



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATION for CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Apprenticeship Pathways Demonstration Project

Statewide Convening on Apprenticeship Pathways

March 19, 2026

Wifi Network: **Remington Hotels** Wifi Password: **meetings0124**

Presented by:

California Community Colleges Chancellor's Office, Foundation for California Community Colleges, Rancho Santiago Community College District, LAUNCH Apprenticeship Network



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Welcome



Michelle Vaughn-Lopez

Associate Director, Workforce Development

Foundation for California Community Colleges

Housekeeping

- **Restrooms:** Located outside the Catalina Ballroom in the main foyer.
- **Phones and Devices:** Please silence or mute mobile devices during sessions.
- **Parking:** Please see the event registration desk for a parking pass.
- **Agenda and Timing:** Please reference your agenda for the event schedule and timing. Please help us stay on schedule by returning promptly during designated break times.
- **Food and Beverages:** Meals and refreshments will be available in the Fountain Terrace during designated break times.
- **Accessibility and Accommodations:** If you need accommodations or assistance, please visit the registration desk.



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Call to Action



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS • CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Anthony Cordova

*Vice Chancellor, Workforce and
Economic Development*

**California Community Colleges Chancellor's
Office**



Gary Adams

*Dean, Adult Education, Apprenticeship,
and Contract Education*

California Community Colleges Chancellor's Office



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS • CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Commitment to Apprenticeship



Adrienne C. Brown

Member, Board of Governors

California Community Colleges Chancellor's Office



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS—CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Keynote Remarks



Erica Johnson

Acting Deputy Administrator and Region VI Regional Director
US Department of Labor



Connection to State Vision



Marvin Martinez
Chancellor

Rancho Santiago Community College District

Understanding the Challenge

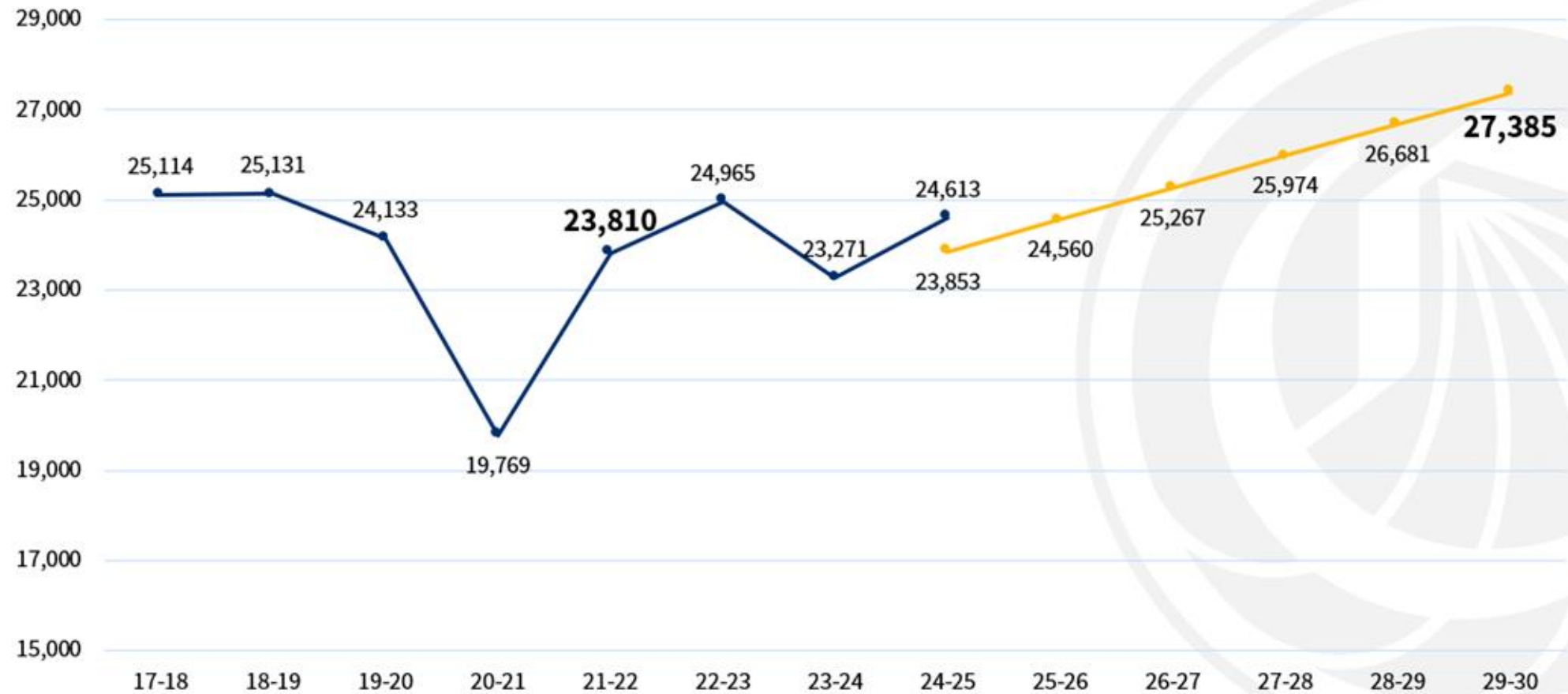


Gary Adams
*Dean, Adult Education,
Apprenticeship,
and Contract Education*
**California Community Colleges
Chancellor's Office**



Dr. Sabrina Lopez
Apprenticeship Program Lead
**California Community Colleges
Chancellor's Office**

Current State of Apprenticeships



California
Community
Colleges

Goal – Increase the number of students in apprenticeship by 15%

Expansion Opportunities

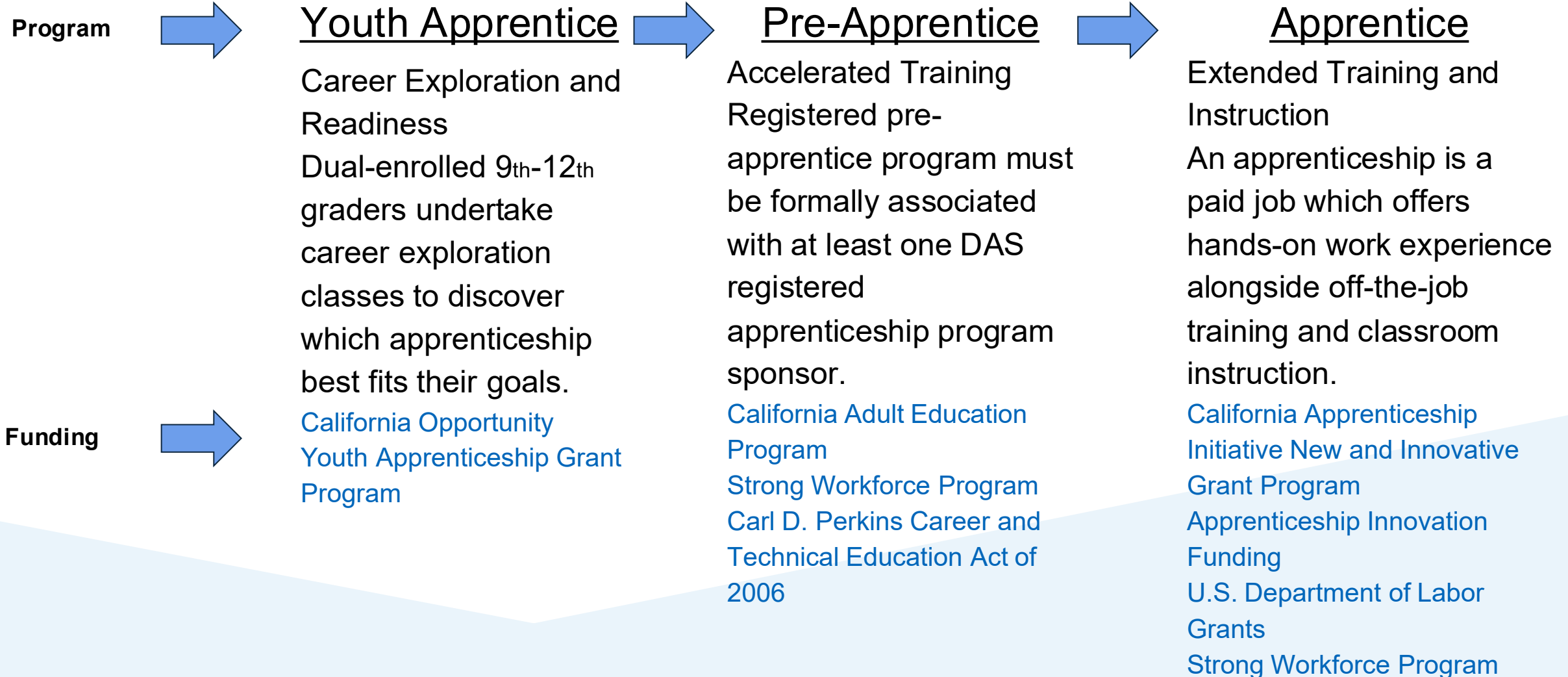
- **Expanding Beyond Traditional Trades**
- Growth of non-traditional apprenticeship pathways
- Community colleges are uniquely positioned to scale apprenticeship through credit and non-credit instruction
- Flexible program models support expansion:
 - Hybrid and online related and supplemental instruction (RSI)
 - Stackable credentials and degree pathways
- New industry sectors create opportunities for increased apprenticeship registration
- Innovation enables access for new employers and underserved communities
- Expanding partnerships with employers, workforce boards, and other community-based organizations

Program Sustainability

- Integrate RSI funding and FTES apportionment where feasible
- Intentionally braid multiple funding sources to support program growth
 - [Funding Matrix](#)
- Align apprenticeship instruction with credit pathways and degree programs
- Coordinate funding across departments to support instruction, student services, and more
- Sustainability comes from aligning apprenticeship funding with existing college funding structures.



Apprenticeship Pathway and Funding Opportunities



Why Employer Input is Essential

- Employers define skill needs and workforce gaps
- Industry input ensures training aligns with real world requirements
- Employers can help provide input on curriculum design and competency standards
- Equipment and technology needs
- Strong employer partnerships support apprentice recruitment, work-based learning opportunities, and job placement
- Ongoing engagement allows programs to adapt quickly to changing industry needs
- Apprenticeships succeed when employers are co-designers and partners.

Employer Barriers

Barriers to Workforce Development

- Persistent skilled worker shortages
- Difficulty recruiting and retaining talent
- Rapidly changing skill needs due to technology and automation
- Limited awareness of apprenticeship as a workforce solution
- Administrative and regulatory complexity when launching programs
- Concerns about training costs and staff capacity
- Competition for workers across industries

What We Can Do to Address Employer Challenges

- Simplify the process for employers to start and participate in apprenticeship programs
- Provide technical assistance and program navigation
- Expand outreach to industries unfamiliar with apprenticeship
- Develop industry-driven apprenticeship models
- Offer flexible instruction formats (evening, hybrid, online RSI)
- Align apprenticeship with career pathways and credentials
- Support employers with intermediaries and regional partnerships



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS-
CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Break

10 Minute Break



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Understanding the Labor Market Landscape



Jesse Crete, Ed.D
Regional Director
Centers of Excellence
Orange County



Shannon Moran
Regional Director
Centers of Excellence
Inland Empire



Jacob Poore
Regional Director
Centers of Excellence
South Central Coast

California's Next Decade of Work:

Drivers of Change and the Role of Apprenticeship

Presented by COE Directors:

Jesse Crete, Ed.D. – Orange County

Shannon Moran, M.S.B.A – Inland Empire

Jacob Poore, M.I.A. – South Central Coast



The Leading Source of Workforce Information and Insight for California's Community Colleges



Host Institutions:

- Shasta College
- Los Rios District
- Cabrillo College
- State Center District
- College of the Canyons
- Riverside District
- Mt. San Antonio College
- Rancho Santiago District
- MiraCosta College



CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

01

Workforce Demographics
& Labor Supply Transition

02

Automation & Energy Transition

03

Healthcare & Care Economy
Expansion

Why This Matters Now

California's community colleges sit at the center of the most consequential workforce transition in a generation. Numerous converging forces will reshape what jobs exist, who can fill them, and how workers are trained. We are focused on these three issues:

- A demographic shift is thinning the labor supply — fewer workers entering as more leave
- Technology is rewriting job requirements faster than traditional education can track
- Care economy demand is surging just as the pipeline of trained workers dries up

Apprenticeship is not just an option — it is one of the most powerful tools California has to meet this moment.

A Storm Has Been Building for Decades

Lightcast's The Rising Storm (2024) and its January 2026 update document a perfect storm of converging labor market forces — ones that are already arriving.

CONDITIONS

Baby Boom workforce shaped a world of worker surplus

OUTER BANDS

2021–23: Great Resignation, labor shortages, wage pressure

LANDFALL

2025–2030: Acute shortages arrive across critical industries

"We are currently in the calm before the storm — and now is the time to prepare." — Lightcast, The Rising Storm (2024)

Aging Workforce: Scale, Speed & Impact

76M

Baby Boomers
entering retirement

Now 60–80 years old

80%

of 5M workers who
left since 2020...

...were age 55+

61

Average U.S.
retirement age

Down — and early retirements rising

11,000

Americans turning
65 every day

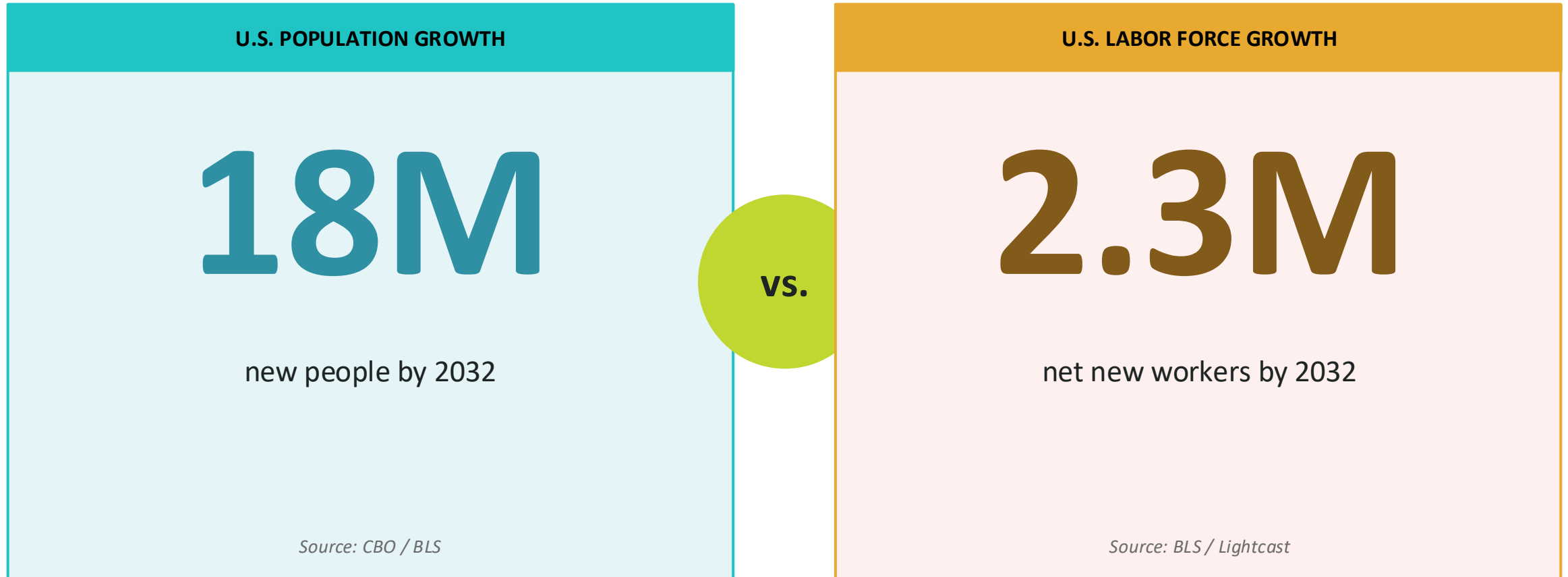
2024–2027: all-time high pace

Why this wave is different:

Scale: No generation has retired at this speed or size. **Wealth:** Boomers hold 51% of all U.S. wealth and can afford early exit.

