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Apprenticeship Pathways Demonstration Project

Empowering Colleges: Approving For-Credit Apprenticeship Curricula

Fall CCCAOE Pre-Conference Session

October 22, 2024

Wifi: Omni Meeting, CCCAOE24

Presented by:

Santiago Canyon College and Foundation for California Community Colleges



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Welcome

Chancellor Marvin Martinez

Agenda

- Review grantee requirements
- Module 2 of the Santiago Canyon College Training Series: Approval of For-Credit Apprenticeship Curricula and Programs
- Break
- College Action Planning
- College Share Outs
- Q&A
- Closing
- Unstructured Questions and Networking



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Grantee Requirements

- Maintain the program's NOVA work plan to guide progress under the Grant Agreement
- Finalize the Apprenticeship Pathways Demonstration Project Team and Supporting Cast
- Attend project meetings
- Work with Admissions and Records (A&R) staff to design the Credit for Prior Learning (CPL) infrastructure as needed
- Submit curricula, courses, and degrees to satisfy local and state approval requirements
- Develop local or district CPL policy, including guidance on how students may initiate this process
- Offer at least one course and recruit one cohort of students to enroll in new apprenticeship programs
- Monitor and report on work plan deliverables and outcomes every six months



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2

Module 2

Approval of For-Credit Apprenticeship Curricula and Programs

Administrative Support Challenges



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Administrative Support

- To build administrative support for new apprenticeship programs, there are several questions you will need to be ready to answer:
 - a. How many students are expected in the first year? What is the expected rate of growth?
 - b. What percentage of funds generated will be kept by the college?
 - c. How will students be enrolled in apprenticeship courses? Can A&R handle this influx of students, or will it require additional staff?
 - d. How will the instructional hours be tracked? Who will be responsible for inputting those hours into the college ERP?
 - e. Who will be responsible for supervising the program? Will any additional administrative or clerical support be needed?



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Program Funding

- Many new apprenticeship programs begin with grant money, like those from the California Apprenticeship Initiative (CAI)
- While traditional apprenticeship programs are normally funded through RSI (related and supplemental instruction) funds, nontraditional apprenticeships generate FTES.
- The switch to FTES may require modifications of district funding models to allow employers to receive their agreed percentage of the total program funds.
- Will your program be self sustaining under your current budget allocation model (BAM) once the grant funds have been expended?



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Faculty and the Academic Senate



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Impacts on Apprenticeship

- Whether a new program is being proposed by a faculty member or an administrator, it will **never** happen without the support of your college's Academic Senate.
- Working with the Senate President early is key to moving any new program forward
- Having a faculty member to advocate for apprenticeship, even if they are not apprenticeship or career education faculty, will improve your chances of gaining Senate support



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Grant Funding

- As mentioned earlier, many new apprenticeship programs begin with grant funds
- Since new programs will normally require new curriculum, it is vital to work with the Senate during the preparation of the grant
- Every college has different processes to review grant proposals, but new program development is the Senate's purview. If you move forward with a grant that requires curriculum as part of the program development, you need to work with the Senate before or the proposed curriculum may be rejected.



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Duplicative Programs

- New apprenticeship programs may be in areas where your college has existing career education courses.
- If you choose to have apprentices enroll in existing courses, how will those students be tracked to ensure they don't pay student fees and are reported as apprentices?
- If parallel apprenticeship courses are created, how will you explain that this will not impact existing programs?
 - Programs with full time faculty may be concerned that enrollment will drop, and their classes may be canceled.
 - Explaining the differences in expected student population and how the existing program will be protected are important pieces to gaining faculty support.



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Minimum Qualifications

- The minimum qualifications for apprenticeship instruction are lower than existing career education disciplines at the college
- If the apprenticeship courses are in areas where the college already provides instruction, will your college use the apprenticeship minimum qualifications or those in the [Minimum Qualifications for Faculty and Administrators](#) for the equivalent discipline?
 - Many colleges will use the apprenticeship minimum qualifications because the instruction is for on-the-job training, but you will need to explain the differences to the Academic Senate and be prepared for questions about whether college credit should be granted without the same minimum qualifications as other credit courses.



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Course and Program Approval



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General Education Challenges

- All colleges have a local general education pattern that is at least 21 units and complies with [§55061](#) of the California Code of Regulations
- Many colleges have additional local requirements like lifelong learning in their general education patterns, increasing the number of units
- Colleges can create multi general education patterns and you should work with your Curriculum Chair and CTE/Apprenticeship Counselor to see if such a plan can be developed
 - Plan should have the minimum required courses to satisfy Title 5
 - Plan may include contextualized mathematics courses that meet Title 5 requirements, but do not require students to complete Statistics or Calculus I. Work with math faculty to develop these courses.
 - CTE/Apprenticeship slanted composition sections are possible. Work with English faculty to see if specific sections can be created for apprentices.



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Educating the Curriculum Committee

- Most curriculum committee members are faculty in traditional transfer disciplines. Having discussions about what apprenticeship is, the basics of apprenticeship curriculum, and how apprenticeship differs from traditional transfer and CTE programs will make gaining approval easier
- Trained curriculum committees will ask a lot of questions and the more you can do to help them understand how apprenticeship differs from the other courses they review, the easier it will be to develop additional apprenticeship curriculum later.



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Regional Consortium

- Apprenticeship is not held to the regional boundaries covered by the consortia and apprenticeship programs have not been required to be reviewed by your regional consortium in the past.
- Recent information from colleges indicates that the submission of apprenticeship programs in the [Chancellor's Office Curriculum Inventory \(COCI\)](#) has required colleges to upload minutes from the regional consortium.
- The regional consortia do not have the authority to deny apprenticeship programs. Only the Division of Apprenticeship Standards can deny a new or revised apprenticeship program.



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Break

10 Minute Break

College Action Planning within Your Region

North Far North	American River College, Shasta College
Bay Area	Cañada College, Chabot College, College of Marin, Diablo Valley College, Foothill College, Las Positas College, San Jose City College
Central Valley Mother Lode	Bakersfield College, Fresno City College, San Joaquin Delta College, West Hills Lemoore College
South Central Coast	College of the Canyons
San Diego/Imperial County	MiraCosta College, Palomar College
Inland Empire/Desert	Crafton Hills College
Los Angeles/Orange County	Cerritos College, El Camino College, Los Angeles Trade-Technical College, Rio Hondo College, Santa Ana College, Santiago Canyon College, West Los Angeles College



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College Action Planning Questions

- What administrative support do you currently have on campus?
- What progress have you made with your Academic Senate and curriculum committees?
- Have you begun development of general education courses designed for apprentices?
- What additional information do you need?
- Who still needs to be engaged?
- What are your immediate next steps?



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College Share-Outs

- Where are you in your curriculum development process?
- What are your next steps?
- Are there specific questions you want answered in the CPL module?



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Questions?



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APDP Upcoming Events

Date	Title	Details
November 5th 2:00 - 2:30 PM	Office Hour	Optional opportunity for college project teams to ask questions of Santiago Canyon SMEs
November 19th 10:00 - 11:00 AM	Webinar: CPL	Required session on Module 3 related to Credit for Prior Learning
December 9th 1:00- 2:00 PM	Webinar: Funding and Innovations	Required session on on Module 4 related to Funding and Innovations in Apprenticeship
Early 2025	APDP Regional Meetings	Stay tuned for more information



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Thank you!



APDP Support Team

Apprenticeship Questions? Email apprenticeship@cccco.edu

Questions about Upcoming Events? Email Kaley Martin at kmartin@foundationccc.org



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