

## **NEIGHBORHOOD NETWORKS**

**Moderator: Michele Higgs**  
**August 12, 2008**  
**3:00 p.m. EDT**

Operator: Good day everyone and welcome to this Neighborhood Networks conference call. Today's conference call is being recorded. At this time I'd like to turn the call over to Michele Higgs; please go ahead.

Michele Higgs: Hello, everyone. Thank you Vickie. Welcome to the Neighborhood Networks August conference call. I'm Michele Higgs and I am joined today by Jonathan Rogers. Together, we represent the technical assistance team that works with you to address the needs of the various Neighborhood Networks centers around the country.

You know, we're coming into the last days of summer, but with that little nip of fall, our attention shifts to the creative ways that we can help our youth and young adults get a foothold in the world of work. School will be starting, and chances to approach instructors and mentors and members of the business community about alternative learning and work opportunities are bound to surface. That's why we're talking about our topic for today, "Apprenticeships, A New Way to Work." To quote a master of industry, art collector, author Malcolm Forbes, publisher of Forbes Magazine, "Ability will never catch up with the demand for it."

And the demand for skilled labor is high. In fact, according to the Career Voyages Web site, in fiscal year 2007, there were 3,253 new apprenticeship programs established nationwide, and that

means businesses came onboard to sponsor apprentices. In addition to the foundation that's been set by traditional industries such as construction and manufacturing, a significant number of these programs were in high-growth industries, such as hospitality and healthcare.

Apprenticeships provide a wonderful opportunity for an individual to learn and practice a trade while working for an employer who helps them to learn their trade. In exchange, the apprentice provides labor for an agreed-upon period after they become skilled; thereby increasing the skill level of the workforce through supervised on-the-job training.

While most apprentices training is conducted on the job, instruction in theoretical and technical subjects related to the apprentice's trade may also be involved either in the workplace, or through attendance at vocational schools while being paid by the employer.

I know that you're eager to hear from our speakers on this topic, so I'm just going to do a little housekeeping and then we'll hear from them. First, here are the new centers we're welcoming to the neighborhood this month. There are 13 of them. There's Coronado Courts Computer Center in Arizona; Arirang Neighborhood Networks Center in California; Washington Square Phase II Neighborhood Networks Center in Ohio; Westminster Arms Neighborhood Networks in California; Neighborhood Christian Center Computer Learning Center in Tennessee; Spring Ridge Neighborhood Networks Center in Illinois; Casa de Los Amigos Neighborhood Networks Center in California; Maplewood Estates Neighborhood Networks Center in Missouri; Villas at Autumn Bend Apartments in Missouri; Wesley Pine Ridge and Pine Meadow Apartments Neighborhood Networks Center in Tennessee; Grace Meadows Computer Center in Connecticut; Olmstead Gardens Computer Learning Center in Rhode Island; and Presidential Place Computer Learning Center in Rhode Island. Welcome to all of you. Welcome to the neighborhood!

Let me tell you about our Neighborhood Networks' resources. First, there's the Strategic Tracking and Reporting Tool which is also known as the START business plan. START is an online resource that helps you determine the needs of your residents, discover what resources in

your community can speak to those needs, and help you keep track of the partnerships that can attend to them. START is a key to developing partnerships because when the data is compiled it creates an organized plan that strengthens the center's profile as a business and makes the center attractive to potential partners as well as donors. START also serves as the institutional memory for your organization and establishes the foundation upon which you can organize your activities.

There's more. If you have questions about the START business plan, resident surveys, success stories, special event ideas, or general questions about the Neighborhood Networks Initiative, you can call the toll-free Neighborhood Networks information line at 888-312-2743. You can also visit the Neighborhood Networks Web site at [www.neighborhoodnetworks.org](http://www.neighborhoodnetworks.org). And don't forget online networking through the Neighborhood Networks online message board. You can share information with other centers, post news, ask questions. Be aware that this is not a real-time resource, but you can post your information and then revisit the board in a day or so to see what kinds of responses you've received. Just go to the Neighborhood Networks Web site at [www.neighborhoodnetworks.org](http://www.neighborhoodnetworks.org) and click on the Neighborhood Networks online networking link to the right under the green banner labeled "helpful tools". Follow the instructions and guidelines to learn about how things work or dive right in and click on "enter online discussions". Go visit, post a message, and check it out.