Cultural shift: Younger workers choose office/degree paths, not trades or services.

The Supply Gap: Population Is Growing, Workers Are Not



Population will outpace labor force growth by nearly 8 to 1 — creating a deficit of ~6 million workers before the end of the decade.

The Storm Is Accelerating

Lightcast's January 2026 update confirms the core findings of The Rising Storm — and introduces new urgency around key factors:

Immigration: The Buffer Is Shrinking

UPDATED

All labor force growth since 2019 came from foreign-born workers. Now, the Congressional Budget Office projects immigration falling from 3.3M in 2024 to just 1.1M/year through 2054 — compressing the one pipeline keeping the labor market afloat. The new result is that the population increase to 2034 is now projected to be just 8 million. (The original forecast was roughly 18 million!) When we apply labor force participation rates for these age cohorts to this number, we estimate net labor force growth to be around 3.5 million—or less.

Population Projections: Revised Downward

UPDATED

Updated projections show even slower population growth than originally forecast, meaning the 8-to-1 population-to-worker-growth ratio may worsen. Fewer young people are entering the workforce pipeline. There will be less than 2.4 people working for every person not working by 2034.

Core Narrative: Confirmed & Strengthened

Boomer retirements, declining birth rates, falling LFPR, and the degree-jobs mismatch all continue on trajectory. The structural nature of these shortages — not cyclical — is now beyond dispute.

"Won't AI Fix This?" — What Lightcast Actually Says

Lightcast conclusion: "The short answer is no. At least not anytime soon, and not in the sectors that need it most."

WHERE AI CAN HELP

- Productivity gains for office/knowledge work (tech, finance, law)
- Data analysis, coding assistance, document processing
- Scheduling, logistics optimization — fewer admin workers needed
- May modestly reduce white-collar demand over time

Tech sector: lower storm exposure

WHERE AI CANNOT HELP

- Physical trades: AI can't swing a hammer, wire a building, or lay pipe
- Bedside care: empathy, touch, and clinical judgment can't be automated
- Construction and infrastructure: embodied, site-specific, hands-on work
- Food service, maintenance, emergency response — all require bodies

Healthcare and construction: Category 5 exposure

THE CRITICAL INSIGHT

- The jobs AI threatens ≠ the jobs facing the worst shortages
- Hardest-hit sectors — trades, care, services — are AI-resistant
- Robotics in construction and healthcare is 10–20 years from scale
- Even optimistic AI adoption won't offset a ~6M-worker deficit by 2030

AI and shortage are two separate crises

Workers and Jobs Are Going in Different Directions

The Degree–Jobs Mismatch

Net new prime-age, non-bachelor's degree workers (by 2032)



90K/yr

Currently 850k job openings in just 3 critical sectors: food industry, community service, and construction/home improvement



850K

⚡ 90,000 non-bachelor workers per year cannot fill 850,000 openings

Who's Missing?

- ~⅔ of HS grads go directly to 4-year college
- 9 of 10 top-posted jobs require NO degree
- Women fill <2% of HVAC, plumbing, auto trades
- Prime-age men leaving workforce (addiction, incarceration)
- Foreign-born workers = ALL labor force growth since 2019

What California's workers need and what its employers need are both pointing toward structured, earn-and-learn models. The fastest-growing and hardest-to-fill roles are in trades, healthcare, and infrastructure — precisely where apprenticeship delivers.

What This Means for California

Aging Workforce

- CA workforce is aging in parallel with national trends
- Inland Empire and Central Valley face disproportionate replacement demand
- Skilled trades retirement wave already impacting construction and utilities

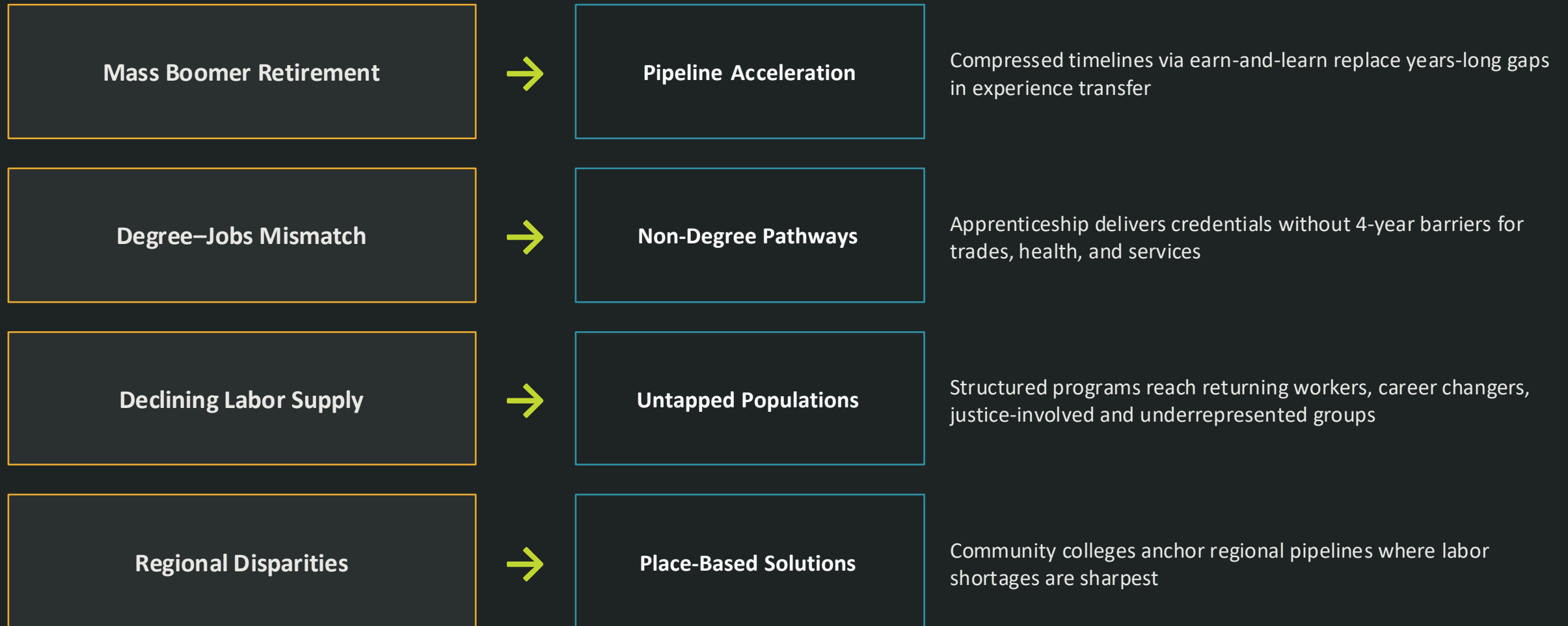
Labor Supply Gaps

- CA labor force growth lags population — low labor force participation rates persists
- Foreign-born workers sustain CA industries; immigration policy risk rising
- Healthcare, construction and public safety face compounding shortages

Policy Alignment

- CA Job First Blueprint (2023): quality jobs and workforce mobility
- CCC Vision 2030: expanding work-based learning
- Both frameworks center apprenticeship as a structural solution

Why Apprenticeship Is the Right Response to This Driver



The demographic storm is structural. Apprenticeship must be structural, too — embedded in systems, not just offered as a niche option.

UP NEXT → Driver 2: Automation & Energy Transition



Technology Transformation

Automation and Energy Transition

Statewide Convening on Apprenticeship Pathways · March 19, 2026

California Community Colleges



Energy Transition Meets Automation

California is navigating that storm PLUS two forces accelerating on a state policy timeline and every region is probably being impacted by both

ENERGY DECARBONIZATION STRATEGIES

Electrifying transportation and buildings,
implementing an energy grid at scale

TECH AND AUTOMATION

AI-enabled systems, automation, and robotics
transforming how industries operate



The Convergence Worker

Combining physical and professional with digital
systems fluency. A worker who can do both.

Where these two forces meet, a new kind of worker is emerging
Apprenticeship Sits Exactly at that Intersection

State Strategy is Reshaping the Workforce

What It Looks Like in the Labor Force



CA Climate Plan; Carbon
Neutrality by 2045



VISION 2030



State Economic
Blueprint/Regional Plans

ENERGY DECARBONIZATION STRATEGIES

- **29%** energy workforce growth since 2016; 2X rate of all CA jobs
- **545,000** CA clean energy jobs; growing **3X** faster than state economy
- CA goal of **6m** heat pumps and **1m** electric vehicle chargers by 2030
- **+124%** Solar Photovoltaic (PV) Installer job growth since 2019

TECH & AUTOMATION

- **44,344** open Cyber Security jobs in CA; ~ **63,000** professional shortage
- **39%** of key job skills will change by 2030; tech and AI literacy growing faster than any other skill category
- California accounts for **15%** of all U.S. AI job postings
- **~49%** of all growing skills in ECU & Advanced Manufacturing are now technical or specialized

The Build-Out Is Already Underway

These are active employer activities showing up in the job postings across California right now

ENERGY DECARBONIZATION

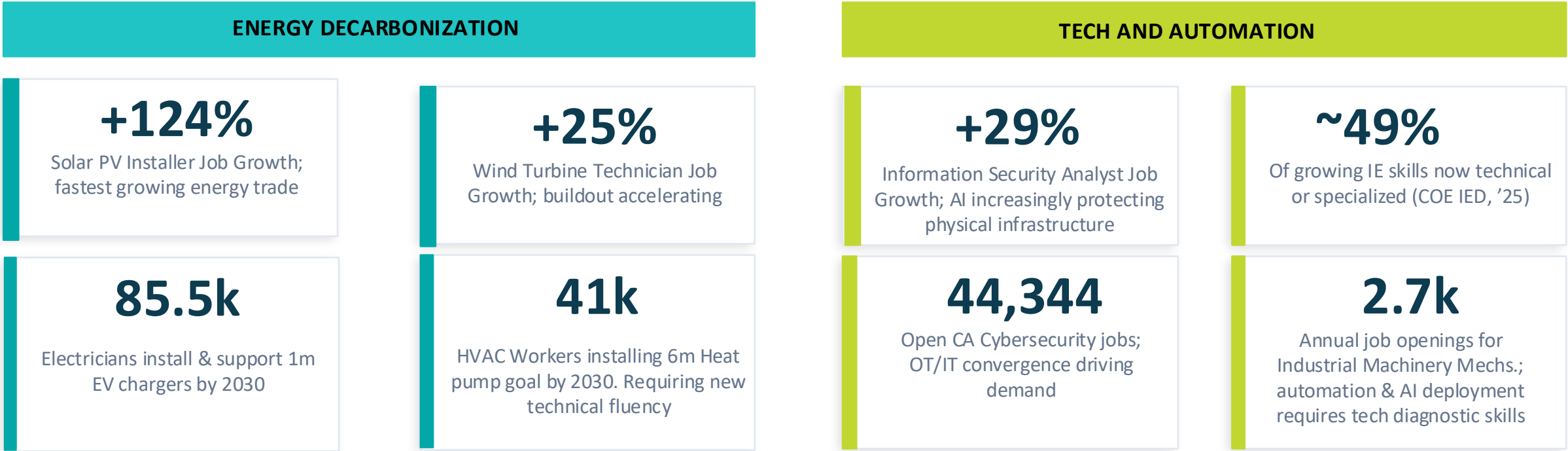
- Utilities deploying smart grid infrastructure across CA
- Contractors installing solar, heat pumps and EV charging at scale
- Desert renewable buildout active; Inland Empire leads state in utility-scale solar
- Fleet electrification underway across public agencies and logistics

TECH & AUTOMATION

- Warehouses deploying robotics and automated picking systems
- Grid operators deploying AI and Internet of Things (IoT) to monitor, predict and optimize energy flows
- Manufacturers implementing AI-driven predictive maintenance across production systems
- Cybersecurity teams building Operation Technology/Information Technology (OT/IT) defenses across critical infrastructure

The Workforce Signals Are Already There

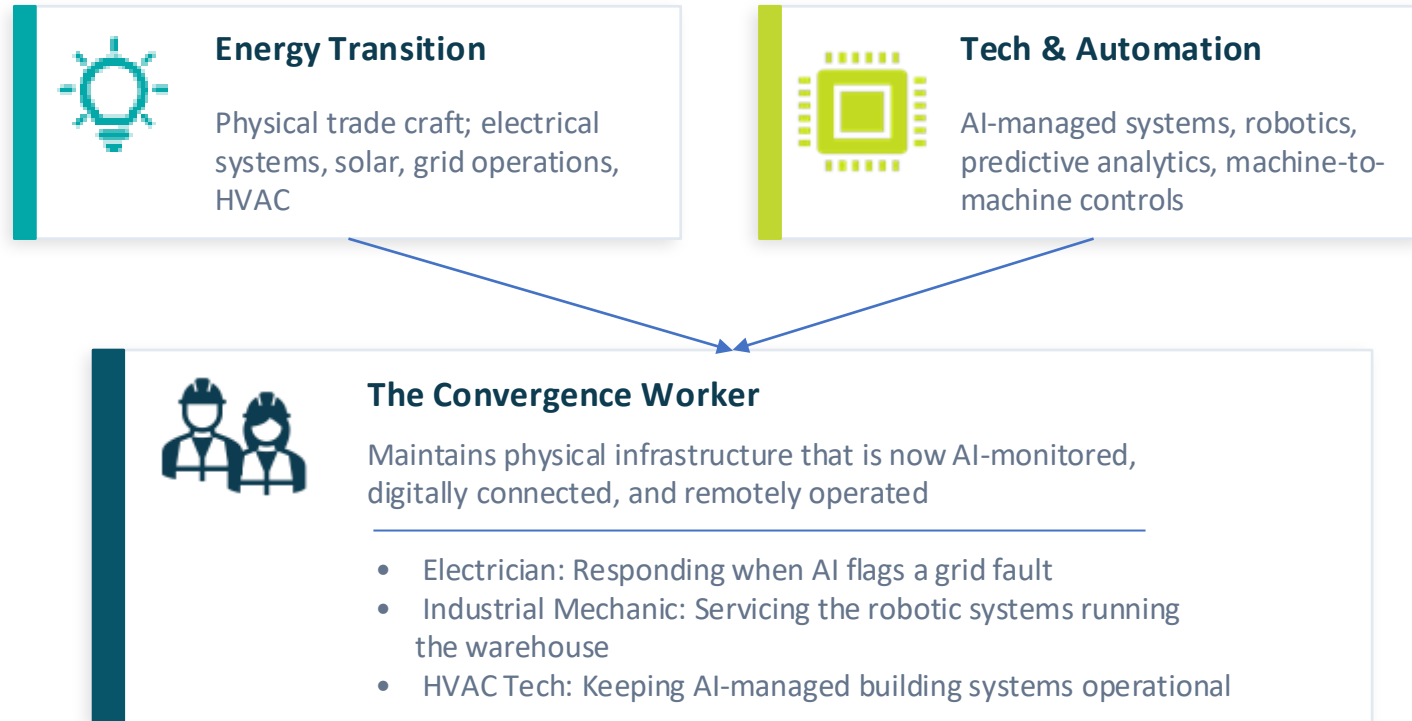
CA Occupational Data – where two threads are pulling toward the same worker



The fastest-growing jobs span both clusters.
Part electrician. Part systems technician. Part digital operator. That's the new worker.

