

# Considering Apprenticeship and Other Career Training Experiences



San Diego-Imperial Regional Consortium  
Apprenticeship Workshop Series  
February 6, 2023

# Presenters

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*We convene partnerships to open doors to equitable, inclusive employment opportunities and career advancement.*



# ZOOM POLL



# Please Introduce Yourself in the Chat

- Name
- College
- Role / Job Title
- Key question about apprenticeship



# Apprenticeship Workshop Series

## *3 Workshop Sequence*

**Workshop #1:** Considering Apprenticeship & Other Career Training Experiences

**Workshop #2 (March 6):** Nuts and Bolts of Apprenticeship Program Planning and Design

**Workshop #3 (April 3):** Nuts and Bolts of Apprenticeship Program Management



# Workshop #1 Objectives

- Explain fundamentals of apprenticeship, pre-apprenticeship, and other applied and work-based learning models
- Look at process of deciding: Is apprenticeship the best fit for the need we are trying to address?
- Define roles of employers, unions, colleges, government agencies, and community partners
- Establish how to keep equity front and center in designing apprenticeship or pre-apprenticeship programs



# Why start with the fundamentals?

- To ensure that everyone understands the basics of apprenticeship and other career training experiences
- To have big picture view before making decisions or tackling range of nitty-gritty questions & concerns
- To allow those with more experience to share knowledge with those starting out



# Applied and Work-Based Learning Continuum





# Applied and Work-Based Learning Continuum

Career Awareness & Exploration	Career Interactions	Career Training Experiences
Level 1 (SG21 C)	Level 2 (SG21 B)	Level 3 (SG21 A)
Learning ABOUT work	Learning THROUGH work	Learning FOR work
<p>Students participate in work-based learning allowing the student to build awareness of the variety of careers available, begin identifying areas of interest, and explore career options.</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• Career fairs</li> <li>• Field trips</li> <li>• Career speakers</li> <li>• Mock interviews</li> <li>• Workplace/company tours</li> <li>• Informational interviews with industry professionals</li> </ul>	<p>Students participate in work-based learning allowing the student to apply learning through practical experience and interaction with professionals from industry and the community outside of school.</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• Classroom projects or challenges with industry involvement</li> <li>• Job shadowing (individual)</li> <li>• Mentorships with industry professionals</li> <li>• Simulated workplace experiences</li> <li>• Service learning</li> <li>• Student-run commercial or social enterprises</li> <li>• Volunteering/community service</li> </ul>	<p>Students participate in work-based learning preparing the student for employment in a specific range of occupations.</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Capstone projects</li> <li>• Clinical experiences</li> <li>• Cooperative work experience education</li> <li>• Internships (Unpaid)</li> <li>• Internships (Paid)</li> <li>• On-the-job training</li> <li>• Research-based and field experiences</li> </ul>



# Why Offer Career Training Experiences?

- Hands-on work experience
- On-the-job training
- Income
- Increase likelihood of permanent employment
- Creates more equitable access to living-wage careers



# When is apprenticeship the right solution?

<b>Apprenticeship</b>	<b>Other Career Training Experiences</b>
<ul style="list-style-type: none"><li>● Industry-driven</li><li>● Employer commitment to entry-level hiring, incumbent worker upskilling, and wage progression</li><li>● Faculty availability and commitment</li><li>● Administrative capacity</li><li>● Commitment to collaborative planning and oversight</li></ul>	<ul style="list-style-type: none"><li>● Industry partnerships not (yet) solidified</li><li>● Focus on career exploration and entry</li><li>● Faculty buy-in in development</li><li>● Short-term program length</li><li>● Work processes and wage progression not articulated</li><li>● May be community college driven</li><li>● Can scaffold to future apprenticeship development</li></ul>



Discussion question:

What current workforce development/training needs are you dealing with for which apprenticeship might be a good solution?

