

Pre-apprenticeship programs prepare individuals to succeed in apprenticeship programs, which utilize an Earn-and-Learn strategy that provides quality career pathways that align with [Vision 2030](#) goals: Equity in Success, Equity in Access, and Equity in Support. Apprenticeship and pre-apprenticeship programs are especially beneficial for adult learners who gain access to necessary education and training for in-demand careers that offer family-sustaining wages. This document outlines how funding from the CAEP can be used to support pre-apprenticeship programs for adult students.

## CAEP FUNDING OVERVIEW

California adult education programs support adults 18 years and older to meet their educational, work, and life goals. [CAEP](#) was established in 2015-2016 through the Adult Education Block Grant program to promote regional coordination and integration of adult education services throughout the state. It provides flexible funding to develop responsive, learner-centered programming that facilitates their transition to postsecondary education, employment, and economic self-sufficiency. More than 400 member districts participate in this effort, including all of the 72 California Community College districts and more than 300 K-12 districts and county offices of education.

### CAEP Priority Program Areas

[California Education Code Section 84913](#) outlines seven Priority Program Areas eligible for CAEP funding.

These program areas reflect the broad scope of adult education needs and services.

1. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants eligible for educational services in citizenship, English as a second language (ESL), and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adults with disabilities.
6. Programs in career technical education (CTE) that are short term in nature and have high employment potential.

7. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards (DAS) for the occupation and geographic area.

Each of these areas plays a crucial role in supporting adult learners along a continuum of education and workforce development. The inclusion of pre-apprenticeship as a priority area reflects the state's commitment to creating on-ramps into high-quality earn-and-learn career pathways.

### **Funding Allocation**

CAEP funding is distributed to the Adult Education Regional Consortia (regional consortia) and includes a minimum award amount as determined by the California Department of Education (CDE), California Community College Chancellor's Office (Chancellor's Office), State Board of Education, and the Department of Finance. Total funding is allocated based on a [regional funding formula](#) that includes the following regional demographic variables:

- Educational attainment (no high school diploma)
- Employment (unemployed adults)
- Adult population (18 years and older)
- Poverty (household)
- Adult literacy (7th grade education level)
- English as a Second Language (ESL) (the ability to speak English)

### **Eligibility and Requirements**

Only specific public entities that are actively involved in providing adult education services are eligible to receive CAEP funds. They include:

- K–12 school districts
- Community college districts
- County offices of education
- Regional occupational centers/programs (ROCPs)
- Joint Powers Authorities (JPAs)
- Other public entities offering adult education

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**Funding requirements include**

- The community college district, county office, Joint Powers Authority (JPA), and K-12 district must be a member of a regional consortium.
- The member district must be located within the regional boundaries of the consortia as determined by the Chancellor and the Superintendent, with the advice of the executive director.
- Each regional consortium must have an approved adult education plan that addresses the fiscal year in which the funds will be expended.
- Funds may only be expended within the seven program areas as prescribed in the CAEP education code (Section 84913).
- Each regional consortium must have an approved 3-year consortia plan that includes any amendments.
- Expenditure of CAEP Funds must align with the annual plan as approved by the regional consortium for that specific year.
- All members shall participate in expenditure decisions made by the consortium. Consortia and members must follow public meeting requirements as listed in the legislative requirements.

**ABOUT PRE-APPRENTICESHIP**

A pre-apprenticeship is an education and training program or strategy designed to prepare individuals for entry into Registered Apprenticeship Programs (RAPs). Pre-apprenticeship programs offer structured pathways for individuals to develop the foundational academic, technical, and workplace skills needed to succeed in a formal apprenticeship. These programs serve as a powerful strategy to increase access to quality jobs for underrepresented or underserved populations with higher barriers to entry into in-demand sectors.

Pre-apprenticeship programs typically include:

- Industry-relevant curriculum aligned with apprenticeship standards
- Hands-on learning experiences in simulated or actual work environments
- Soft skills and employability training
- Wraparound support services, such as career counseling, transportation assistance, or childcare
- Articulated pathways to one or more RAPs

Pre-apprenticeships **must** include documented partnerships with at least one RAP to ensure pre-apprenticeship participants have the opportunity to advance into apprenticeship programs with a recognized sponsor. RAPs can be registered and approved by the U.S. Department of Labor (DOL) and the California Department of Industrial Relations Division of Apprenticeship Standards (DAS). Most apprenticeship-related funding through the Chancellor’s Office requires DAS registration.

Collaboration is key to building sustainable pre-apprenticeship-to-apprenticeship pathways, which includes the cross-sector engagement that the regional consortia are designed to support. Partners include community colleges, K12 education providers, regional consortia, workforce boards, unions, employers, and community-based organizations.