The New Kind of Worker is Emerging

At the Intersection of two forces, a new worker is emerging



This worker doesn't exist at scale yet.
That's not a problem. That's the opportunity.

The Workforce Imperative

Tech Transformation and Energy Transition = A Market-Informed Opportunity

1 Train the Convergence Worker

Community Colleges are the institutions that can bridge trades education and digital systems fluency in a single earn-and-learn program.

The Convergence Worker needs both.
Community Colleges are built to deliver.

2 Map The Convergence Pathway

Vision 2030 identifies Apprenticeship Pathways as a priority Demonstration Project in climate and STEM sectors.

Community Colleges are well positioned to build programs as these roles take shape.

3 Deliver at Scale

CA's 500,000 apprenticeship goal by 2029. 1,762 non-traditional completions in 2023.
The gap is the opportunity.

Community Colleges are California's primary earn-and-learn infrastructure. With 116 colleges and deep regional employer relationships, Community Colleges are positioned to deliver apprenticeship at the speed the transformation demands.

The Transformation is Structural.
The training pathways must be, too.

The Research Has To Transform, Too

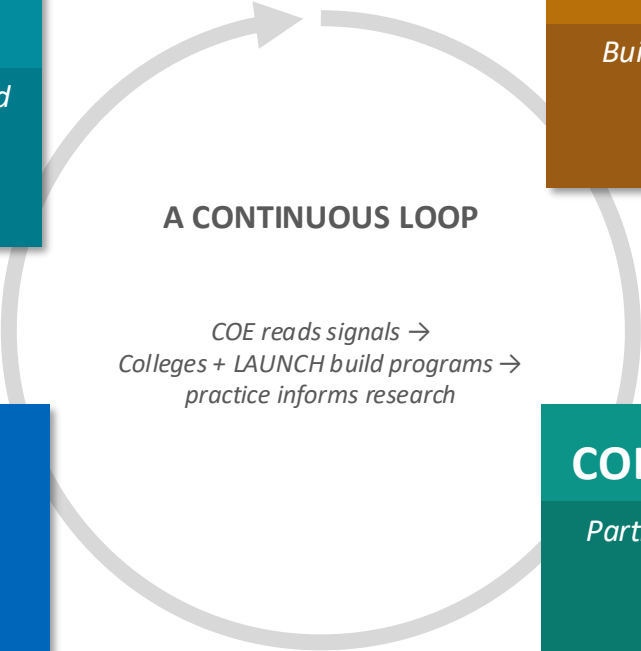
COE + Colleges + LAUNCH + Employers → A Continuous Intelligence Loop

COE RESEARCH
Triangulates employer conversations, tech and investment scanning, and market signals — before they show up in data

Apprenticeship System
Build and deploy programs into the ecosystem as it shifts

EMPLOYERS
Partner to provide real time demand and investment strategies

COLLEGES / EDUCATION SYSTEM
Partner to design and scale programs that meet the transformation head-on



The signals are there.
Let's build from them together.

California's Next Decade of Work

Healthcare and Care Economy Expansion

Statewide Convening on Apprenticeship Pathways · March 19, 2026

California Community Colleges



The Demographic Shift Driving This Moment

PPIC, California's Aging Population (January 2025)

59%

Growth in CA adults 65+

5.7M → 9M by 2040

22%

Share of Californians 65+ by
2040

Up from 14% in 2020

38:100

Old-age dependency ratio

Older adults per 100 working-age
adults (up from 24)

1 in 3

Adults 80+ needing home
assistance

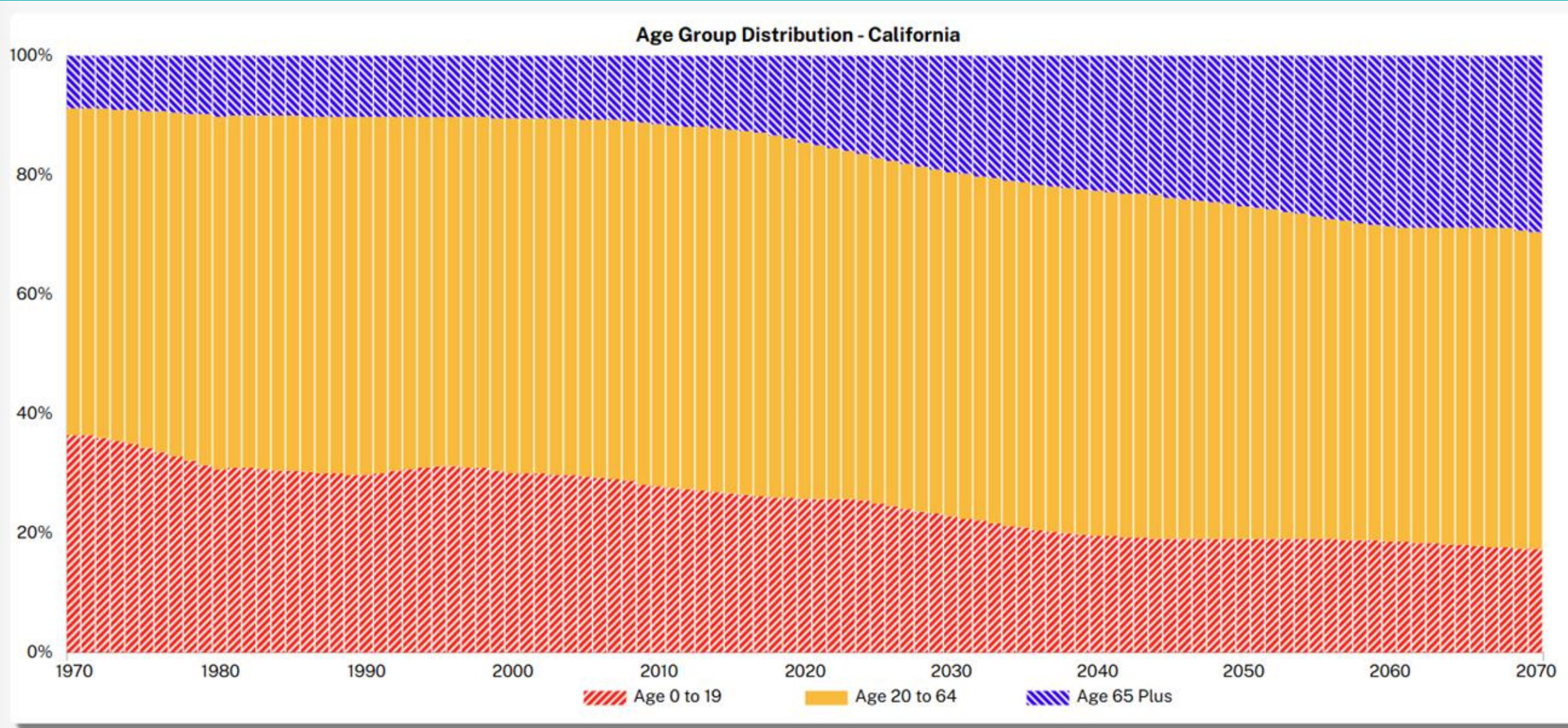
1 in 5 will face self-care limitations

What this means for the workforce:

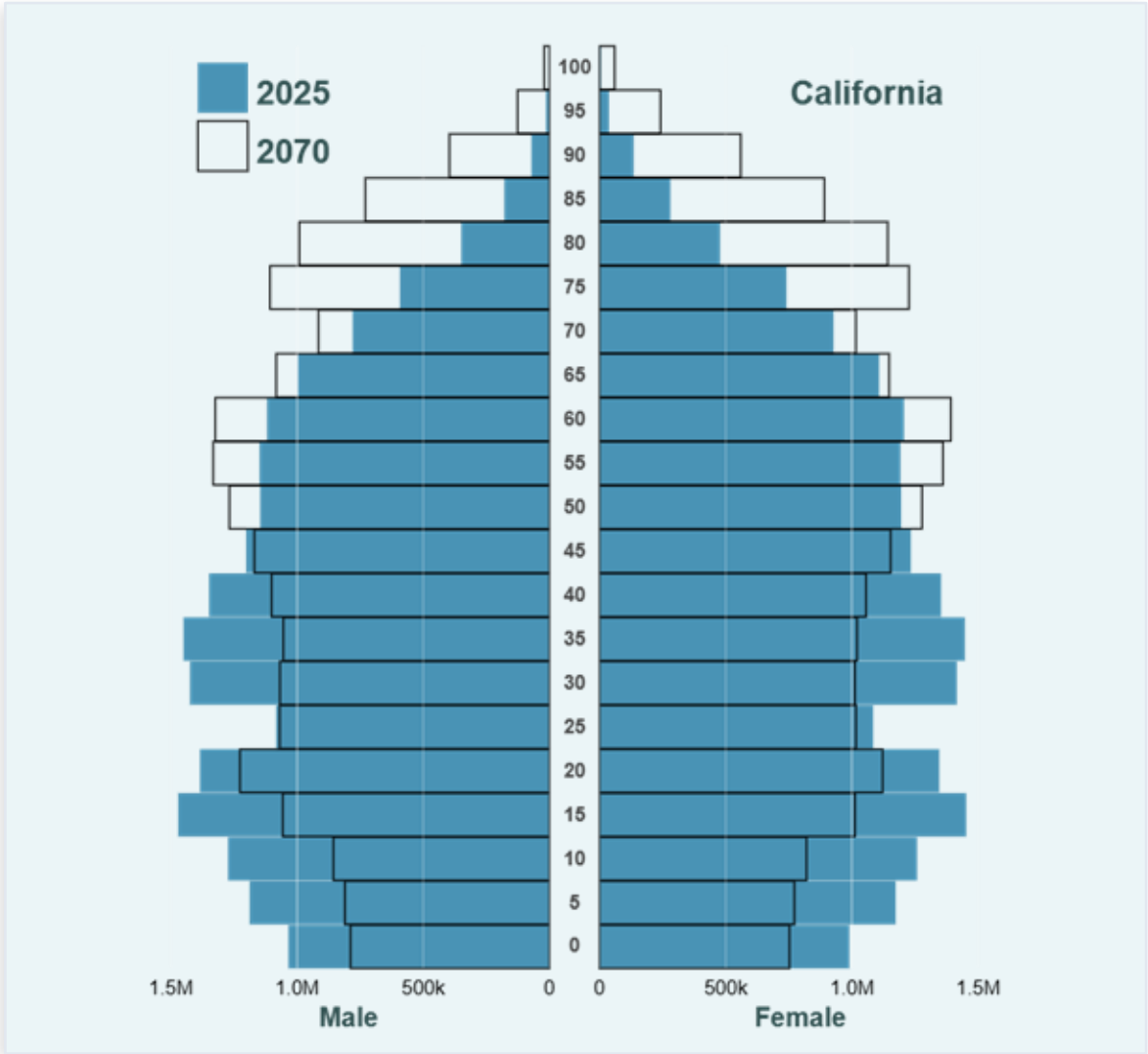
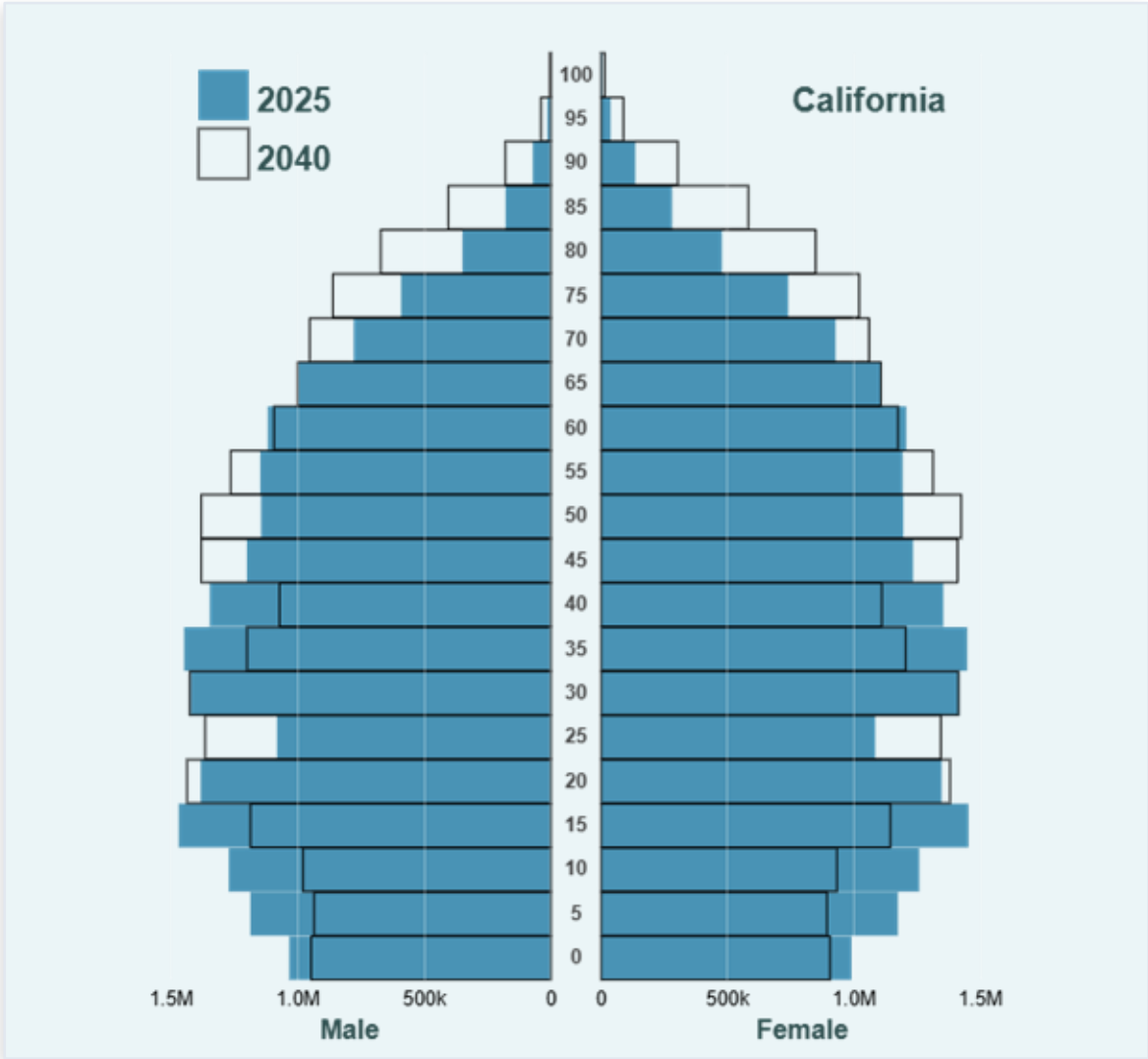
Only 5% of CA's health professions workforce is certified in geriatrics — demand is vastly outpacing supply (PPIC / CA Master Plan for Aging).