Let me also remind listeners that a transcript of this call will be available on the Neighborhood Networks Web site in about two weeks.

Now, to our topic today, "Apprenticeships, A New Way to Work." Getting a job is tough enough when the job seeker has skills and education. It can be very challenging or nearly impossible for those who lack the skills to manage the work environment. Young adults need special guidance as they take their first steps towards success in careers or in post- secondary education.

The programs that Neighborhood Networks centers offer can be a valuable resource for residents preparing for the workforce. In partnering with apprenticeship programs, Neighborhood Networks centers can offer residents an important chance at success. We have two speakers scheduled for today to discuss apprenticeships and help you understand how the process benefits participants.

Let me tell you who they are. From the U.S. Department of Labor/Employment and Training Administration Office of Apprenticeship, we have Franchella Kendall. Franchella is the Chief of the Division of Standards and National Industry Promotion and is responsible for promoting and implementing the Office of Apprenticeships, Apprenticeship and Training Program on the national level and providing technical assistance to state partners and Office of Apprenticeship field staff.

Then we have Ronda Harris Thompson from Year Up, a one-year intensive training program that provides urban young adults from 18 to 24 with a unique combination of technical and professional skills, and an educational stipend and corporate apprenticeship. To date, Year Up has achieved a 100 percent success rate with its placement of qualified students into apprenticeships. Eighty-seven percent of their program graduates were placed in full-time or part-time positions within four months of graduation. These opportunities sound like solid ones for our stakeholders. So I'm going to stop talking and yield the floor to our guests. I'm going to ask Franchella to speak first. Can you open this discussion up for us Franchella?

Franchella Kendall: Yes, I can. Thank you so much for inviting me to talk to you about the registered apprenticeship system. In 2007, we celebrated our 70th anniversary of the National Apprenticeship Act. That was the act that authorized the Secretary of Labor to formulate and promote the furtherance of labor standards and implement the registered apprenticeship system.

We have two regulations that by which we're bound; one of those is the Code of Federal Regulations 2929, which has the standards that the employers must meet to be recognized by us

and be part of the registered apprenticeship system. We also have the EEO requirements that an employer must meet and those are in the Code of Federal Regulations 2930.

The Office of Apprenticeship provides technical assistance to industry to help them develop their apprenticeship standards. We help them by analyzing their training needs. We provide assistance by helping them develop their training outlines and determining the skills that an employee must have to be employed in their particular establishment.

We also help them with the development of the related training or related curriculum. For the standards to be registered with us, industry must provide the on-the-job training and the classroom part. Those are two parts of requirements that an employer must have to be registered with us. Plus, if an employer is large enough, they also must have an affirmative action plan and have a specific selection procedure.

We have apprenticeship offices in all of the 50 states. And by that I mean that we have 25 states, including the District of Columbia that has petitioned the Secretary of Labor to oversee the registered apprenticeship programs in their particular state. The other 25 states are serviced by federal employees. But we work in partnership with our state apprenticeship agencies.

As I said, apprenticeship combines paid on-the-job learning with related instruction. There are specific standards that an employer must meet. There must be an on-the-job agreement, which means the apprentice must have their contract or their guide about what they're going to learn and the requirements of the training that the employer is going to have them meet.

There must be classroom instruction. Now, this classroom instruction can be either in the employer's facility by their staff or, in some cases, it can be through technology online. Also, in some cases, some of our employers partner with community colleges, where the classroom

instruction takes place in the college setting and the apprentice is eligible to receive credit toward an associate degree.