## INTEGRATING PRE-APPRENTICESHIP

Pre-apprenticeships can be implemented in alignment with other CAEP programs, such as ESL, basic skills, or high school equivalency, to introduce pre-apprenticeship components that prepare adult learners for employment and apprenticeship opportunities. Pre-apprenticeships are especially beneficial for populations with higher barriers to employment including English language learners (ELL) and those reentering the workforce. Pre-apprenticeship and hands-on career training can be integrated with ESL or basic instruction through strategies like contextualized English courses, combined ESL and CTE courses, instruction on workplace culture and legalities, and providing wraparound support services.

### Integrated Education and Training

The [Integrated Education and Training \(IET\)](#) model and pre-apprenticeship programs are both designed to accelerate adult learners’ progress toward employment and further education. While distinct in structure and purpose, these models are highly complementary and can be strategically leveraged within CAEP-funded programs to expand pathways into high-quality, earn-and-learn career opportunities.

IET is an instructional approach that blends basic skills education, workforce preparation, and occupational training in a concurrent and contextualized manner. Adult learners simultaneously build academic and workforce readiness skills while learning job-specific competencies aligned with regional labor market needs. IET includes three required, concurrently-delivered components:

1. Adult education and literacy activities
2. Workforce preparation activities
3. Workforce training for a specific occupation or occupational cluster

IET provides a flexible instructional framework that can strengthen the academic and workforce preparation components of a pre-apprenticeship program. In CAEP-funded adult education programs, IET can be used to deliver:

- Integrated basic skills and ESL instruction contextualized to the industry sector
- Workforce preparation and digital literacy training are essential to success in RAPs
- Occupational training that aligns with the early phases of a RAP's Related Supplemental Instruction (RSI)
- Instruction that mirrors the expectations and rigor of RAPs

By embedding IET within a pre-apprenticeship, programs can meet the dual goals of accelerating educational gains and preparing learners for structured employment pathways. Additionally, CAEP's support for both IET and pre-apprenticeship activities allows for braiding of funding and coordinating service delivery to strengthen program design and outcomes.

## **EXAMPLES FROM THE FIELD**

Across California, adult education providers are leveraging CAEP funding to develop high-quality, industry-informed pre-apprenticeship programs that connect adult learners to meaningful career pathways. Included below are three examples of CAEP-supported pre-apprenticeship programs.

### **Sonoma County Adult Education and Santa Rosa Junior College – Transit Sector Pre-Apprenticeship Program**

Sonoma County Adult Education, in collaboration with Santa Rosa Junior College, launched California's first Bus Operator Pre-Apprenticeship Program. Developed in partnership with Golden Gate Transit, the program is designed to address local workforce needs while supporting adult learners in developing the skills required for successful entry into the transit sector.

Program highlights:

- A 12-week sequence of three integrated courses, focused on:
  - Industry-specific vocabulary and transit operations
  - Workplace soft skills, including customer service and teamwork
  - Professional writing and communication in the context of transit employment
- Three on-site shadow dates at Golden Gate Transit to provide work-based learning and exposure to real-world job environments
- Program delivery is housed at the Sonoma County Adult Education campus, with participants transitioning into the RAP at Santa Rosa Junior College

### **East Side Adult Education Consortium – Green Technology Pre-Apprenticeship Program**

The East Side Adult Education Consortium, operating under the South Bay Consortium for Adult Education (SBCAE), developed a Green Technology Pre-apprenticeship Program that advances the region’s sustainability goals while supporting economic mobility for adult learners. This initiative uses CAEP funds to support instructional personnel and the purchase of student tools, ensuring learners are equipped for hands-on, industry-relevant training.

Program highlights:

- Focus on green sector competencies, including energy efficiency, renewable energy systems, and environmentally sustainable construction
- Integration of CTE instruction with contextualized foundational skills
- Strategic alignment with regional workforce needs and apprenticeship opportunities in the clean energy and construction trades

### **Napa Valley College – Transportation, Distribution, and Logistics (TDL) Pre-Apprenticeship Program**

Napa Valley College launched a TDL Pre-Apprenticeship Training Program, with a specific focus on forklift operation and certification. This program prepares adult learners for entry-level roles in warehousing, supply chain management, and logistics—sectors that continue to grow in demand across California.

Program highlights:

- A structured training curriculum aligned with TDL apprenticeship programs
- Forklift Operator Certification embedded in the course sequence
- A focus on industry-recognized credentials to improve employability and transition to apprenticeship

## **NEXT STEPS FOR REGIONAL CONSORTIA**

To maximize the impact of CAEP funding and respond to California’s growing need for equitable, work-based learning pathways, regional consortia should consider the following strategies when integrating pre-apprenticeship:

1. Assess [regional labor market demand](#) and apprenticeship opportunities.
2. Convene discussions with regional partners, including other education agencies, workforce development boards, industry intermediaries, and employers.
3. Determine the apprenticeship pathways that would be beneficial to adult education participants and connect with an existing RAP in that area.