Home health and personal care aide jobs are projected to grow **29%** by 2030 — to nearly 1 million jobs — the fastest-growing occupational category in the state (PPIC, California's Care Workforce, 2024).

Post-2030: Rapid 65+ Population Growth



Age Pyramid Gets Top Heavy



Four Core Forces Shaping This Driver



1. Aging Population

By 2040, CA will have 3.4M more adults 65+ and 1.7M fewer residents under 65. Over 2.3M Californians will be 80+ by 2030 — a 48% increase from 2020, many needing assistance with daily living.



2. Community-Based Care Expansion

Medi-Cal and In-Home Supportive Services (IHSS) are primary vehicles for home- and community-based services. Despite a 51% increase in older adults in institutional settings, only ~3% of the total older population is expected to live in such facilities — the vast majority will age at home.



3. Workforce Shortages Across the Board

California needs 500,000+ new allied health professionals (CA Hospital Association). About two-thirds of current personal care and home health aides are over 40; nearly 40% are over 55 — a retirement cliff is approaching (PPIC Care Workforce, 2024).



4. Demand for Supervisory and Coordination Roles

Integrated care delivery is expanding, with growing need for care coordinators, community health workers, and health services supervisors — roles that bridge clinical and community systems and require both technical and interpersonal expertise.

POLICY ALIGNMENT

Two major state frameworks directly create demand for apprenticeship and work-based learning in health and care occupations.



Both plans name community colleges as a critical delivery partner.

California Master Plan for Aging (MPA)

10-year blueprint through 2030

- Goal: Create 1 million high-quality caregiving jobs
- "Caregiving That Works" — one of 5 bold goals, targeting direct care workforce expansion
- Advances home and community-based services (HCBS) as primary care delivery model
- Only ~5% of CA providers have geriatric certification — MPA calls for urgent workforce pipeline development
- Expanding IHSS; building culturally competent & linguistically diverse workforce

Vision 2030 — California Community Colleges

Strategic plan for student success

- Names healthcare as a priority industry for career pathways and apprenticeship expansion
- Supports earn-and-learn models aligned with California Apprenticeship Initiative (CAI)
- Goal: 500,000 registered apprentices by 2029 — healthcare among targeted sectors
- Apprenticeship Pathways Demonstration Project connecting credit credentials to apprenticeship
- Community colleges: primary pipeline for CNA, MA, LVN, community health worker training

Industry Manifestations: Where the Growth Is Happening

PPIC, CA's Care Workforce (2024) | HCAI Behavioral Health Workforce Strategy (2024) | CA Hospital Association



Home- and Community-Based Services

29% growth in home health and personal care aide jobs by 2030

- Nearly 1 million home health jobs projected by 2030 (PPIC)
- IHSS expanding; Medi-Cal primary funder of long-term care
- Over 30% of Medicaid spending nationwide is long-term care — growing with aging
- Community Care Expansion Program investing in HCBS infrastructure



Clinical Support Occupations

CA needs 500,000+ new allied health professionals

- Medical assisting enrollment up ~40% at community colleges (PPIC, 2024)
- CNA and EMT programs enrollment up ~30% — but more is needed
- More than 22% of Californians live in primary care shortage areas (CHA)
- LVN programs declining in enrollment despite ongoing demand



Behavioral Health & Care Coordination

Proposition 1 (2024) — largest behavioral health investment in CA history

- Workforce under significant pressure: burnout, maldistribution, lack of diversity (HCAI, 2024)
- 690,000 Californians 65+ living with Alzheimer's; demand for dementia-trained workers rising
- Care coordinators and community health workers bridging medical and social needs
- Over 40% of older CA adults will be foreign-born by 2040 — requiring culturally competent care

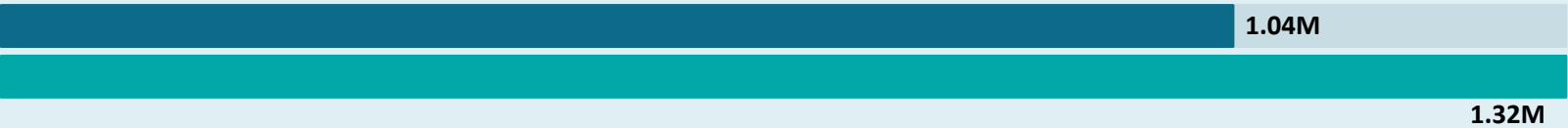
Care Economy Workforce Projections: 2025 vs. 2035

2025 Jobs

2035 Projected

% Growth

Home Health and Personal Care Aides



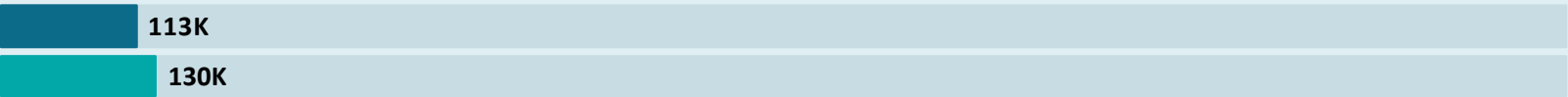
+27%
+281K

Nursing Assistants



+15%
+17K

Medical Assistants



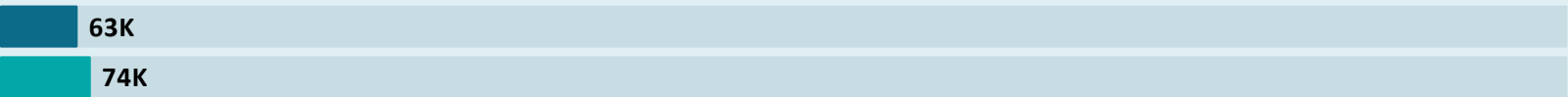
+15%
+17K

Licensed Practical and Licensed Vocational Nurses



+12%
+10K

Social and Human Service Assistants



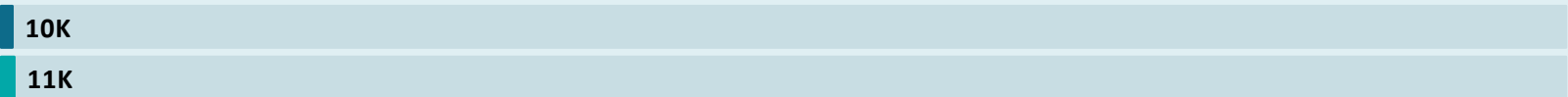
+17%
+11K

Emergency Medical Technicians



+16%
+3K

Community Health Workers



+17%
+2K

Total Jobs (2025)
1,439,948

Total Jobs (2035)
1,780,548

Net New Jobs
+340,600

Source: COE Analysis of Lightcast 2025.3 Data

Healthcare & Care Economy Expansion: A System-Level Opportunity



Train the Workforce

California Community Colleges are the primary pipeline for CNAs, MAs, LVNs, and community health workers. PPIC identifies community colleges as critical to meeting CA's care worker shortage. Enrollment in health programs is rising — scale must follow.



Build Career Ladders

Apprenticeship models in healthcare create earn-and-learn paths from entry-level care to supervisory and coordination roles. The CA Apprenticeship Initiative (CAI) is funding new healthcare apprenticeship programs at scale.



Reflect the Diversity of Care

By 2040, 40%+ of older CA adults will be foreign-born; 75% will speak a language other than English. This requires a culturally and linguistically competent workforce that will be largely trained at community colleges.

California cannot meet its care economy workforce needs without California's community colleges — apprenticeship is the bridge from training to livable wage employment.

The Community College Imperative



Demographics: Train, Address Supply-Demand Mismatch, Engage Missing Labor Force

- The labor supply is contracting structurally — Boomer retirements, low birth rates, falling participation rates, and immigration headwinds all point the same direction.
- Available workers are mismatched with the most in demand jobs — and AI will not bridge that gap for the sectors hit hardest: trades, healthcare, and infrastructure.



Convergence Workers: Train, Map Pathways, and Deliver at Scale

- Trades and digital systems are converging. CA needs workers that can do both.
- There were only 1,762 non-traditional completions in 2023. The gap to 500,000 apprenticeships is the opportunity.
- Community Colleges are built to deliver with earn-and-learn infrastructure.



Health and Care Economy: Train, Build Career Ladders, Reflect Diversity

- Gaps for health and care economy will continue to grow due to CA's aging population.
- California Community Colleges are the primary pipeline for healthcare workers.
- Apprenticeship models in healthcare create earn-and-learn paths from entry-level care to supervisory and coordination roles.

**California Community Colleges have the mission and tools to be the solution to these challenges.
Apprenticeship is the fastest bridge from where we are to where we need to be.**

Thank You!

Jesse Crete, Ed. D.

Director, Orange County Region

Shannon Moran, M.S.B.A

Director, Inland Empire/Desert Region

Jacob Poore, M.I.A

Director, South Central Coast Region



CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

For more COE Resources, visit the COE website

coeccc.net



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS • CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Apprenticeship: Faculty and Curricular Considerations



Craig Rutan

*Faculty Liaison, Apprenticeship Pathways
Demonstration Project and Professor of Physics and Engineering*
Santiago Canyon College

Apprenticeship Program Standards

- Aspects of an apprenticeship program must be submitted, reviewed, and approved by the Division of Apprenticeship Standards to have a fully approved apprenticeship program.
- The standards for an apprenticeship program include:
 - Details of the instruction and the on-the-job training completed by apprentices (how many hours are required to acquire necessary skills)
 - An educational partner to provide the required classroom instruction
 - Criteria for selecting apprentices (apprenticeship programs are not open access)
 - Wages paid to apprentices and wage increases tied to skills improvement
 - How apprentices advance to the next level in their program
 - Program completion requirements



Aligning with Vision 2030

- Colleges are not required to create courses to collect related and supplemental instruction (RSI) funding, FTES funded apprenticeship programs must have apprentices enrolling in approved courses.
- The Chancellor wants every apprentice in the CCCs to earn college credit and have a pathway to Certificates of Achievement, Associate Degrees, and Baccalaureate Degrees
- The development of apprenticeship courses may differ if you have a traditional versus a non traditional program.



Apprenticeship Instruction

- If your college is building courses for only apprentices (SAM A), you have the option to use the apprenticeship minimum qualifications. The minimum qualifications for instructors in apprenticeship programs are outlined in §53413 of the California Code of Regulations
- If your college is using existing courses (SAM C or B), then you would use the minimum qualifications from the Minimum Qualifications for Faculty and Administrators in the California Community Colleges



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/IN CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Course Considerations - SAM A

Advantages:

- Courses are restricted to registered apprentices and can be coded to not charge fees in local ERP
- Apprenticeship courses are easily tracked locally and at state level
- Eligible to use apprenticeship minimum qualifications in Title 5, §53413
- Building of local metrics can be done using only courses

Disadvantages:

- Increased number of courses in the college catalog
- Need to complete program review, SLO assessment and course review for all of these courses
- Minimum qualifications may not align between apprenticeship courses and existing career education courses



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/AL CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Course Considerations - SAM B or C

Advantages

- Can use existing college courses
- Mixed enrollments reduce the chances of course cancellation
- No issues with SLO assessment or program review

Disadvantages

- Apprenticeship metrics will need to be built using SB23 or an internal code in your ERP
- Cannot use apprenticeship minimum qualifications
- May need to cover material which is not applicable to the apprenticeship



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



State Level Coding of Students

- [SB 23](#) is used to code students that are part of an approved pre-apprenticeship or apprenticeship program
- **Code Value = 0:** NOT registered with the Department of Industrial Relations (DIR) or participating in a pre-apprenticeship program approved by the Division of Apprenticeship Standards through a Memorandum of Understanding
- **Code Value = 1:** Registered with the DIR an approved apprenticeship program
- **Code Value = 2:** Participating in a pre-apprenticeship program approved by the Division of Apprenticeship Standards through a Memorandum of Understanding



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/AL CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Reminders with SB23

- Many colleges begin enrolling apprentices prior to receiving approval from DAS
- Until students are a registered apprentice with DAS, SB23 should be 0, but the intent is to be using SB23 = 1
- The Chancellor's Office often must look backwards at what students have done when they receive records from DAS

Certificates of Achievement vs. Local Certificates

- A Certificate of Achievement is any certificate program that has been approved by the Chancellor's Office.
- Completion of Certificates of Achievement count towards the performance metrics in the Student Centered Funding Formula (SCFF)
- Complete apprenticeship program will normally be more than 16 semester units, so a Certificate of Completion would be the only option
- Colleges can choose whether they create multiple stacking certificates that lead to the full certificate, but the students only get certificate credit in SCFF once per year and only for Certificates of Achievement



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATION OF CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Associate of Science Degrees

- Colleges can develop Associate of Science degrees for their apprenticeship programs.
- The degree must include 60 semester units, a minimum of 18 semester units in the major (likely the same courses as the Certificate of Achievement for the complete program), and a minimum of 21 semester units of general education.
- The requirements for associate degrees are outlined in §55061 of Title 5
- Associate degree completion also counts for the SCFF, but only the highest point total for degrees and certificates is used for each student

Baccalaureate Degrees

- Many areas for apprenticeship could also lead to baccalaureate degrees
- If the degree would be at a university, you should work with your articulation officer to establish course to course articulation for apprenticeship courses
- If you are creating a community college baccalaureate degree, make sure that your current associate degree and the associate degree for the apprenticeship program align so both groups of students would be ready to begin the third year of the program.

Questions?