The apprentices must also know what their wages will be. An important requirement of registered apprenticeship is that there must be a progressive wage, which means that as the apprentice's skills increase they must be compensated by an increase in their wages.

Now, we don't dictate how much that increase must be but the employer does have to document the increases in writing. Also, the apprentice must know the conditions they will be working under, what hours they're going to be working, and where the establishment is located. There must be a safe work environment; that's one of the requirements of our apprenticeship program. Also, there must be an EEO pledge to ensure equal opportunity and access to registered apprenticeship for all.

Now, as I explained earlier, we have a network of federal, regional, and state apprenticeship directors and training representatives to assist the employers. These staff also would have access to apprenticeship offerings. Further, on our Web site, we have a list of the states as well as their contact information that you can find under the menu item that says "partners."

There are currently more than 900 recognized apprentice occupations in the registered apprenticeship system, covering a lot of different industries. We have IT project manager, machinist, certified nursing assistant, automotive technician, and pharmacy assistant, just to name a few. They cover, as Michele mentioned, a lot of the high-growth industries. We're continually adding more occupations, adding more programs, more employers are recognizing the value and the benefit of registered apprenticeship and they're coming onboard and developing programs.

Now, a lot of people want to know who pays for the training and how registered apprenticeship is paid for. The employers pay for the development of their registered apprenticeship system. We do not provide them with any kind of funding. In a lot of cases, the employees pay back into their establishment to help maintain their registered apprenticeship system.

We have several different options where people can gain credentials for the training that they have completed in the registered apprenticeship. The first is a certificate of completion of apprenticeship. That is the certificate that employees obtain once they have completed their registered apprenticeship program; this certifies that they have completed all of the training that the employer expected of them.

We also have implemented a certificate of training that certifies recognition of intermediate skills. We found that in some cases that people are unable, for one reason or another, to complete a full apprenticeship. Accordingly, the employer works with us and we work with the employer to develop levels in which those apprentices will be certified. So the apprentices receive a certificate of training to validate the skills they obtained. Later on, if they choose to come back and complete their apprenticeship program, they can start where they left off.

We also have a certificate of registration that recognizes employers who have registered apprenticeship programs.

A lot of people ask why an employer would want to do this. Why would they want to go through the process of developing the apprenticeship programs and putting everything in writing and having government oversight? One of the advantages to the employer is that they end up with a professionally trained employee. They retain the employee a lot longer. They have a training outline that is consistent. Everybody knows what's expected, there's consistency in the technical work skills, and the employee learns human relation skills and communication skills as well.

There are a couple of myths that we realize are out there about registered apprenticeship. First, that it's only for construction and that it's only for unions. To counter, more than 68 percent of our registered apprenticeship programs are developed by employers or employer associations, meaning that there's isn't any type of union involvement. Some of our longstanding registered apprenticeship programs were developed by our labor management partners.

There's also a myth that apprenticeship is for non-college bound students. I'd say all of our apprenticeship programs or employers require high skills and high standards. In some cases, the apprentices receive training that equals or exceeds a four-year college degree. We have apprenticeship employers that have agreements with community colleges, and that can work a couple of different ways. The related-training instruction is actually developed and delivered on the college campus by a college professor and an apprentice can obtain college credit. Or, after the program is evaluated by the community college, an apprentice can get credit for completion of the registered apprenticeship training and earn credit towards an associate degree.

We also have many apprenticeship training programs that have some type of pre-apprenticeship program. In the Department of Labor, we have a couple of different options such as Youth Build and Job Corps, just to name a few. People can go through these programs to obtain pre-apprenticeship training and then go into the registered apprenticeship system.

We have occupations that range from one-year, or 2,000 hours, up to five years. The minimum amount for a registered apprenticeship program is 2,000 hours. There is no maximum level. We also have competency model occupations. The employer has worked with us to develop a program where if an apprentice completes the training at a faster pace, and are evaluated and assessed, they can get credit for what they've done, and do not have to spend six or seven months in that one particular area. They can advance to the next level, depending on the duration of the training.