[Link to shared Google Doc](#)





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equitable career pathways

# Building and Growing Apprenticeship with Equity in Mind

An Equitable Apprenticeships Toolkit  
September 2021

**Prepared for**  
Foundation for California Community Colleges

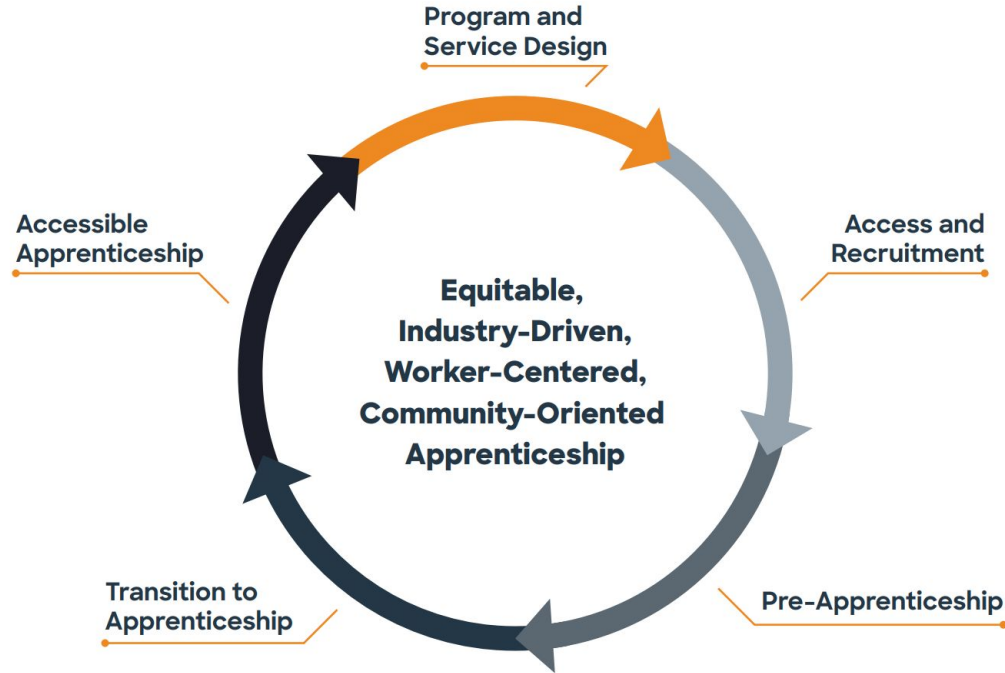
**Prepared by**  
Jennie Mollica and Peter Simon  
HIGH ROAD ALLIANCE



# Keeping Equity Front and Center in Apprenticeship Programs:

## The Role of Community Colleges

# Equitable Apprenticeship Framework



# Understanding Registered Apprenticeship

- What is Apprenticeship?
- Why “Registered”?
- Types of Apprenticeship Programs
- Key Components of Apprenticeship Programs
- Structure and Governance of Programs
- Benefits of Apprenticeship



# What is Registered Apprenticeship?

- A full-time job that is based on the “Earn-While-You-Learn” model and leads to a career
- A structured and regulated pathway to a career that is based on theory (classroom instruction) and practice (on-the-job training) that builds towards an industry-recognized certificate or credential
- A formalized partnership with employers, unions (if applicable), education and government agencies
- Registered with CA Division of Apprenticeship Standards (DAS) and/or US Department of Labor (DOL)





# Types of Apprenticeship Programs

## Traditional Programs:

- Building trades & Firefighters
- Built on hiring hall/dispatched
- Self-reliant \*
- Labor/mgmt structure (JATC)
- LEA role is often primarily “pass-through”

## Non-Traditional Programs:

- Non-building trades or Firefighters
- Emerging, high demand occupations
- Can be labor/management (JATC governance) or employer-driven (UAC governance)
- LEA often plays active role



# Key Components of Registered Apprenticeship Programs

- Full-time employment + on-the-job training (OJT)
- Classroom instruction with a structured curriculum
- Defined work processes
- Wage progression
- Structure and governance of an overseeing body (JATC or UAC)
- Registered and regulated through State and/or US Dept. of Labor



# Key Components of Standards

The key components and structure of an apprenticeship program are spelled out in the Standards that are approved by CA Division of Apprenticeship Standards (DAS) or US Dept of Labor (DOL)

## Standards define:

- Length of Program / Completion Requirements
- Minimum Qualifications to Enter the Program
- Wage Progression
- Curriculum
- Work Processes / On-the-Job Training