California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS • CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Lunch

Return at 12:40



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS • CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Campus-Level Decision Making on Program Creation



Elizabeth Arteaga
Dean, Apprenticeship Programs
Santiago Canyon College



Annabelle Nery, Ph.D.
President
Santa Ana College



Jeffrey Pallin
Dean, Workforce Innovation
Mission College



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Traditional Apprenticeship Models

Cerritos College, Field Ironworkers Pathway



Graciela Vasquez, Ed.D.
*Instructional Dean, Continuing
Education
Cerritos College*



Brad Huth
*Apprenticeship Coordinator
416/433 Field Ironworkers*



Jennifer Nieto
*Program Facilitator,
Apprenticeship
Cerritos College*

Background and History

- **Field Ironworkers and Cerritos College**
 - Over 30 year partnership
 - Two Unions 416 Reinforcing and 433 Structural
- **From 2018 - 2025 Number of Indentured Apprentices**
 - *Local 416 Reinforcing:* 4,787 apprentices
 - *Local 433 Structural:* 7,327 apprentices
- **Certificate of Achievement** - Four year program (OJT)
 - Field Ironworkers: Reinforcing
 - Field Ironworkers: Structural
- **Associate of Science**
 - Field Ironworkers - *Approved 2018*
- **Bachelor of Science**
 - In Field Ironworker Supervision (FIS) - *Approved 2026*



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS IN CALIFORNIA COMMUNITY COLLEGES

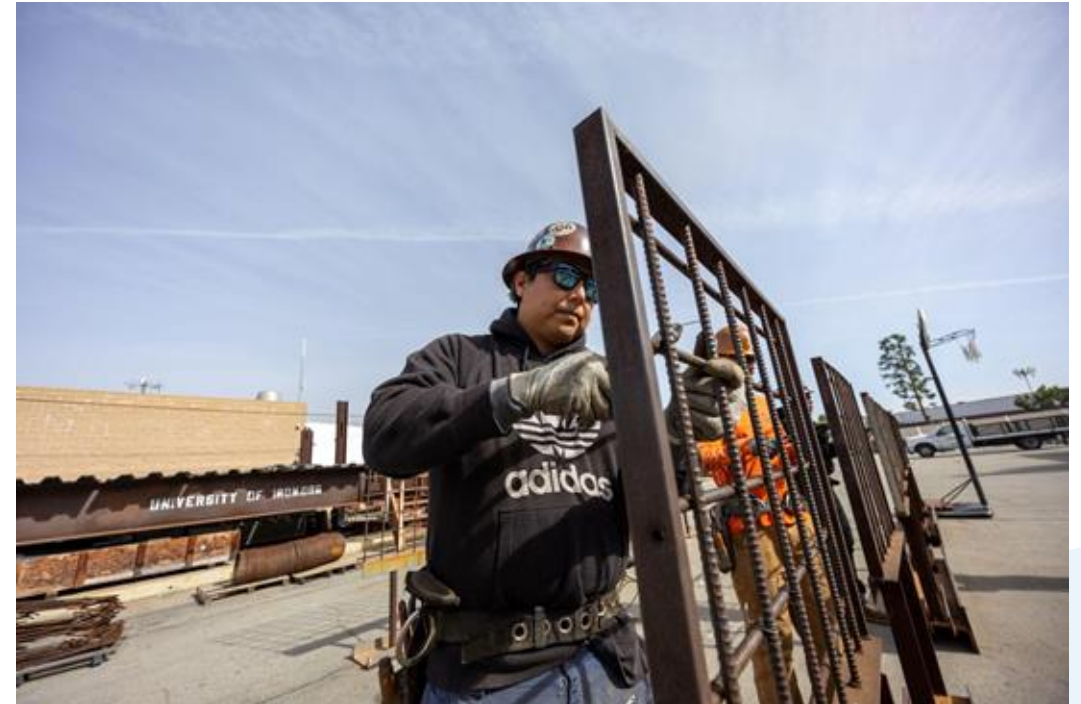


Santiago
Canyon
College



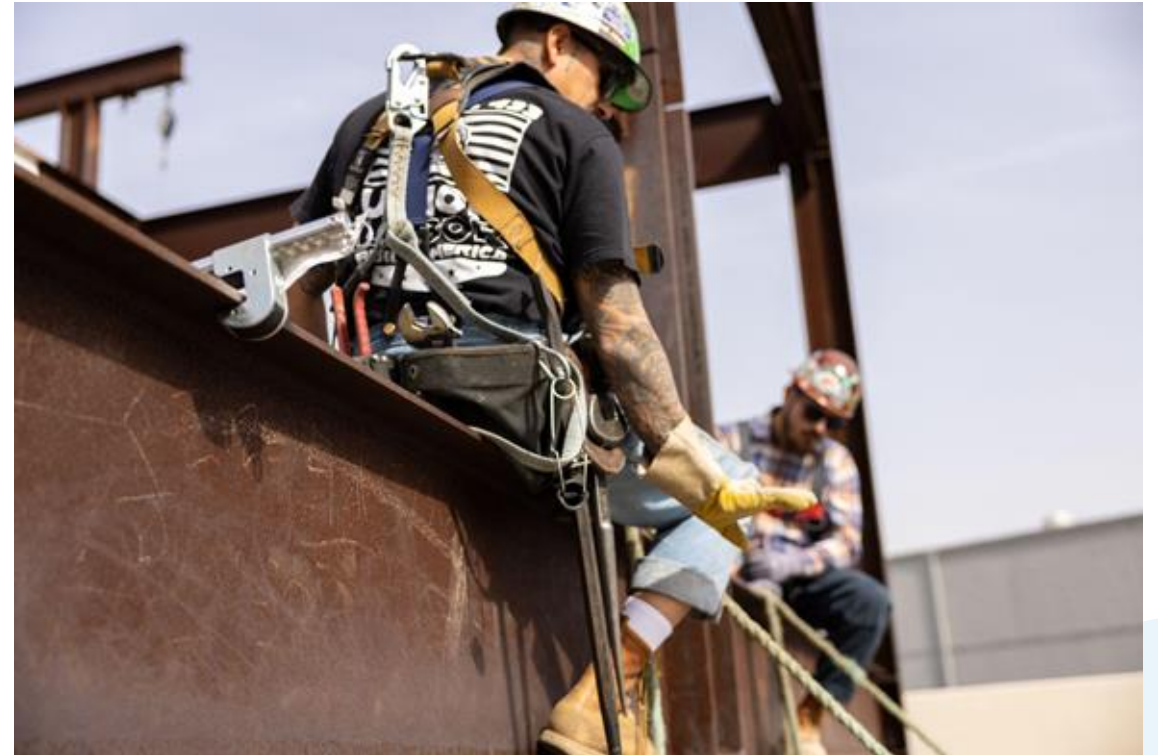
The Need and Industry Support

- The Job
- The Workforce
- The Education and Training
- The Industry Need
- The Leadership: A Bachelor's Degree in Field Ironworker Supervision



The Student Journey

- **Student Onboarding**
 - Introduction to Cerritos College
 - Student Surveying
- **Credit For Prior Learning**
 - Guided Process
 - CPL Courses
- **Counseling**
 - Student Educational Plan (SEP)
 - Recommend Courses/Schedule
- **Cohort-Based Model**
 - Group Students
 - Mentorship (Instructors and Peers)



Impact of Reimagining Traditional Trades

- **Industry Impact:** Associates to bachelor's pathway
- **College Going Impact:** Increased awareness of working adults and barriers
- **Community Impact:** Apprentices pursuing higher education for their families, role modeling, and mentorship
- **Equity Impact:** Breaking down barriers for women
 - ERiCA: Equal Representation in Construction Apprenticeship



“For me, this trade is about proving that we belong here. It is about building something solid, not just in steel, but in our future.”

-Sarah Hansford, LU433, Ironworker

The Opportunity



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Thank you



Contact Information

Continuing Education -CE 13

apprenticeship@cerritos.edu

(562)860-2451 Ext. 2496



California
Community
Colleges



**GROW
APPRENTICESHIP
CALIFORNIA**
POWERED BY
FOUNDATIONS OF CALIFORNIA COMMUNITY COLLEGES



**Santiago
Canyon
College**





California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Nontraditional Apprenticeship Models



Natalie Weaver

*Director, Partnerships and
Programs*

**LAUNCH Apprenticeship
Network**



Deanna Krehbiel

*Executive Director, Economic
Development and Corporate
Training*

Contract Education TAP



Annie Rafferty

*Director, Workforce Training and
Development*

Contract Education TAP

What are Non-Traditional Apprenticeship Programs?

- In 2018, AB235 established the Interagency Advisory Committee on Apprenticeship (IACA)
 - DAS Chief has authority over **non-building and non-firefighter trades** for apprenticeship programs, standards, and agreements, as well as pre-apprenticeship, certification, and on-the-job training and retraining programs
- California Community Colleges definition:
 - New and innovative apprenticeship programs in priority and emerging industry sectors or areas in which apprenticeship training is not fully established or does not exist
 - **Sectors other than the building, construction, and fire trades**



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/AL CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Non-Traditional Apprenticeship Model Considerations

Industry Sectors

RAP
Management &
Administration

Training &
Instruction

Apprentice OJT
Entry Points



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/IN-CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Industry Sectors

Healthcare and
Human Services

Supply Chain and
Transportation

Management and
Entrepreneurship

Advanced
Manufacturing

Digital Technology

Education

Safety & Medical
Emergency Services

RAP Management and Administration

Employer-Managed	Labor / Union-Managed	Intermediary-Managed	Education-Managed
• Single employer • Training and recruitment is highly customized/tailored to company • <i>Limited scale for growth</i>	• Well-established • Strong apprentice representation and structured wage progressions • <i>Complex governance</i>	• Reduced burden on partners • Scalability • Opportunities for collaboration • <i>Coordination complexity</i>	• Strong academic integration • Built-in talent pipeline • Credential portability • <i>Personnel and capacity constraints</i>



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/AL CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Training and Instruction

Existing CTE Courses & Pathways

- Recognized academic credentials (certificates or degrees)
- Public funding support
- *Limited flexibility and slower curriculum updates*
- *Potential mismatch with industry*

Contract Education

- Customized training and flexible scheduling
- *Funding considerations*
- *Dependent on provider capacity*

Third-Party Fee-for-Service Training

- Highly specialized
- Reduced administrative burden on school
- *Variable quality*
- *Cost considerations*
- *Less integration with education pathways*

Internal Employer Training

- Highly aligned with specific workplace needs
- Immediate application for apprentices
- *Limited credential portability*
- *Inconsistent quality*
- *Less integration with education pathways*



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS OF CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Apprentice On-the-Job Entry Points

Pre-Apprenticeship	Front-Loaded Instruction	Incumbent Workers	Clinicals (tied to Licensure req.)
• Focuses on foundational essential and technical skills • Equity and workforce inclusion • Funding constraints/dependency • Adds time between recruitment and entry into paid apprenticeship • Potential confusion about employment status	• Demonstrated commitment from apprentice • Lower risk for employers, screening opportunity • Delayed wages • Employer disengagement	• Lower recruitment risk • Higher completion rates • Career mobility • Limited access for new workers • Potential inequity	• Clear pathway to credentials • High skill development • Employer pipeline • Limited training capacity • Scheduling constraints



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/AL CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Example: CVS Pharmacy Technician Apprenticeship

Industry Sector	Healthcare
RAP Management & Administration	Shared: Employer- & Intermediary-Managed
Training & Instruction	Multiple: LEA CTE courses/pathways & internal employer training
Apprentice OJT Entry Points	Multiple: New hires and incumbent workers



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS OF CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Example: Cabrillo College Apprenticeship

Industry Sector	Multiple: Healthcare, Education, IT/Cyber
RAP Management & Administration	Intermediary-Managed
Training & Instruction	LEA CTE courses/pathways
Apprentice OJT Entry Points	Multiple: Pre-apprenticeship, front-loaded, new hires and incumbent workers



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/IN-CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Example: Chaffey College InTech Center Apprenticeship

Industry Sector	Advanced Manufacturing
RAP Management & Administration	Education-Managed initially, then Intermediary-Managed
Training & Instruction	Contract Education
Apprentice OJT Entry Points	Multiple: Pre-apprenticeship, new hires and incumbent workers



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/IN-CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Apprenticeship Models: What to Consider

- One size doesn't fit all – multiple modalities to fit your needs
- Industry Sector: Regional priorities and industry demand
- What is your college's capacity for apprenticeship management and administration?
- How can you make apprenticeship accessible to students ***and*** employers?



Contact Information



Natalie Weaver

Director, Programs & Projects

LAUNCH Apprenticeship Network

Natalie@launchapprenticeship.org



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP - A CALIFORNIA COMMUNITY COLLEGES



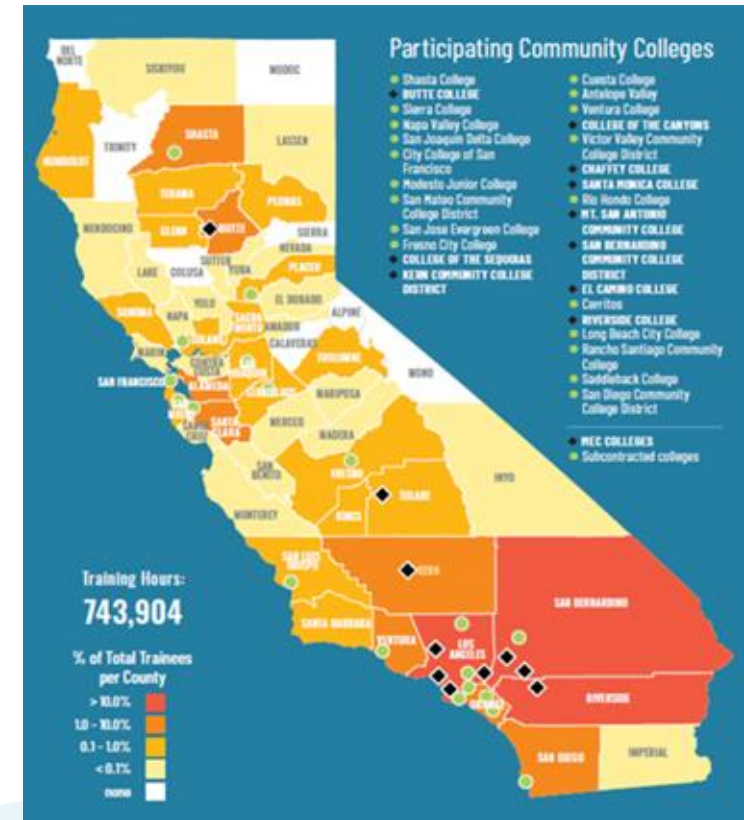
Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Not-for-Credit Benefits for Apprenticeship Models

- Innovate, incubate, validate and beta test new classes/programs
- Rapid response
- Flexible and accelerated models
- Research and development
- Industry driven and collaboration
- Customizable
- Can focus on a specific business or population
- Startup for pre-apprenticeship and apprenticeships



Priority Industries



Agriculture, Food/Beverage Production & Retail



Multi-Media and Entertainment



Health Care/Bio-Tech
(Transport, Labs, Social Assistance)



Professional & Tech Services
(Finance, Engineering, Computers)



Manufacturing



Transportation & Warehousing



Mining



Utilities



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Contract Education: Ed Code

- Title 5, Section 55170, Education Code 78020-78022
- 78020 – Delivery of (a) Credit (b) NonCredit (c) Not For Credit
- 78021 - (b) Cost Recovery (public or private entity) and do not collect FTE Apportionment
- 78022 – Faculty (Not For Credit, does not count against load)
- 76300 (e)(3) – Enrollment fees do not apply to contract education programs if the full cost of instruction is paid by a public or private agency.
- CCR, Title 5, §55170 – Students can earn unit credits on work completed through contract education



Funding Methods

- Employer Contract
 - Key Stakeholder partner - pay wages during training, work experience
- Strong Workforce Programs
- Workforce Development Board
 - Eligible Training Provider List (ETPL)
- Grants
 - Seed funding for developing and piloting training
- Employment Training Panel (ETP)
 - Start by partnering with a college experienced in ETP funding



Why This Matters Now

Identifying Not-for-Credit (NFC) Programs Poised for Apprenticeship Pathways

- Access to existing NFC programs and 3,500+ already engaged employer relationships
- Employer-aligned training Pathways for Students
- Create NFC pathways as an on-ramp to pre-apprenticeship and apprenticeship

Measurable Workforce Outcomes

- Expand the LAUNCH Network with 1,000 workers by December 2026
- Measure NFC 34% average wage increase and 90-day retention benchmarks with pre-apprenticeship and apprenticeship outcomes



Strategic Priorities

- Statewide ecosystem mapping and capacity assessment
- NFC → Pre-Apprenticeship → Apprenticeship qualification guide
- Employer network expansion and LAUNCH alignment
- Business performance consulting workshops- Positions colleges as performance consultants to industry
- MIS integration for standardized data collection and outcome reporting



Call for Action

Programs in Discovery Phase

- Path Builder Administrative Staff
- MC3 Apprenticeship Readiness Building Trades
- Utility Line Clearance Arborist
- Advanced Manufacturing Industrial Maintenance

Call for Action

- Collaborate with NFC TAPs
- Sign up for NFC Building Performance workshops
- Sign up for the Contract Education 101 workshops
- Complete the QR code survey



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/AL CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Contact Information

Annie Rafferty

raffertyan@butte.edu

530-879-4350

Deanna Krehbiel

dkrehbiel@sbccd.edu

909-382-4066



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College





California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS-4-CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Break

10 Minute Break



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS • CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Credit for Prior Learning (CPL)



Sam Lee

Senior Advisor to the Chancellor, California Community Colleges, Credit for Prior Learning (CPL)

Mapping Articulated Pathways

Pinch Hitting for Dr. Crystal Nasio Director of Operations and CTE CPL

CalJAC Apprentices and Veterans Awarded 38.5 units toward AS Paramedic and BA Pathway (2+2)

Cal Poly Humboldt. LEADERSHIP STUDIES

Guided Online Leadership Pathway:
Moreno Valley College to Cal Poly Humboldt
*Associate of Science Emergency Medical Services: Paramedic to
Cal Poly Humboldt Bachelor's Degree in Leadership Studies*

MORENO
VALLEY
COLLEGE

MAP
MOVING
ARTICULATED
PATHWAYS

2023-2024

Are you currently a **PARAMEDIC?**

Your career serving the public requires dedication to intense academy preparation and on-the-job training. You may be eligible to earn up to 38.5 units **toward** your associate degree in Paramedic (MAS585) with completion of General Education courses. RCCD residency must be met.