As I said, we have active apprentice programs all across the United States. In FY07, we had more than 400,000 active apprentices. Two hundred and twelve thousand of those were newly registered apprentices. We have specific goals and standards that we have to meet through the Department of Labor Common Measures. Our 2007 retention rate in registered apprenticeships was 83 percent and the average hourly gain for an apprentice was \$1.50. So those that enter into a registered apprenticeship have a lot to gain. They end up being retained in the apprenticeship program as well as completing the program. The employers report that the apprentices become employees and stay with them a long time after they've completed a registered apprenticeship.

On our Web site, we have a lot of different information. The Career Voyages Web site is an excellent place for a young person, a parent, or someone who's looking for a job to find out what's out there and the skills requirements. There's a specific part that deals with registered apprenticeship. You can input information about your state and it will identify the registered apprenticeship sponsors in your state. If you want to find out if they're currently taking applications, you will have information about where they're located so that you can call them. Or you can call one of our apprenticeship representatives in that state.

Another resource is the Career One-Stops. We are working continually with the Career One-Stops in various states to give them information about registered apprenticeship opportunities. Employers are beginning to send them information about their registered apprenticeship openings.

Registered apprenticeship, to recap, is paid on-the-job learning. There has to be classroom instruction as well as on-the-job learning. We're in all 50 states. It is voluntary for an employer to develop a registered apprenticeship program but there is a skill shortage in a lot of different areas. I would certainly encourage anyone that has someone interested to either visit our Web site or the Career Voyages Web site, or contact one of our apprenticeship representatives to find

out when an employer is accepting applications. Employers have a schedule as to when they accept applications and when they are selecting and hiring people to fill and vacancies they have.

And with that Michele, I'll turn it over to you.

Michele Higgs: OK. I was just going to jump in with a question. The information that you just gave us for getting additional information, can you give out the Web site for the registered apprenticeship program? CareerVoyages.gov, I think, we've mentioned before.

Franchella Kendall: OK. The Office of Apprenticeship Web site is [www.doleta.gov/oa](http://www.doleta.gov/oa).

Michele Higgs: You know what I'm going to do, Franchella, because you gave quite a bit of information, I'm going to ask Vickie to open up the lines and see if we have any specific questions for you. Can we see if there are any questions? Franchella gave us a lot of information; I'd like to see if anyone is there with questions.

Operator: Sure. If anyone has a question just press star one on your telephone keypad. We do have a question from Cheryl Dixon, please go ahead, Cheryl.

Cheryl Dixon: Yes, I did have questions. I was wondering, since there is a skill shortage, what apprentices are in demand?

Franchella Kendall: Right now there is a skill shortage in the healthcare industry. There's a skill shortage in the construction industry that varies from area to area. In the construction area, there are all different types of occupations. We have a lot of different occupations in healthcare as well.

Because apprenticeship is voluntary, there may not be a specific sponsor right now in your area. But if someone knows of an employer that wants to hire someone and wants to develop a

registered apprenticeship program, we could do it at that time and that person could still be enrolled as an apprentice.

Michele Higgs: OK. Great. Thank you. Do we have anybody else?

Operator: No one else on queue but we can give one other reminder, star one if you have a question.

We'll just pause for a brief second. It looks like there are no other questions.

Michele Higgs: OK. With that in mind, Ronda, are you with us? Would you like to talk with us about the Year Up program?

Ronda Thompson: I'm here. I should just let you know that I'm on vacation, so if you hear something strange, I apologize for that.

Michele Higgs: If you're splashing in the ocean, I'll be so mad.

Ronda Thompson: I am at the beach so I do apologize.

Michele Higgs: Well, we really appreciate you being with us today, thank you.

Ronda Thompson: No problem. So Year Up is an 11-month apprenticeship program. We started in Boston in 2000. We have now expanded to five fully operational sites, Boston, Rhode Island, New York, Washington D.C., and San Francisco, which is having its first class this September. Plus, we have a pilot site that's now operating out of Baltimore through the D.C. site, and Atlanta will be opening in March 2009.

