

Appendix A: Background and Additional Information

California Apprenticeship Initiative (CAI) New and Innovative Grant Program

Education Code Section 79148.1 established the California Apprenticeship Initiative New and Innovative Grant Program with the goal of creating new and innovative apprenticeship opportunities in priority and emerging sectors and areas where apprenticeship training is not fully established or non-existent. The Chancellor's Office seeks to expand pre-apprenticeship and apprenticeship training programs in non-traditional sectors. The following list provides examples of non-traditional and emerging sectors; this is not a comprehensive list, and other sectors may be eligible for the CAI New and Innovative Grant Program:

- Advanced Manufacturing
- Advanced Transportation
- Agriculture, Water & Environmental Technologies
- Cybersecurity
- Early Childhood Education
- Energy, Construction & Utilities
- Global Trade & Logistics
- Health
- Information & Communication Technologies/Digital Media
- Life Sciences/Biotech
- Retail/Hospitality/Tourism

Pre-Apprenticeship

The United States Department of Labor, Employment and Training Administration defines pre-apprenticeship as a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s). Registered Apprenticeship programs have been formally approved and registered by the California Division of Apprenticeship Standards (DAS).

The following are required elements of a pre-apprenticeship program for both registration with DAS and the purposes of this RFA:

- Training and curriculum based on industry standards and approved by the documented Registered Apprenticeship program partner or partners that will prepare individuals with the skills and competencies needed to enter into at least

one Registered Apprenticeship program

- Documentation that the pre-apprenticeship training activities are conducted in partnership with one or more Registered Apprenticeship program
- A copy of a memorandum of understanding or other formal written agreement that gives priority but not a guarantee to pre-apprenticeship graduates for acceptance into the apprenticeship program
- Strategies that increase Registered Apprenticeship opportunities for under-represented, disadvantaged, or low-skilled individuals, such that, upon completion, those individuals will meet the entry requirements and be prepared for success in one or more Registered Apprenticeship programs. These strategies include any of the following:
 - Strong recruitment efforts focused on outreach to populations under-represented in local, state, and national Registered Apprenticeship programs.
 - Educational and prevocational services that prepare individuals to meet the entry requisites of one or more Registered Apprenticeship programs, such as specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, adult basic education, financial literacy seminars, and mathematics tutoring.
 - Exposing participants to local, state, and national Registered Apprenticeship programs and providing direct assistance to participants applying to those programs.
 - Facilitating access to appropriate support services during both the pre-apprenticeship program and a significant portion of the Registered Apprenticeship program.
 - Efforts to sustain the ongoing partnership between the pre-apprenticeship program and Registered Apprenticeship program partner or partners, including collaborative efforts that promote alignment with the California Workforce Innovation and Opportunity Act (WIOA) Unified Strategic Workforce Development
 - Providing physical preparedness training for jobs where physical ability and endurance are key elements of success.
 - Providing training on safe working practices where applicable to the job.
 - Providing hands-on training to individuals in a simulated lab experience or through volunteer opportunities that accurately simulate industry and occupational conditions while observing proper supervision and safety protocols, provided that such experience and opportunities do not supplant or reduce the compensable work of paid employees.
 - Providing for automatic acceptance or priority credits for acceptance into apprenticeship programs of individuals who have successfully completed the pre-apprenticeship program, and when applicable, giving advance credit in the apprenticeship program for skills and competencies already acquired in the pre-apprenticeship program.

Apprenticeship

Background

The apprenticeship-training model is defined by application of theoretical knowledge in a workplace setting. The employer is an integral part of apprenticeships and in the current model pays the majority of the training costs incurred. A single employer or group of employers working in collaboration may manage this training and employment. The following are ways employers may participate in apprenticeship programs:

1. Single employer works with DAS to create a program that trains only their employees
2. Group of employers create a Unilateral Training Committee (UTC) and cooperatively fund the training of apprenticeships across multiple employers, sharing costs and leveraging resources
3. Inclusion of a union to create a Joint Apprenticeship Training Committee (JATC or JAC) with equal representation by employees and management, also cooperatively funded sometimes with employer/employee contributions

In all instances, the employer or committee are instrumental to recruitment, selection, training, developing standards, and approving agreements. While apprenticeships generally are associated with a single job classification with a distinct set of duties and responsibilities, an apprenticeship committee may oversee several apprenticeships in different classifications within the same general industry sector.