Possible Units Earned

Credit Recommendation	MVC Course	CSU Transferrable	Units
Patient Assessment and Airway Management	EMS-60	Yes	4
Introduction to Medical Pathophysiology	EMS-61	Yes	3
Emergency Pharmacology	EMS-62	Yes	4
Cardiology	EMS-63	Yes	4
Trauma Management	EMS-70	Yes	2.5
Clinical Medical Specialty I	EMS-71	Yes	1.5
Medical Emergencies	EMS-80	Yes	4
Special Populations	EMS-81	Yes	3
Special Topics	EMS-82	Yes	2.5
Clinical Medical Specialty II	EMS-83	Yes	1.5
Paramedic Field Internship	EMS-91	Yes	8.5

RCCD General Education (GE)

Needed for Associate Degree

- **Area 1:** English Composition, Oral Communication and Critical Thinking | 7-8 units
- **Area 2:** Mathematical Concepts and Quantitative Reasoning | 3-4 units
- **Area 3:** Arts and Humanities | 3-5 units
- **Area 4:** Social and Behavioral Sciences | 3 units
- **Area 5:** Natural Sciences | 3-5 units
- **Area 6:** Ethnic Studies | 3 units
- **Area 7:** Lifelong Learning and Self Development | MET

For More Information

bit.ly/mvc-credit-prior

MVCEvaluations@mvc.edu

SUBMIT
DOCUMENTATION



GE
APPROVED
COURSES



CPL recognizes what working adults, apprentices, and veterans already know from jobs, military service, and professional training and translates their expertise into real college credit.

Learning associated with CPL can be acquired in a variety of settings:



My CPL Story

MAP Credit for Prior Learning Success Stories



Haley M.

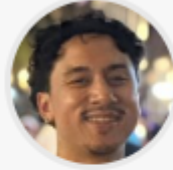
15 Credits Received

✓ Industry Certification

Building Inspector → Inspection Technology
A.S. Degree Student

Haley received 15 credits for her International Code Council Industry Certification, putting her on a faster path toward completing her A.S. degree.

San Bernardino Valley College



Brandon K.

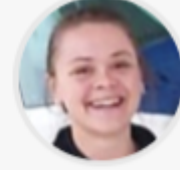
✓ Military/JST Upload

Cryptologic Linguist → A.S. Degree in
Biological Sciences

Brandon fulfilled his foreign language requirement with his work as a linguist in the Marine Corps. After graduating from Citrus College, Brandon went on to graduate from UC Riverside.

"CPL saved me a lot of time and effort by knocking out my foreign language requirement."

Citrus College



Nadine M.

33.5 Credits Received

✓ Industry Certifications

Aviation Maintenance Worker → Aviation
Maintenance Technology A.S. Degree

Using CPL, Nadine's previous certifications and training saved her a year of time when pursuing her degree.

San Diego Miramar College

California's New CPL Infrastructure has a student-first strategy: People, Platform, Policy/Procedure Moving From...

Passive to Proactive
Ghost Credit to Most Credit
Siloed to Shared Data
College to Career

How Californians Access CPL

- College CPL Landing Pages, CPL Dashboard, CPL Portfolio Builder (soon)
- Program Pathways Mapper & CVC Courses (soon)
- College Outreach
- Counselor Screening on Admission (think AP)
- *Soon: LWDA and Agency Integrations, CA Credential Registry, CCCApply, Career Passport, Assist, ACE Talent Marketplace, etc.*

Vision 2030: Scale and Projected Impact

250,000

Californians targeted for CPL by
2030
(Base Goal)

500,000

Stretch Goal —
doubling the base target

6.5M

Californians who could benefit
with optimal CPL capacity

119

CCC Campuses with
access to MAP at no cost

Projected Economic Impact of Meeting Vision 2030 Goals (Beacon Economics, June 2024)

\$32.5B

Projected combined
economic impact
of meeting 2030 base
goal

\$3.7B

Immediate savings and
preservation of
educational funds

\$28.8B

Long-term economic
benefits
over 20 years

\$1.6B

Impact if Veterans
Sprint
Phase 1 goal is met
(30,000 vets)

Progress | CPL impact



Students served

42,756

Military	21,034
Workforce/other	21,791
Apprentice	679



Eligible units

191K (4.5 avg)

Military	95k
Workforce/other	101k
Apprentice	6k



Transcribed units

96K (2.2 avg)

Military	
12k	Workforce/other
83k	Apprentice
6k	



Savings

\$267M (2.2 avg)

Military	\$164M
Workforce/other	\$97M
Apprentice	\$6M



Current projected economic impact

\$1.08B

Military	\$547M
Workforce/other	\$478M
Apprentice	\$ 30M

116 College CPL Landing Pages

Soon: Scores of Noncredit, Adult Ed, HS, & Agency Pages

Find CPL at Your College

<https://map.rccd.edu/cpllandingpages/>

College (type to search) District

Start typing a college name... All districts

Colleges 116 results

All Colleges 116

City College of San Francisco San Francisco Community College District Total Articulations: 2240 Military: 2214 Non-mil: 24 Open CPL page	San Bernardino Valley College San Bernardino Community College District Total Articulations: 1572 Military: 1487 Non-mil: 105 Open CPL page	Norco College Riverside Community College District Total Articulations: 1310 Military: 1291 Non-mil: 219 Open CPL page	Bakersfield College Kern Community College District Total Articulations: 1304 Military: 1236 Non-mil: 68 Open CPL page
Riverside City College Riverside Community College District Total Articulations: 837 Military: 893 Non-mil: 144 Open CPL page	Compton College Compton Community College District Total Articulations: 777 Military: 776 Non-mil: 1 Open CPL page	Moreno Valley College Riverside Community College District Total Articulations: 695 Military: 332 Non-mil: 100 Open CPL page	Modesto Junior College Yosemite Community College District Total Articulations: 426 Military: 0 Non-mil: 426 Open CPL page

Cabrillo College

<https://www.cabrillo.edu/>
sadece@cabrillo.edu

Upload your Joint Services Transcript

[CCCApply](#)

[Apply for Financial Aid](#)

[CPL Request](#)

[Veteran Rep/Counselor Mario Garcia](#)

[School Certifying Official Melissa Rose](#)

[CPL Counselor Mutoko Nakazawa-Hewitt](#)

[Veteran Rep/Counselor Mario Garcia](#)

[School Certifying](#)

Credit for Prior Learning

Courses below are approved for credit based on prior learning

[Request CPL Review](#)

ACCT 151A : Introduction to Accounting: Bookkeeping Concepts Credits: 4.0 CPL Type: Learning Mode: Possible Qualifications: Suggested Evidence: Credit By: N Exam: Introduction to Accounting: Bookkeeping Concepts	ACCT 155 : Payroll Tax Accounting with Accounting Software Credits: 4.0 CPL Type: Learning Mode: Possible Qualifications: Suggested Evidence: Credit By: N Exam: Payroll Tax Accounting with Accounting Software
ACCT 163 : Using QuickBooks	AP 26A : Visual Storytelling

Find CPL at Your College

[Find CPL at Your College](#)

College (type to search)

District

Start typing a college name...

All districts

Go →

Ranked

A-Z

Colleges 116 results

All Colleges 116

City College of San Francisco

San Francisco Community College District

Total Articulations: 2242

Military: 2218

Non-mil: 24

[Open CPL page](#)

San Bernardino Valley College

San Bernardino Community College District

Total Articulations: 1572

Military: 1467

Non-mil: 105

[Open CPL page](#)

Norco College

Riverside Community College District

Total Articulations: 1310

Military: 1091

Non-mil: 219

[Open CPL page](#)

Bakersfield College

Kern Community College District

Total Articulations: 1304

Military: 1236

Non-mil: 68

[Open CPL page](#)

Riverside City College

Riverside Community College District

Total Articulations: 837

Military: 693

Non-mil: 144

[Open CPL page](#)

Compton College

Compton Community College District

Total Articulations: 777

Military: 776

Non-mil: 1

[Open CPL page](#)

Moreno Valley College

Riverside Community College District

Total Articulations: 695

Military: 535

Non-mil: 160

[Open CPL page](#)

Modesto Junior College

Yosemite Community College District

Total Articulations: 436

Military: 0

Non-mil: 436

[Open CPL page](#)



Cabrillo College



<https://www.cabrillo.edu/>



sadecell@cabrillo.edu

Upload your Joint Services Transcript

CCCApply

Apply for Financial Aid

CPL Request



Veteran Rep/Counselor
Mario Garcia



School Certifying Official
Melissa Rose



CPL Counselor
Motoko Nakazawa-Hewitt



Veteran Rep/Counselor
Mario Garcia



School Certifying

Credit for Prior Learning

Courses below are approved for credit based on prior learning



Search...

Select Possible Qualifications...



All Learning Modes



Clear Filters



Request CPL Review



Export to Excel

ACCT 151A : Introduction to Accounting: Bookkeeping Concepts



Credits: 4.0



CPL Type ⓘ

Learning Mode ⓘ

Possible Qualifications ⓘ

Suggested Evidence ⓘ

Credit By
Exam

N

Introduction to Accounting: Bookkeeping Concepts

ACCT 155 : Payroll Tax Accounting with Accounting Software



Credits: 4.0



CPL Type ⓘ

Learning Mode ⓘ

Possible Qualifications ⓘ

Suggested Evidence ⓘ

Credit By
Exam

N

Payroll Tax Accounting with Accounting Software

ACCT 163 : Using QuickBooks



AP 26A : Visual Storytelling



CPL Dashboard

Credit for Prior Learning (CPL) Dashboard

 **MAP** Credit for Prior Learning (CPL) Dashboard

Upload Your JST

Sign into MAP

Search...

Navigation

Savings & College Overview

CPL Opportunities

Impact Score Chart

Filters

All Colleges

Learning Mode

CPL Type

TOP Codes

C-ID Courses

Course Credit

Non-Military Credit

Military Credit

CCC Statewide Recommendations Only

Status: All Statuses

Search...

Export to Excel

FTECH 323X Fire Service In-Service Training/Command & Control - Internship/Apprenticeship

Modesto Junior College

Version: 1

Eligible Credits: 0.5

0.5 hours in Fire Service In-Service Training/Command & Control

Course	Status	College
FTECH 323XABC	Articulated	Modesto Junior College

Request Quick Adopt

Advanced Metal Framing

Norco College

Version: 1

Eligible Credits: 1.5

1.5 hours in Advanced Metal Framing

Course	Status	College
CRP 4788	Articulated	Norco College

Request Quick Adopt

CPA – C++ CERTIFIED ASSOCIATE PROGRAMMER

Riverside City College

Version: 1

Eligible Credits: 4

4 hours in Program Logic Using C++

Course	Status	College
CSC 5	Articulated	Norco College
CSC 5	Articulated	Riverside City College

Request Quick Adopt

 California Community Colleges

 California MAP INITIATIVE

 ASCCC PATHWAYS TO CREDIT

 **LARC** LOS ANGELES REGIONAL CONSORTIUM
#19STRONG. Community and colleges transforming futures.

100

CPL Visibility and Integration: PPM, CVC

Academic Planning Tools

Integrations: Program Pathways Mapper

ALD HTH 048CO 5.0 Units
Medical Emergencies And Pharmacological Interventions

Students will learn the pathophysiology, assessment and management of patients with medical emergencies and the application of advanced life support care and treatment.

Credit for Prior Learning Available [What's This?](#)
CPL Advisor Email: CPL_peterson@wisc.edu
Possible Qualifications [Show/Hide](#)

- California Paramedic / Paramedic - Certificate
 - Current Basic Life Support (BLS) from American Red Cross or American Heart Association.
- Paramedic Credit by Exam - Exam Scores
 - Signed transcripts provided by accredited training partner, must have scores/grades for each course/exam. Verify accredited training provider at state website <http://emstraining.emsa.ca.gov/ShowTraining/TrainingPrograms/GroupByTrainingProgramsTable.aspx>.
- California Paramedic / Paramedic - License
 - Active CA Paramedic License

Prerequisites

13

Integrations: California Virtual Campus

HOME CALIFORNIA COLLEGE
☐ I currently attend a California Community College.
☒ I do not currently attend a California Community College.

SEARCH BY
☐ Gen Ed Requirements
☐ Home College Course Name
☒ Keyword

COURSE CODE OR NAME

Find Classes

In Development

Search Results
We found **13 courses** that may transfer. If entering a course code, please remove spaces - e.g. ABC123, not ABC 123. Consult a counselor/academic advisor for additional information.
[Save this search](#)

Thanks for using our Improved Keyword Search! Please [click here](#) to share your feedback on the results below.

Search Filters
Instant Enrollment
☒ Instant Enrollment
This filter is designed to show you courses that are eligible for One-Click Registration. This is dependent on both your home school and the teaching school and may not be available under all circumstances.

