information contained in the 2009 PRI committee study entitled *Alignment of Postsecondary Education and Employment*. Specifically, figures that provided a broad view of projected graduate supply and employer demand in certain selected occupations requiring a postsecondary education will be updated to determine if changes in alignment have occurred.

Background

According to the U.S. Department of Labor's (U.S. DOL) Office of Apprenticeship, Training, Employer, and Labor Services, "Registered Apprenticeships are innovative work-based learning and post-secondary earn-and-learn models that meet national standards for registration." The registration is with the U.S. DOL or a federally-recognized state agency (e.g., a state department of labor).

Registered Apprenticeship (called "apprenticeship" for the remainder of this document) training is distinguished from other types of workplace training by several factors:

1. participants who are newly hired (or already employed) earn wages from employers during training;
2. programs must meet national standards for registration with the U.S. Department of Labor (or federally-recognized state agencies);
3. programs provide on-the-job learning and job-related technical instruction;
4. on-the-job learning is conducted in the work setting under the direction of one or more of the employer's personnel; and
5. training results in an industry-recognized credential.

Apprentices start working from day one with incremental wage increases as they become more proficient on the job. Apprenticeships range from one to six years, but the majority are four years long.

According to a 2013 PRI study, upon program completion, almost all apprentices (91 to 98 percent) in Connecticut were subsequently hired as journeymen.¹

There were 1,515 Connecticut employers sponsoring apprenticeship programs in FY 14, with more than 4,635 individuals actively enrolled in these programs.² The trades with the most apprentices in 2013 were electrician (1,515 apprentices), heating and cooling mechanic (472), plumbing mechanic (463), and limited heating and cooling (416), according to the Connecticut Department of Labor (CT DOL).

In Connecticut, apprenticeship programs are overseen by CT DOL's Office of Apprenticeship Training. The office, which has ten staff, is funded by the state and federal governments, as well as by program participants (both employers and apprentices).³

Areas of Analysis

Apprenticeship Programs

1. Describe the apprenticeship system in Connecticut, including the roles of CT DOL, trade unions, participating employers, and educational institutions
2. Evaluate how apprenticeship opportunities are made known to potential participants, both employers and workers
3. Develop an inventory of apprenticeship programs available in Connecticut
4. Using the inventory, compare and analyze apprenticeship programs, including but not limited to:
 - a. types and number of positions offered;
 - b. demand among potential apprentices;
 - c. length;
 - d. sponsorship;
 - e. cost;
 - f. entry and completion requirements;
 - g. participant number and demographics;
 - h. wages earned from entry through completion;
 - i. coursework cost and availability of academic credit;
 - j. completion rates;
 - k. post-completion employment rates; and
 - l. availability of career pathways.
5. Examine historical trends in Connecticut apprenticeship programs, including the number and types of programs, employer participation, and enrollment
6. Compare Connecticut's apprenticeship opportunities to those in similar states

¹ Includes those hired by either the employer who provided the on-the-job training or another employer. (PRI Committee, *Reemployment of Older Workers, 2013*.)

² FYs 2016-17 Biennium Governor's Budget.

³ Ibid.

Update Supply and Demand Alignment

7. Update the alignment assessment of supply and demand for the occupations in the 2009 PRI committee study *Alignment of Postsecondary Education and Employment*, using the most recent data available

Area Not Under Review

The study would not review unregistered apprenticeship programs.

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