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4. Identify the appropriate strategies to integrate into a pre-apprenticeship program, such as IET, to ensure a clear pathway from foundational skills to pre-apprenticeship to apprenticeship.
  5. Leverage CAEP and other funding sources strategically to support the long-term sustainability of the program.

For further guidance or technical assistance, consortia are encouraged to contact their CAEP Regional Technical Assistance Provider (TAP) or the California Community Colleges Chancellor's Office – Adult Education Office.

## **CONTACTS**

### **CAEP Technical Assistance Provider**

Purpose: Hands-on support, webinars, and resources for implementing CAEP and IET/pre-apprenticeship programs.

Email: [tap@caladulthood.org](mailto:tap@caladulthood.org)

[Website>](#)

### **California Community Colleges Chancellor's Office – Workforce and Economic Development Division**

Purpose: Co-administrator of CAEP; guidance on pre-apprenticeships and alignment with community college programs.

General Email: [caworkforce@cccco.edu](mailto:caworkforce@cccco.edu)

[Website>](#)

### **California Department of Education – Adult Education Office**

Purpose: Oversight of CAEP funding and guidance on allowable uses.

Email: [adulthoodeducation@cde.ca.gov](mailto:adulthoodeducation@cde.ca.gov)

[Website>](#)

### **California Department of Industrial Relations Division of Apprenticeship Standards**

Purpose: Approval and compliance of pre-apprenticeship and apprenticeship programs.

Email: [das@dir.ca.gov](mailto:das@dir.ca.gov)

[Website>](#)

### **Regional Consortia**

Purpose: Local support and coordination, planning guidance, and funding collaboration.

[Website>](#)



## COMMON ACRONYMS AND DEFINITIONS

<u>Term</u>	<u>Definition</u>
<b>Articulation Agreement</b>	A formal agreement between a pre-apprenticeship and a RAP that grants credit or advanced standing toward apprenticeship entry or completion of required training.
<b>Braided Funding</b>	The strategic blending of multiple funding sources (e.g., CAEP, Workforce Innovation and Opportunity Act (WIOA), Perkins) to support program sustainability.
<b>California Adult Education Program (CAEP)</b>	A state program that funds regional consortia to provide coordinated adult education services that support transition to postsecondary education and employment.
<b>California Apprenticeship Council (CAC)</b>	Committee that issues rules and regulates programs in the construction trades and firefighting programs.
<b>Division of Apprenticeship Standards (DAS)</b>	A division within the California Department of Industrial Relations that oversees apprenticeship and pre-apprenticeship programs, approves standards, tracks apprentices, and ensures program compliance..
<b>U.S. Department of Labor (DOL)</b>	A division within the federal government that oversees the approval of apprenticeship standards for RAPs.
<b>Education (ED) Code 84913</b>	California Education Code that outlines the allowable uses of funds apportioned for the CAEP.
<b>Interagency Advisory Committee on Apprenticeship (IACA)</b>	Committee that advises on rules and regulations for apprenticeship programs in emerging sectors outside of the building, construction, and fire.
<b>Integrated Education and Training (IET)</b>	A service delivery model that provides adult education and literacy activities concurrently and contextually with workforce preparation and occupational training.

<u>Term</u>	<u>Definition</u>
<b>Local Education Agencies (LEAs)</b>	Public education entities authorized to deliver RSI for apprenticeship programs include community colleges, K-12 school districts, and county offices of education.
<b>Pre-Apprenticeship</b>	Programs that prepare individuals to enter and succeed in RAPs by providing foundational skills, technical instruction, and industry exposure.
<b>Registered Apprenticeship Program (RAP)</b>	An earn and learn program model that combines classroom instruction with paid, on-the-job training that has been validated by DAS or DOL.
<b>Related and Supplemental Instruction (RSI)</b>	Classroom-based learning delivered by LEAs that complements the on-the-job training apprentices receive from their employers.
<b>Workforce Innovation and Opportunity Act (WIOA)</b>	A federal law that funds workforce development programs and supports employment, education, and training services for job seekers.

## REFERENCES

1. [California Adult Education](#)
2. [CAEP Model Programs](#)
3. [Integrated Education Training \(IET\) in California](#)
4. [Fiscal Management \(CAEP\)](#)
5. [CAEP Regional Consortia Formula Allocation](#)
6. [Division of Apprenticeship Standards](#)