The way the program works is it is five-and-a-half months of intensive training. The training focuses on information technology, computer software, hardware, and applications. It's about how to fix computers, including networking and wiring.

In addition to the computer courses that are students are taking, they also receive training in customer service. Many of the positions in which our students are placed during their apprenticeships are actually in customer service industries, whether it's help desk, setting up user accounts, or server issues. They interface quite a bit with both internal and external clients. So, customer service skills are really important for the work that they're doing. We also work with them on business communication, helping them to fine-tune their reading, writing, and grammar; so that when they respond to calls and speak with people they are handling the exchange appropriately. In addition, we focus on professional skills, those soft skills that young people are expected to know when they get in the workplace but for which they aren't necessarily trained. In addition, we also work with them on personal finances as an added bonus.

Once students complete the apprenticeship training part of the Year Up program, students who are qualified are then placed on apprenticeships. We work with a variety of corporate partners in D.C., where I work. We work with America Online, Fannie Mae, Freddie Mac, the Carlyle Group, Morgan Stanley, T. Rowe Price, Radio One, Latham and Watkins, just to name a few. These are some pretty big hitters in the D.C. area. We work with the same caliber of clients in each of the cities where we're located. The students are then placed on full-time apprenticeships where they're taking what they've learned in the classroom. Then they work directly with managers, taking those skills and learning additional skills that they can apply on their actual apprenticeships.

Once they complete the program, our students have a formal graduation ceremony. Some of the benefits are that as a Year Up student they are enrolled full-time as a college student. All of the young people in the program receive 18 college credits; we pay for those credits completely. We

work with a number of schools with the D.C. and the Boston sites. We are working with Cambridge College, a liberal arts college in Massachusetts. The New York site works with Pace University. We're holding talks with Johns Hopkins for the Baltimore site.

An additional benefit is that approximately 40 percent of the students who complete apprenticeships are hired full time by their apprenticeship partners. Our placement rate is approximately 87 percent in full-or part-time positions post graduation. The average starting salary in the D.C. area is about \$38,000 with benefits included. That's pretty decent for a young person with a high school diploma or a GED, with 18 college credits and a year of training.

Additionally, the college credits are transferable. For students who complete the program and the apprenticeship and then decide, based on their experience, that they want to explore traditional colleges and universities as an option, they can take the college credits and transfer them. Those credits go with the students and they don't have to attend one of the partner colleges to retain those credits.

Year Up is geared towards 18 to 24-year-olds. It's for a particular population, primarily young people who could potentially make it in college but have decided that college isn't the right thing for them. It's for some young people for whom college isn't a right fit but definitely have skills that they can use in other areas. So we focus on that population, which has been somewhat controversial, because there are older people who are really interested but we do not work with people over the age of 24. We will work with 25-year-olds if they complete the application process prior to turning 25.

Additionally, there is an application for the Year Up program. It consists of an application, which needs to be accompanied by a two-page college-style essay, a resume, a letter of recommendation, either high school transcripts or notarized copies of diplomas or GED documentation and then three character references as well. In addition to the actual application

process, all students go through two phases of interviews. The first phase is a one-on-one interview with a member of our staff; the second phase is a learning assessment. We conduct a reading and a writing assessment, a technical assessment, and some interactive activities, to get a sense of how well we feel the students will adapt to the Year Up environment. It's not that we're looking for students at a certain reading level. We have students who read at 12th grade level and we have students who read at a sixth grade level and they can both succeed in the program. It's more to see if the young people are an overall fit for Year Up. Then we make determinations based on the application and both of the interviews on the students.

In the D.C. site, we have 140 students a year. We have two classes, one that starts in September and one starts in March of every year, so there are always students in the learning and development phase of the program, which is the training portion. Then there are always a group of students that are on apprenticeship, so there are always two classes involved in the program at some point.