The following are the three most important elements of Registered Apprenticeship Programs:

- Employer-paid training and employment for the apprentice from day one
- Minimum of 2,000 hours or approximately one-year of On-the-Job training (OJT)
- Combined with at least 144 hours per year of post-secondary classroom instruction, approved by a California Community College District (CCD), California Department of Education (CDE) Unified School District, Local Educational Agency (LEA), County Office of Education (COE), or Regional Occupational Center & Program (ROCP)

How Apprenticeship Programs Operate

Apprentices start at a percentage of the skilled worker's wage and receive wage increases at regular intervals. Starting rates are usually 40 percent (40%) to 50 percent (50%) for full-time wages, and are consistent with the state minimum wage or the local living wage for the geographical location of the employer. Increases are given every six months in most occupations to reward mastery of skills. For example, usually every six months an apprentice who has completed a certain number of OJT hours and a certain amount of hours of classroom instruction is eligible for a three percent (3%) to five percent (5%) increase in pay and advancement to the next period.

Apprentices attend classes of related technical instruction, usually in the public schools. This instruction, supplementing the training on the job, gives apprentices a comprehensive understanding of the theoretical aspects of their work. In most cases, this means attending classes at night four hours each week for at least 144 hours a year.

In class, apprentices learn the theories of their occupation; each day on the job they learn its practice under the supervision of skilled workers. Instruction in the use of relevant tools is also provided early in the training process, although in most occupations apprentices are not allowed to use any power-driven machinery until they are more advanced in their training. Apprentices are usually required to furnish their own hand tools.

Each apprentice signs an apprenticeship agreement either with a JATC, UTC, or an individual employer. This agreement is filed with DAS.

Training expectations are detailed in apprenticeship standards developed by the local apprenticeship committees and are registered with the State with the assistance of DAS consultants. The processes of the occupation and the number of hours to be spent learning each process are defined. The period of training is from one to six years (2,000 hours on the job training minimum) depending upon the occupation. Most programs are for four years in length. Upon successful completion of training, the apprentice is issued a "Certificate of Completion" by the State of California.

Division of Apprenticeship Standards (DAS)

The DAS creates opportunities for Californians to obtain skills leading to gainful employment and provides employers with a highly skilled and experienced workforce while strengthening California's economy. The division carries out this mission by administering California apprenticeship law and enforcing apprenticeship standards regarding wages, hours, working conditions, and the specific skills required for state certification as a journeyman in an occupation that is appropriate for apprenticeship.

DAS consultants work locally with employers- and their collective bargaining partners where applicable- to develop new apprenticeship programs, determining the length of training and specific skills necessary to perform at the level required in the occupation. They help new program sponsors locate and make arrangements with eligible educational institutions to provide the classroom instruction that augments the OJT.

More information about DAS can be found at the following link:

<https://www.dir.ca.gov/das/>.

Sustainability

CAI funding is intended to provide initial support to create new employer-driven programs that would benefit from pre-apprenticeship and apprenticeship training programs in partnership with eligible educational institutions. The following two funding

sources are opportunities for ongoing funding once the CAI grant performance period has ended.

Related Supplement Instruction (RSI) Funding

RSI is an organized and systematic form of instruction designed to provide the apprentice with knowledge including the theoretical and technical subjects related and supplemental to the skill(s) involved. Currently, California is one of only a few states that provide financial support for apprenticeship programs through funding for RSI. After establishing a contract with a Local Education Agency (Community College Districts or California Department of Education) apprenticeship program sponsors report seat time hours and are reimbursed for their instruction time, paid at \$6.77 per hour effective July 2021. Apprenticeship RSI Instruction is reported on the CCFS-321 and more information about this process can be found in the Student Attendance Accounting Manual (SAAM) at the following link: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Manuals>.

Full-Time Equivalent Students (FTES) Funding

The attendance of apprentices enrolled in any class offered for community college credit by a community college, as part of a state approved apprenticeship training program, can be reimbursed at the per credit FTES funding rate. This incentivizes community colleges to utilize their quality programs to support and develop state approved apprenticeship training programs. FTES reimbursement is reported on the CCFS-320, and the following criteria need to be met:

1. Instruction is provided to indentured apprentices by a program approved by the DAS and;
2. A community college faculty member as defined by education code teaches the classes

More information about reporting can be found in the SAAM at the following link: at the following link: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Manuals>.