Lake Tahoe Community College
FIR101 - Fire Protection Organization

☒ CPL Eligible

UNITS	TERM	TRANSFERABILITY
4.0 Units	Sep 15 - Dec 11	
Tuition		\$124.00

14

Integrations: Program Pathways Mapper

The screenshot displays the Program Pathways Mapper interface. A central pop-up window provides details for the course **ALD HTH 048CO**, which is a 5.0 Unit course titled "Medical Emergencies And Pharmacological Interventions". It is designated as a **MAJOR** requirement. The description states: "Students will learn the pathophysiology, assessment and management of patients with medical emergencies and the application of advanced life support care and treatment." Below this, it indicates that **Credit for Prior Learning Available** with a link to "What's This?". The CPL Advisor Email is CPL-petition@wlac.edu, and there is a "Show/Hide" link for possible qualifications. The qualifications listed are:

- California Paramedic / Paramedicine - Certificate
 - Current Basic Life Support (BLS) from American Red Cross or American Heart Association.
- Paramedicine Credit by Exam - Exam Scores
 - Signed transcripts provided by accredited training partner, must have scores/grades for each course/exam. Verify accredited training provider at state website <http://emstraining.emsa.ca.gov/ShowTraining/TrainingPrograms/GroupByTrainingProgramsTable.aspx>
- California Paramedic / Paramedicine - License
 - Active CA Paramedic License

The background shows a grid of course cards. On the left, a vertical sidebar lists unit counts (17.0, 16.0, 15.0) and term labels (2nd Term, 3rd Term). Course cards include:

- ALD HTH 043CO** (4.0 Units): Anatomy And Physiology For Emergency Health Care Personnel
- ENGL C1000** (3.0 Units): Academic Reading and Writing (for ENGLISH 101)
- ALD HTH 047CO** (4.0 Units): Emergency Response To Crisis
- Visit the Career Center**: Learn about career connections
- ALD HTH 050CO** (9.0 Units): Field Internship
- Apply for Transfer (if applicable)**: Visit the Transfer Center to learn how to apply
- ALD HTH 048CO** (6.0 Units): Cardiology Assessment And Medical Emergencies
- Register for the Career Center Network**: Activate your CCN account and set up your profile
- AA/AS Degree GE Area 2: Mathematical Concepts & Quantitative Reasoning** (3.0 Units): Choose a course
- Contact the Tutoring Center**: Learn about tutoring at West

A "CLOSE (ESC) X" button is visible in the top right corner of the pop-up window.

Integrations: California Virtual Campus

HOME CALIFORNIA COLLEGE

☐ I currently attend a California Community College:

☒ I do not currently attend a California Community College. [i](#)

SEARCH BY

☐ Gen Ed Requirements

☐ Home College Course Name

☒ Keyword

COURSE CODE OR NAME

fire

Find Classes

Search Results

In Development

We found **13 courses** that may transfer. If entering a course code, please remove spaces - e.g. ABC123, not ABC 123. Consult a counselor/academic advisor for additional information.

[Save this search](#)

[i](#) Thanks for using our improved Keyword Search! Please [click here](#) to share your feedback on the results below.

Search Filters

Instant Enrollment

☒ Instant Enrollment

This filter is designed to show you courses that are eligible for One-Click Registration. This is dependent on both your home school and the teaching school and may not be available under all circumstances.

Lake Tahoe Community College

[FIR101 - Fire Protection Organization](#)

☒ CPL Eligible

UNITS	TERM	TRANSFERABILITY
4.0 Units	Sep 15 - Dec 11	

Tuition

\$124.00 [i](#)

Get Credit for Being You!

Transform your work experience, military service, certifications, and life skills into college credits. Save time, save money, and accelerate your degree completion with our innovative Credit for Prior Learning platform.

[Start Your CPL Profile →](#)

[Learn More](#)

 No-Cost Account

 No Risk, No Obligation

 Veteran Friendly



Who Might be Eligible for CPL?

- Current apprentices based on advanced placement or certifications
 - Journey Workers regardless of credit
 - Pre-Apprentices regardless of credit
 - Trade Partner Trainees
-



Apprenticeship Outreach



Do you have electrician experience?

You may be eligible for advanced placement into the Electrician Apprenticeship program.

Please note that you must complete the required General Education Courses listed on the right column and RCCD residency must be met in order to receive an Associate Degree along with the required major courses.

Norco Course	Eligible for CPL upon review and acceptance into IBEW program.
ELE-400 Introduction to the Electrical Trades and Construction Safety	✓
ELE-401 Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code	✓
ELE-402 Advanced DC Circuit Concepts, Introduction to 3-Phase AC Circuits, Test Equipment, and National Electric Code Applications	✓
ELE-403 AC Circuit Concepts, Applied Electronics, and National Electric Code Applications	✓
ELE-404 Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code (NEC)	✓
ELE-405 Electrician Blueprint Reading with Code Applications for National Electrical Code (NEC)	✓
ELE-406 Grounding Systems, Advanced Blueprints and Specifications, Motor Design and Installation, and National Electric Code	
ELE-407 Motor Control Principles, Generators and Power Supplies, with National Electric Code (NEC)	
ELE-408 Transformer Theory, Leadership, Management, and Test Equipment	
ELE-409 Electrician Specialty Systems	

RCCD General Education (GE) Needed for Associate Degree

- Area 1: English Composition, Oral Communication and Critical Thinking | 7-8 units
- Area 2: Mathematical Concepts and Quantitative Reasoning | 3-4 units
- Area 3: Arts and Humanities | 3-5 units
- Area 4: Social and Behavioral Sciences | 3 units
- Area 5: Natural Sciences | 3-5 units
- Area 6: Ethnic Studies | 3 units
- Area 7: Lifelong Learning and Self Development | 2-3 units



For More Information

Please meet with a counselor during express counseling or by scheduling a counseling appointment at:



Learning should be equitable, accessible, and easy for every single firefighter or fire prevention specialist, across the state!

Credit for Prior Learning (CPL) in Fire Technology is designed for the experienced firefighter or fire prevention specialist who is seeking an Associate's Degree and/or Certificate of Achievement recognizing applicable State Fire Training courses completed outside of the community college system.

- If you're an active Firefighter and have a CA State Firefighter 1 Certification, earn college credit now and complete your educational goals!
- Did you take SFT Company Officer courses but did not earn college credit? You're eligible to earn your Company Officer degree.
- Interested in an Associate's Degree in Fire Prevention and have completed the SFT Fire Inspector series?



FOR
MORE
INFO

NO TUITION FEES & NO CAP ON COLLEGE UNITS

SAN DIEGO MIRAMAR COLLEGE

IBEW 428 / Bakersfield College (Example)

1

Pre-Apprentice Regional Prep

Curriculum

Multi-Craft Core Curriculum
(MC3)

Key Components

OSHA-10 Safety Certification
Trade Math & Blueprint Reading
Tool Handling & Career
Readiness

Provider

Building Trades/Workforce
Boards
Prepares for IBEW Selection

2

Apprentice IBEW Local 428

Structure

5 Years | 8,000 OJT Hrs |
1,000+ Class Hrs

Partnership

Sponsor Bakersfield College
RSI Transcribed as College Credit

3

Associate Bakersfield College

Program

AS in Industrial Automation

Stackable Content

Apprenticeship RSI credits (CPL)
DC/AC Circuits and Motors
Programmable Logic Controllers
Instrumentation and Process
Control

Outcome

Certificate of Achievement
+ AS Degree

4

Bachelor Bakersfield College

Degree

BS in Industrial Automation

Advanced Coursework

Industrial Networks & Robotics
Project & Safety Management
Quality Assurance

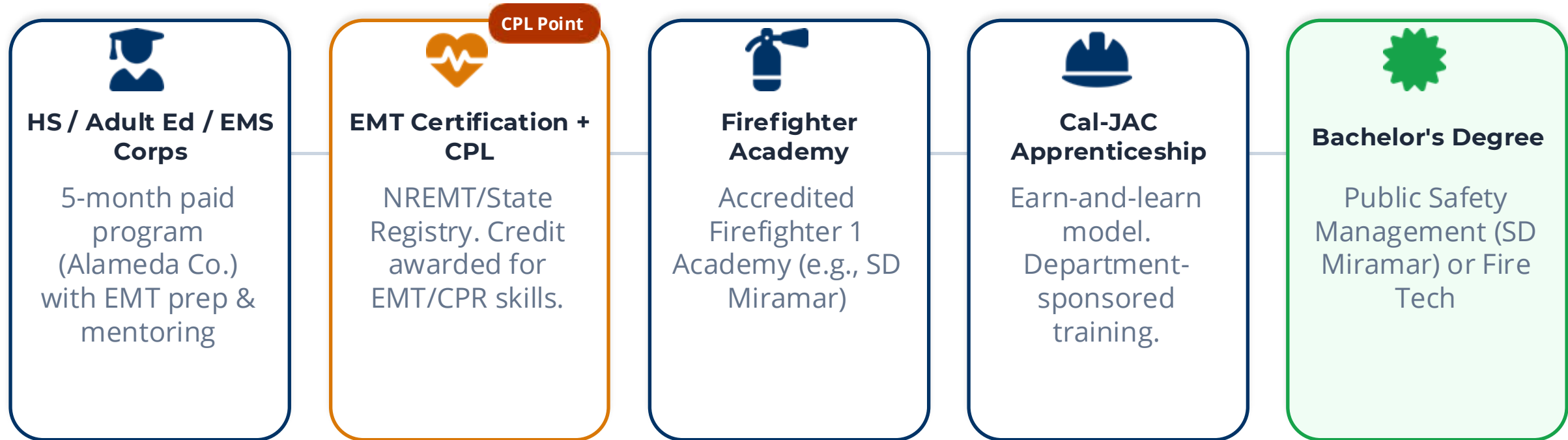
Outcome

Technical Leadership
~100% Employment / \$80k
Avg. Salary



Pathway Overview: EMS Corps → Fire → Bachelor's

A Realistic Student Journey Leveraging Credit for Prior Learning (CPL)



⚡ The CPL Advantage

By awarding credit for EMT certification and Fire Academy training, students can bypass redundant coursework and accelerate their degree path. This momentum is critical for working adults in the fire service.

🔧 Wraparound Support

Programs like EMS Corps provide essential stipends, life coaching, and career workshops that help underrepresented youth successfully transition into rigorous Fire Academies and apprenticeships.

Pathway Overview: Auto Tech → Bachelor's

Realistic Student Journey Leveraging CPL Articulation, Pre-Apprenticeship, and ASE Certification



HS / ROP Auto Tech

Articulated coursework via district crosswalks Cx or ASE Certs



Pre-Apprentice (CCSF)

18-week, 40hr/wk program at Evans Center. Credit-bearing.



Employment and AS Degree

Stackable certificates + Associate Degree in Auto Tech



ASE Certifications

Industry credentials awarded CPL for advanced standing



BS Automotive Tech

Rio Hondo College Bachelor's Degree Program

📌 Multiple On-Ramps

Students can enter from HS/ROP articulation or adult education. The CCSF Pre-Apprenticeship acts as a critical bridge, offering credit-bearing coursework that accelerates entry into employment and degree pathways.

🌟 ASE Certification Value

While pre-apprenticeship builds fundamental skills, ASE certifications earned during employment can be leveraged for Credit for Prior Learning (CPL), satisfying specific course requirements in the BS degree program.

Apprenticeship CPL is an Opportunity

Apprenticeship CPL is not only for Colleges with credit bearing Apprenticeship Programs.

1. Offer trainees credit to encourage enrollment into college certificate and degree programs.
2. Strengthen partnerships with employers.
3. Review of worker experience for credit consideration will be standardized.



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Apprenticeship CPL Scaling Plans

1. Upload all apprenticeship students into MAP CPL Dashboard (Sprint 1)
2. Target and document apprenticeship coursework for articulation in MAP. (Sprint 2)
3. Outreach to apprenticeship students, employers, organizations and training centers that could benefit from CPL.



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

February 2026 - Labor Day 2026

Goal: Collect from DAS, COMIS, CCCApply list of **all** CCC apprentices by college, trade, LEA, CPL awards AND upload to MAP to make apprentices visible throughout state:

- SAM Code A, DAS Approved Programs, Traditional and Nontraditional, Noncredit and Contract Ed

Outcome: Real-time progress of apprenticeship students to understand opportunities for growth and collaboration.



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS OF CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Industry Embracing CPL



CALIFORNIA FIREFIGHTER
JOINT APPRENTICESHIP COMMITTEE



DDS Department of
Developmental
Services



Santiago Canyon and Norco College AI Tools –Skills to Course, Degree Audit, Outreach

APPRENTICESHIP APPLICATIONS - ACTIVE

Search

Archived Records

Student Id	Student Name	Program Name	Transcript Completion	Overall Completion	Status	Actions
		Apprenticeship Carpentry, Insulator	0.0	61	Not Eligible	Review Archive
		Apprenticeship Carpentry, Concrete	7.8	69	Not Eligible	Review Archive
		Apprenticeship Carpentry, Drywall Lather	40.4	100	Eligible	Review Archive
		Apprenticeship Carpentry, Insulator	23.5	83	Eligible	Review Archive
		Apprenticeship Carpentry, Plastering	11.8	50	Not Eligible	Review Archive
		Apprenticeship Carpentry, Acoustical Installer	0.0	15	Not Eligible	Review Archive
		Apprenticeship Carpentry, Acoustical Installer	0.0	15	Not Eligible	Review Archive

REVIEW TRANSCRIPT

Download Report

EDITABLE REPORT REPORT MASTER REPORT COURSES TRANSCRIPT COURSES

Required Courses, as listed in Catalog	Completed Units	Waived Units	Substituted Units	CPL Units	Notes - Substituted Course (if applicable)
ACA001C Print Reading	2.0				
ACA021A Orientation				2.0	CPL Orientation
ACA021B Safety And Health Certifications				2.0	CPL: (Level 5 Indentured Status)
ACA021E Tool/Equipment Applications				1.5	CPL: (Level 5 Indentured Status)
ACA026A Tilt-Up Rigid Construction				1.5	CPL: (Level 5 Indentured Status)

AI Enhanced Skills Crosswalks

- Expanding on the work SCC has already started
- Pilot at SCC and NC to develop:
 - AI Engine that assists in the evaluation of skills for course credit
 - Apprenticeship degree audit to improve completion and ease A&R burden
 - Outreach to regional journey workers with CPL offers
- Resulting in skill to course faculty-validated alignments contribute to Career Passport.
- Timeline: June 30 for Phase 1 of the AI CPL/Skills Engine



Invitation to Get Involved

There are a couple of action steps each college can take to prepare for the Apprenticeship CPL Sprint.

- Review your curriculum/programs for apprenticeship alignments even if you don't have an apprenticeship program.
 - o **The question is: how can a prospective student accelerate through this program if they have pre-apprenticeship or apprenticeship experience? What courses in what disciplines can we offer credit for prior learning?**
 - o **Create one pathway that starts with a potential pre-apprenticeship that could qualify for CPL toward apprenticeship leading to AS and CCC applied baccalaureate at your college or another.**
- Get Involved in the [Statewide Apprenticeship CPL Workgroup](#)
 - o Meetings are the 1st and 3rd Friday of the month at 10 a.m. by zoom.



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/AL CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Resources

- Vision 2030 [CPL Workplan](#)
- [CPL Fact Sheet](#) with metrics & links to resources
- Beacon Economics [CPL Impact Report](#)
- CPL Sustainable Implementation Guide
- CPL Counselor Resource Center
- [MAP Website](#) with link to [CPL Dashboard](#)
- Vision 2030: Scaling CPL in California monograph

For more information, contact Sam Lee, Senior Advisor to the Chancellor for CPL at slee@cccco.edu and cell: 951-217-1751

Thank You!