# Key Component: Wage Progression

## Mold Makers 4-Year 8,000 Hour Apprenticeship

Journey-level wage = \$30.03 / hour

Period of Apprenticeship	Term of Apprenticeship	Wage Amount	% of Journey-level wage
Period 1	1 year / 2000 hours	\$25.24	84.06%
Period 2	1 year / 2000 hours	\$26.03	86.70%
Period 3	1 year / 2000 hours	\$26.43	88.02%
Period 4	1 year / 2000 hours	\$26.75	89.08%

# Key Component: Work Processes

## Maintenance Mechanic 8,000 Hour Apprenticeship

Minimal Practical Operations	Minimum Hours Required
Install, repair and/or replace interior and exterior lighting and lighting equipment together with lighting services	250
Install, repair and/or replace alarm systems together with signal systems	100
Repair and maintain electric motors	150
Install, repair and/or replace and maintain controls for electronic controlled equipment, AC and DC motors, power service, AC and DC generators, heating and cooling system equipment, protective devices, switchboards, switch gear and transformers	3000
Install, repair and/or replace electrical wiring and conduit for low voltage, single phase, three phase, 0-600 volts	2000
Perform acetylene welding and cutting, and arc welding	300
Operate and use lifts, booms, cranes, hand and power tools	250
Perform safe work practices, maintain safety within federal, state, and company safety orders, and attend meetings regarding same	200
Construct or remodel wood frame structures or enclosures using hand and power tools and equipment	200
Install, repair, and/or replace plumbing including piping and valves and electrical controls for same	400
Install, repair, and/or replace pumps together with general maintenance of same	200
Maintain, repair, and/or replace compressors together with general maintenance of same	200
Maintain, repair, and/or replace mixers, belt conveyors and elevators, fans, blowers, drives, and water systems	650
Read and interpret blueprints; estimate material and labor	100
<b>Total</b>	<b>8000</b>

# Key Component: Curriculum / Class List

Maintenance Mechanic Apprenticeship / ONet Code 49-9041.00

College	Course #	Course Name	Hours	Units
FCC	MATH 250	Industrial Math or College Arithmetic	54	3
MCC	IT 250	Safety / Hand Tools	45	2
MCC	MFGT 24	Hydraulic Fundamentals	45	2
MCC	MFGT 60	Introduction to Welding	171	6
MCC	MFGT 23	Electricity	45	2
FCC	EST 56B	Motor Controls	72	3
FCC	EST 59	Instrumentation Systems	72	3
FCC	EST 59	Programmable Logic Controllers	72	3
		<b>Total</b>	<b>576</b>	<b>24</b>

# Structure and Governance

Joint Labor/Management  
Apprenticeship Program

“Joint Apprenticeship Training  
Committee” (JATC)



# Joint Apprenticeship Training Committee

## *Governance for Labor/Management Apprenticeship*

- Made up of equal representatives of union and management / industry
- Establishes roles, responsibilities, policies and procedures
- Defines, designs and upholds standards
- Evaluation of employee performance in context of standards
- LEA sometimes attends but does not have a voting role





# Structure and Governance

Unilateral Apprenticeship Program

Employer-driven / Non-union



# Apprenticeship Training Committee

## *Governance for Unilateral Apprenticeship*

- Can be composed of managers, supervisors, and operators
- Establishes roles, responsibilities, policies and procedures
- Defines, designs and upholds standards
- Evaluation of employee performance in context of standards
- LEA sometimes attends but does not have a voting role
- LEA often has more active role in oversight of training and coordination of the program



# Pre-apprenticeship Programs

*"A registered pre-apprenticeship program prepares participants to succeed in a registered apprenticeship program. To be registered with DAS or DOL, a pre-apprenticeship program must have a documented partnership with at least one apprenticeship program"*

\* Pre-apprenticeship programs can be valuable in many ways:

- Provide introduction to the target occupation via instruction and hands-on experience
- Integrate basic skills instruction (math, ESL, GED, etc) with job skills training
- Create pipeline for diverse workforce in community to access apprenticeships

\* Pre-apprenticeship may or may not be needed (versus direct entry to apprenticeship)

\* Pre-apprenticeship can be offered by adult school, community college, CBO, or the apprenticeship itself

Note: Pre-apprenticeship will be directly addressed in subsequent workshops!