In Boston, which is our largest site, they are at 140 students per class, which is in September and March. The New York site has about 70 students and the Rhode Island and San Francisco sites have 30.

I will stop there because I realize that's a lot of information and will be happy to take questions about specifics.

Michele Higgs: OK, that's excellent. Thank you so much Ronda. This sound like stellar young people that you have in this program. Once they've completed their apprenticeship the world is theirs. It sounds like you really do polish them up and get them ready.

Vickie, I'm going to ask if there's anyone on the line with questions, either for Franchella or for Ronda.

Operator: OK. Once again, a reminder for the audience, it is star one if you have a question. We'll pause for just a moment. No one has queued up at this time, but I'd like to give everyone another opportunity. It is star one for a question. Again, we'll pause for just a moment. We'll go back to Cheryl Dixon.

Cheryl Dixon: Hi. Actually, I'm representing several colleagues that are here with me. I wanted to find out whether the apprenticeship opportunities were available within the U.S. territories.

Franchella Kendall: They are included. Currently they're inactive and we have been working with them to reestablish their registered apprenticeship programs. I guess because of the changes in government, they became inactive. But they have expressed an interest in reactivating those registered apprenticeship programs. Also, Guam is in the process of trying to establish their registered apprenticeship system. So yes, we are in the territories.

Michele Higgs: I'm sorry, Cheryl, were you done with your question?

Cheryl Dixon: We have another question.

Michele Higgs: OK.

Cheryl Dixon: How many young people are registered for Year Up?

Michele Higgs: Ronda, are you there?

Ronda Thompson: Yes, I'm here. We have about 400 students per class that are currently registered with Year Up. We are hoping to have 20 Year Up sites or Year Up-like organizations that will be in operation by the year of 2016. So by using our model, we are hoping they'll actually be Year

Up sites. I know Kansas City, Missouri is really interested in looking into the program, as well as some other places. Year Up doesn't necessarily have to be called Year Up. We have a model that we think is actually replicable in other places, too. It could be us or it could be something that looks like us but has all of the same components.

Cheryl Dixon: OK, that's great. Well, then I have a question that's related to that. How do you advertise Year Up? And, another related question, how are you funded?

Ronda Thompson: All over our organization we have people in my position who network with community-based organizations. They are connecting with schools and we advertise in local papers, magazines on a national level. Our founder and CEO is involved with the Massachusetts Board of Education. There's a committee looking at issues related specifically to disconnected young adults.

Our funding actually comes from a variety of different sources. About 60 percent of our budget comes from our apprenticeship partners. There is actually a cost to our apprenticeship partners to have our students placed with them. So it is fitting a business model for them. They're having a hard time filling some of the entry level tech positions with recent college grade graduates. So they see a fit with us to have our young people fill those needs. In some cases there is state funding available. With the D.C. site, we don't get any federal or state money. We get money from private foundations, individual giving and corporations.

Michele Higgs: Cheryl, was that the end of your question?

Cheryl Dixon: Yes, thank you. I think there's another question coming from my colleagues.

Michele Higgs: OK.

Veronica Sanders: Yes, this is Veronica Sanders. This question is for Ronda. I was wondering do the students earn a particular industry certification?

Ronda Thompson: Yes, when students finish the apprenticeship portion they are eligible to take the A+ certification exam. We cover that cost for the students. A+ certification is a certification that many of the entry level positions require for help desk types of positions. Our apprentices are certified for those positions.

Veronica Sanders: Thanks. I have another question for Ronda. When your students are working with the firms you mentioned, how long are they in their apprenticeships?

Ronda Thompson: They're in their apprenticeships for six months. The apprenticeship model is unique because they have a direct manager to whom they're reporting, and they have a five-day work week. They're there for seven hours a day, with the exception of Wednesdays. I talked about the Year Up "model." One of the things specific to that model is that Wednesday is the day students actually come back to the Year Up office for refresher training. They're being trained on the A+ certification and obtaining a refresher course to prepare for the exam.

In addition to the managers, once our students are on their apprenticeship, each of them is paired with a professional mentor. So in addition to their manager and their Year Up staff advisor, the students also have what we like to call "caring adults." They're professional mentors outside of their network that can help connect them to other organizations, help them with their job search, and just be there to help guide them as they're entering their professional lives.

Michele Higgs: Thank you. I'm going to ask Vickie, do we have anyone on the line?

Operator: Yes, we do. We have a question from Laska Cordero with Neighborhood Networks.

Michele Higgs: OK. Laska, hi.

Laska Cordero: Hi. Part of my question was all ready answered. It was about funding. How can we as Neighborhood Networks sites act as liaisons between employers that may benefit from developing apprenticeship programs and organizations such as Year Up, so that they could develop more business in our area?

Franchella Kendall: OK, this is Franchella. I'll take a stab at that. As far as being a liaison and connecting to the registered apprenticeship system, as I mentioned, we do have registered apprenticeship representatives in all of the states. If an employer is interested in developing a registered apprenticeship program, that representative is there to provide technical assistance and assist them with the development of that program.

Further, if you have clients that are available for work, you can contact our apprenticeship staff and they can tell you what employer is currently advertising for job openings. They can give you the specifics about the requirements, the age requirement, if there's a minimum education requirement. So it can work both ways.

Ronda Thompson: In terms of Year Up, visit our Web site; in each of the current operating sites, we have executive directors as well as directors of apprenticeships who are responsible for connecting our young people with our apprenticeship partners. So if you have businesses that you think would be a good fit that would be a first step. Instead of giving everyone all of the information for all of the sites, every site is listed on our Web site, which is [www.yearup.org](http://www.yearup.org).

On a national level, if you think there is a market that fits us, the site also has information for how to start a Year Up site or at least start communication.

Laska Cordero: OK. All right, thank you.

Michele Higgs: Great. All right. Thank you. Thank you for that question. Franchella, I'm going to ask you to give your Web site once more.

Franchella Kendall: OK. It's [www.doleta.gov/oa](http://www.doleta.gov/oa).

Michele Higgs: Once they get to that site, they'll be able to find the contacts for the different states with regard to apprenticeships?

Franchella Kendall: Correct. Enter "for individuals," there's a host of information and some of it's for individuals. Click "partners," then under partners, you'll find our state apprenticeship links and our apprenticeship council agency members by state. It has the contact information and if there's a Web site, the Web site address as well.

Michele Higgs: OK. In both instances, I think, having those Web sites will be helpful because a lot of the Neighborhood Networks centers are starting with the raw talent.

Franchella Kendall: Right.

Michele Higgs: They have to find out who is going to be able to help develop that talent. On the other hand, there are certain guidelines that you spoke of earlier; to be certain that the company that you're considering can meet those guidelines.

Franchella Kendall: Correct. If you visit our Web site on the main page, there is a menu that says "access to program sponsored database." That is the list of the registered apprenticeship program sponsors by state. If you go into the state, you can also obtain the information by county. That will give you the employer's address and the occupation in which the employer has a registered apprenticeship program. You can also obtain that information by going to Career

Voyages.gov, going specifically to the apprenticeship menu, inputting the state or the zip code, and it will give you the list of registered apprenticeship programs and occupations for that area.

Michele Higgs: OK. Excellent. Excellent. I think that will be a good tool for our folks. Vickie, may I ask if there's anyone else on the line?

Operator: Yes, we'll go back to Cheryl Dixon with Neighborhood Networks.

Gloria Uchebgu: Hi, this is actually Gloria Uchebgu. My question was for the Year Up program. What about 17-year-olds that do have a high school diploma or a GED?

Ronda Thompson: For 17-year-olds, we accept them into the program with the caveat that they need to turn 18 prior to their apprenticeship placement.