# Questions?



# Role of Industry in Apprenticeship

*Apprenticeships are fundamentally “industry-driven”*

- Industry = employer / consortium of employers + labor union if one represents workers in targeted company or group of companies
- Industry (labor/management or unilateral) is the legal entity that signs “Apprenticeship Agreement” with DAS or DOL and signs up individual apprentices
- Industry representatives determine standards, structure of the training, and other parameters of the apprenticeship



# Benefits of Apprenticeship for Employers

- Increased productivity through professional training of workforce
- Higher level of retention and employee loyalty
- Greater potential for promotion from within company
- Research shows that every dollar invested in apprentice yields \$1.40 return on investment for company \*
- Demonstrates employer investment in employees' professional development and advancement

\* <https://www.dir.ca.gov/das/ApprenticeshipEmployerBenefitsRolesandResponsibilities.pdf>



# Role of Organized Labor (Unions)

- Training standards, wage progression, and commitments to job quality and equity can be incorporated into the labor/management collective bargaining agreement
- Provide “worker voice” that is often a requirement for apprenticeship-related funding sources
- Potential steady stream of recruits for apprenticeship program



# Role of Government Agency: DAS and/or DOL

- Consult with employers to develop a skilled workforce with viable career pathways
- Work with employers to develop standards, work processes, and wage progression
- Help employer secure an LEA agreement with local community college or other educational agency
- Provide assistance in developing curriculum based on employer-specified learning goals
- Submit program standards for review



# Role of Local Educational Agency (LEA)

- Required partner in DAS-registered apprenticeships / Not required in DOL-registered apprenticeship
- Potentially offering college credit and certificates for apprenticeship classes using courses that incorporate apprenticeship standards or off-the-shelf college courses
- Community college partner is required for submission of grants to California Apprenticeship Initiative (CAI) via Chancellor's Office
- Providing college-certified instructors or assisting industry staff / workers to become approved to teach college courses
- Two upcoming workshops in March and April to address LEA role in development and management of apprenticeship programs



# Roles of Community-based Organizations in Apprenticeship or Pre-apprenticeship Programs

- Recruitment
- Wraparound support
- Pre-apprenticeship instruction (career exploration, soft skills, etc.)
- Worker voice in program planning and improvement
- Community ties
- Flexible grant funding for participant support



# Break Out Groups

## Role Play:

One person plays role of employer, college, DAS, and union (if appropriate) and community partner setting up a new Information Technology apprenticeship program



# Break Out Groups: Different Roles

**Employer:** Has exhausted options for filling open positions and finding local talent. Interested in apprenticeship as a means of addressing this need.

**Union:** Wants to ensure that IT workers in public agencies have access to apprenticeship. Acknowledges challenges for employer but wants to abide by collective bargaining agreement.

**College:** Acknowledges they have IT program but have never engaged with apprenticeship in this sector or had discussions with this employer.

**DAS or DOL:** Tasked with being intermediary between parties. Helps with the dialogue and developing apprenticeship procedures and standards

**CBO or Local Workforce Board:** Can provide assistance with recruiting diverse pool of apprenticeship participants from target populations and/or material support.

[View roles in separate document](#)

## Break Out Groups Debrief Discussion

- What was the outcome of your role play?
- What did you notice or learn from being in a particular role or another person's role?



## Discussion:

- As a community college, what are the reasons for pursuing apprenticeships?
- Is apprenticeship a priority for your college/district? Why or why not?

[shared document](#)



# Next Steps

Workshop #2: Nuts and Bolts of Apprenticeship Program Planning and Design (March 6, 2023)

Workshop #3: Nuts and Bolts of Apprenticeship Program Management (April 3, 2023)

Possible future workshop topics: Developing Pre-apprenticeship Programs, Equitable Apprenticeship

Office Hours: HRA to provide individual technical assistance between workshops to support participants' apprenticeship development work and use of Equitable Apprenticeship Toolkit



# Resources

- Regional Consortium [Apprenticeship Page](#)
- Google Drive Folder: [Apprenticeship Resources](#)
- Glossary of Work-based Learning Elements
- Glossary of Apprenticeship-related Terms and Acronyms





# Post- Workshop Survey

<https://forms.gle/4U5owMJJa8ERc17PX9>



# Contact Us

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