Gloria Uchebgu: Along the same lines, when does the apprenticeship year start, what time of the year does it start?

Ronda Thompson: We start twice a year, so we have a class that starts September. For our September class it starts the day after Labor Day, so that's September 2nd. We also have a class that starts in March of every year. The September class graduates in July and the March class graduates the program in January of the following year.

Michele Higgs: OK, great. Thank you, Gloria does that answer your question?

Gloria Uchebgu: Yes. Thank you.

Michele Higgs: Thank you. Vickie, let's check and see if anyone is on the line.

Operator: No one else is in the queue.

Michele Higgs: Well, actually both of you ladies have done a great job in presenting this topic for us. I do have one thing Franchella, one more question. When you were talking about the certificate of completion of apprenticeship or the certificate of training, when individuals receive that certificate can they move on? Or do they have to stay where they are?

Franchella Kendall: No, they can move on. It is a portable credential and is recognized throughout the United States. So yes, they can move to another employer if they so choose.

Michele Higgs: All right, got it. That's what I needed to know. I'm going to ask Vickie one more time; Vickie, do we have anyone else on the line?

Operator: We do. We have a question from Carol Conger-Cross with San Diego Housing, please go ahead.

Michele Higgs: All right. Hi, Carol.

Carol Conger-Cross: Hi. When we're looking at the apprenticeship, the time frame is about six months for Year Up. I assume people are getting paid during this period of time?

Ronda Thompson: They are. With the apprenticeships there's training and there's a stipend during the training portion. Then there's also a stipend that increases during the apprenticeship portion.

Carol Conger-Cross: OK. So it's a stipend as opposed to a minimum wage or something?

Ronda Thompson: Yes.

Carol Conger-Cross: OK. I'm from California and you're starting one in San Francisco that is mainly geared towards computer technology, technicians, and people being pursuing their certification.

Ronda Thompson: Yes, that is correct. In some sites, New York and Boston, we actually have investment operations as another field. We also had it in D.C. but with the current economy and with a lot of the finance firms closing, we are no longer offering the investment operations track. But we still do offer it in Boston and New York, so we conduct market surveys to see what a fit is for us.

Franchella mentioned that healthcare is another big field; that's an area that we're going to be looking at for the future for D.C. There is no stipend for California because there is a law that has minimum wage for apprentices.

Carol Conger-Cross: OK, thank you very much.

Michele Higgs: All right. Thank you. Well, as I look at the clock on the wall, we have no time left. I'd like to say thanks to our speakers, Franchella Kendall and Ronda Thompson for presenting this topic on apprenticeships today. I got a lot of information out of it and I'm sure you did too. I want to remind all of you of the resources that are available to you through the Neighborhood Networks Initiative. Now, we don't always get to hear all of your questions on the call. So if you still have a question after the call, you can visit the Neighborhood Networks Web site, post it on the Neighborhood Networks online message boards, and our staff or even your peers will see that your question gets attention.

Of course, you can always call the toll-free Neighborhood Networks information line with questions at 888-312-2743. Or you can find abundant resources and current information on the Neighborhood Networks Web site at [www.neighborhoodnetworks.org](http://www.neighborhoodnetworks.org).

We want to extend our heartiest thanks to those of you who participated in this year's Neighborhood Networks Week. Document all that you did. Won't you share your photographs or your media clippings from your events? You can send them to us at neighborhoodnetworks@hud.gov. Take note of that address now, neighborhoodnetworks@hud.gov and you may see your event on the Web. Help us celebrate this week that has become ours. Neighborhood Networks Week rules! Show your peers how your center celebrated and share your pictures.

In September, our conference call is entitled, "Volunteers Rock" and we'll be talking about the bedrock of our centers, the folks who give selflessly of their time and their skills, our volunteers. Dial in for that call on September 9th. Thanks to all of you for joining us today.

Thank you again to Ronda Thompson and Franchella Kendall. Thanks to all of you callers. Take good care everyone. We'll talk to you next time.

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