California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



DAS Policy Goals and Support



Adele Burnes

Chief

DIR Division of
Apprenticeship Standards



Andrea Harlin

*Deputy Regional Director, Strategic Partnerships
Apprenticeship and Workforce Innovation Unit*

Division of Apprenticeship Standards



Strengthening Apprenticeship Pathways

Updates and Tools

Presenters



Adele Burnes
Chief

DIR Division of
Apprenticeship Standards



Andrea Harlin-Villanueva
Deputy Regional Dir. Strategic Partnerships

DIR Division of
Apprenticeship Standards



Agenda

- Apprenticeship Innovation Funding (AIF)
- Youth Apprenticeship
- Registration Process
- Apprenticeship and Pre-Apprenticeship Program Lookup Tool
- Employer Ambassador Program

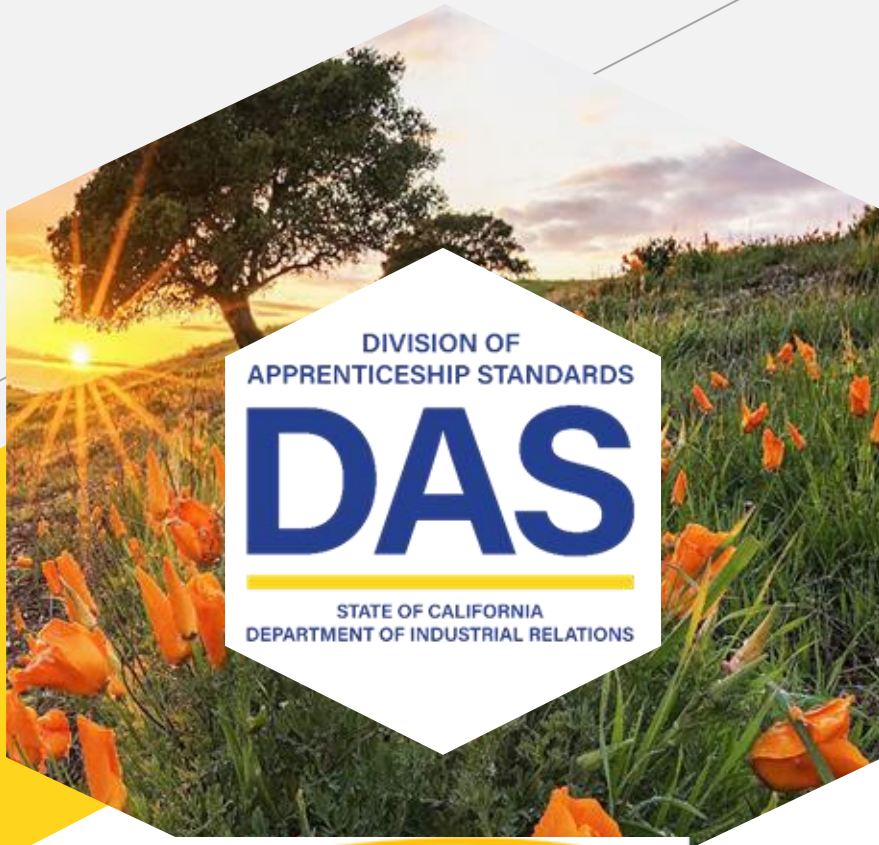
Apprenticeship Committees

The California Apprenticeship Council (CAC)

- Oversee traditional apprenticeships in the building and fire trades

Interagency Advisory Committee on Apprenticeship (IACA)

- Advises on new and innovative (sometimes referred to as “non-traditional”) apprenticeship
- Includes sectors such as healthcare, technology, education, advanced manufacturing and any sector that is not the building and fire trades



Apprenticeship Innovation Funding

2024/2025 Awards



Apprenticeship Innovation Funding

The Apprenticeship Innovation Funding (AIF) supports IACA apprenticeship programs to sustain and scale their programs and train apprentices.

Allocations

- \$55,000,000 in General Fund FY 2022-2023
- \$40,000,000 in General Fund FY 2023-2024

Payments

- Round 1 (2022-23): \$17,358,198 dispersed
- Round 2 (2023-24): \$24,827,724 dispersed
- Round 3 (2024-25): \$29,852,345 dispersed
- **Round 4 (2025-26): \$22,342,485 available**



Apprenticeship Innovation Funding

GOAL #1: Apprenticeship Innovation Funding - Support (AIF-S)

- The AIF-S will cover the cost of running an apprenticeship program, aggregating employer demands, and recruiting, supporting and placing apprentices.
- **\$3500 per active apprentice** per year, prorated to the month, along with **\$1000 per apprentice completion** bonus.

GOAL #2: Apprenticeship Innovation Funding - Training (AIF-T)

- The AIF-T will allow for new training programs to develop in a more agile manner and will specifically be used for training costs for IACA Apprentices.
- **\$10.32 per training hour**

Applications for Reimbursement

- This funding is accessible only to IACA occupation programs that have registered their apprentices with the DAS.
- Funds available to the fledgling apprenticeship programs that have already launched but continue to struggle for sustainability and scaling.
- **AIF is a reimbursement model and formula funding**
- **NOT a competitive grant application process**
- All performance, no contracts



Applications for Reimbursement

- Applications for reimbursements based on supporting and training apprentices in the **previous calendar year—2025**.
- Expectation is that programs will apply for reimbursement **annually**, as long as funding is available

Eligible Apprentices

- Apprentices associated with IACA occupations
- Apprentice was active in 2025 and placed with an employer:
 - If an apprentice is registered with “Firm agree to train” in CAS, then they are not eligible.
- Apprentice compensation must meet the quality jobs framework



Quality Jobs Framework

Eligible apprentices must have a compensation package that meets the New Hire [ETP wage standard](#), inclusive of health benefits.

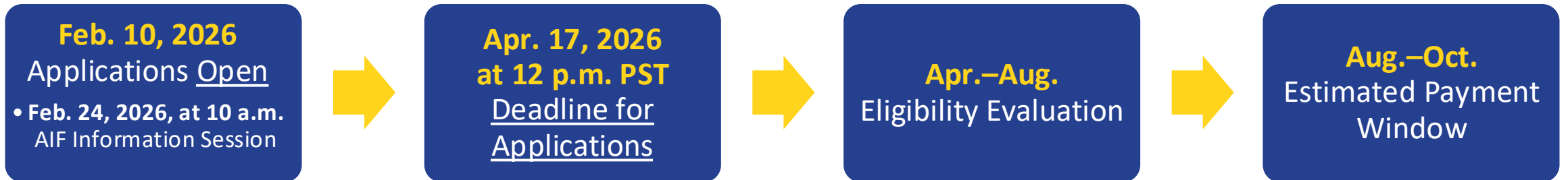
Counties	Apprentice wage including benefits*
Alameda, Marin, San Mateo, Santa Clara, San Francisco	\$21.42
Contra Costa	\$20.83
Los Angeles	\$20.01
Orange	\$19.32
San Diego	\$19.77
All Other Counties	\$19.27

*Health Benefits of up to \$2.50 may be used to meet all wage requirements. Health benefits should be calculated as a total value of only health benefits offered to apprentices in a year and calculated as an hourly amount.

This wage table is based on ETP New Hire Trainee Wages for 2025. Future years will be based on the same benchmark from the [ETP Wage levels](#).

Timeline to Apply

Applications for reimbursement open once per year. For apprentices served in 2025, the timeline to apply is:



AIF 3 Year Impact

- Served **29,002 apprentices** over 3 years
- Funded **86 active apprenticeship programs**
- **\$51.74** average total hourly compensation for all AIF funded apprentices to date
- Lead to **76% increase** in IACA apprentice registrations 2021-2024
- Low risk, high value return on investment, reimbursement for great work serving apprentices that is already complete (**no contracts, only performance**)
- Meeting and exceeding projected apprentice growth with **227,492 apprentices served** on path to 500,000 by 2029

CA Youth Apprenticeship Committee (CYAC)

Develop recommendations to the division on the expansion of youth apprenticeships in California. In developing these recommendations, the committee shall specifically address the following topics:

- Clear definitions of youth apprenticeship and high school apprenticeships.
- Guiding principles in the Youth Apprenticeship Grant Program.
- Insights on the structure of the state's work to expand youth apprenticeship.

Report of the California Youth Apprenticeship Committee



The California Youth Apprenticeship Model

Report of the California Youth
Apprenticeship Committee

2024

System Alignment

Recommendation 1

- **The Goal:** An integrated education, apprenticeship, and workforce system that defines shared goals, uses a common language, and supports K-14 LEA collaboration with workforce development boards, labor partners and employers
- **The Vision:** Establish a coherent, equity-driven talent pipeline that seamlessly connects secondary education to postsecondary education, registered apprenticeship, and employment, enabling learners to earn wages, credit, and industry-recognized credentials aligned to high-demand careers.

Definition of Youth Apprenticeship

Recommendation 2

“Youth apprenticeship program” means an apprenticeship program registered with the Division of Apprenticeship Standards that fulfills all registered apprenticeship requirements and serves youth between 16 and 24 years of age at the time of enrollment and that also meets all of the following:

- Offers related and supplemental instruction through school-based career technical education, *work experience education*, *early college credit*, or *other* academic courses, including dual enrollment courses, or the equivalent, *courses*, whenever possible.
- Complies with labor laws for minors.
- Offers flexible work hours to allow for pupils to participate in on-the-job training while they are enrolled in high school.
- Allows for part-time employment and extended completion time to accommodate student apprentices



In-School Implementation

Recommendations regarding an in-school implementation include:

- 1. Create a new Career Apprenticeship Bridge (CAB) Program that initiates the youth apprenticeship journey starting in high school and integrates Career Technical Education (CTE) into the apprenticeship system.** This CAB program would be the first phase of a youth apprenticeship and include at least 300 hours of paid on-the-job training, along with 144 hours of related and supplemental instruction/CTE courses. A high schooler could complete the CAB phase of an apprenticeship within high school.
- 1. Establish a college-connected youth apprenticeship model with clear alignment of CAB to the California Apprenticeship Initiative.** A CAB completer could then matriculate into a college connected youth apprenticeship program and complete their apprenticeship while completing college coursework and degrees.

- 3. Establish a program approval process for the proposed CAB pathways that will benefit both education and industry.** The approval process would require Program Sponsors to ensure flexibility and commit to supporting CAB program completers in finishing their full apprenticeship program after high school graduation.
- 3. Explore how existing school-based programs such as Work Experience Education and WorkAbility can facilitate paid on-the-job training and connect all students to youth apprenticeship.**
- 3. Align K-14 Career Education (CE) and Career Technical Education (CTE) systems and update CTE Model Curriculum Standards at least every five years to ensure LEAs have curricular guidance that supports youth apprenticeship integration.**

Phase 1 CAREER APPRENTICESHIP
BRIDGE (CAB)

HIGH SCHOOL

YEAR 1



High school and/or college
Career Education courses

Paid on-the-job learning

YEAR 2



High school and/or college
Career Education courses

Paid on-the-job learning
(Minimum 300 hours)



HIGH SCHOOL
GRADUATION

**CAB Program
Completion**

YEAR 3+

YOUTH APPRENTICESHIP COMPLETION

✓ High school
diploma
Professional network
& mentors

✓ Transferable college
credit and an industry
recognized credential

✓ Paid work
experience

College courses



Paid on-the-job learning
(Approx 1700 hours)

Phase 2
COLLEGE

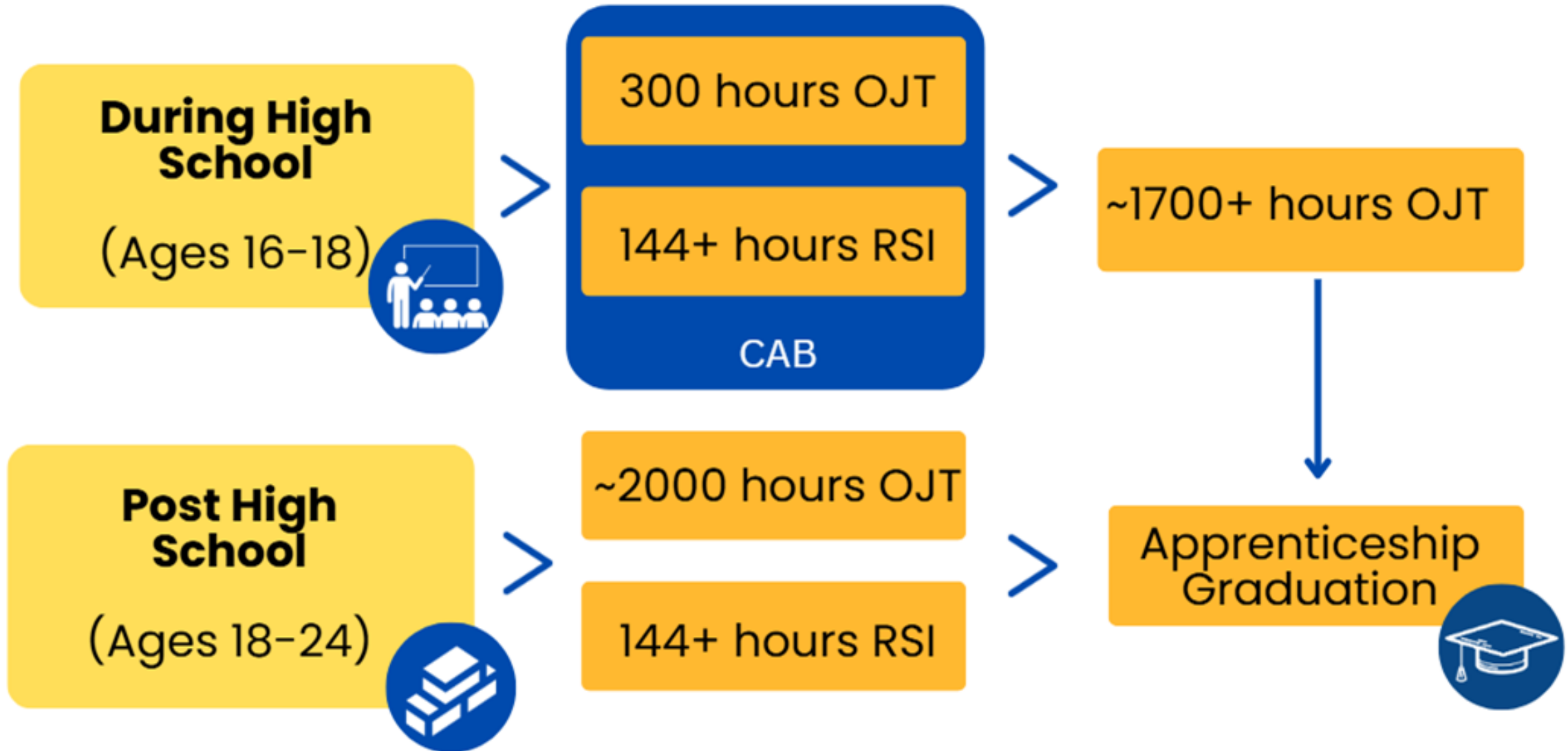
Out-Of-School Onramps

Recommendations for creating a supported onramp into youth apprenticeship for out-of-school youth include:

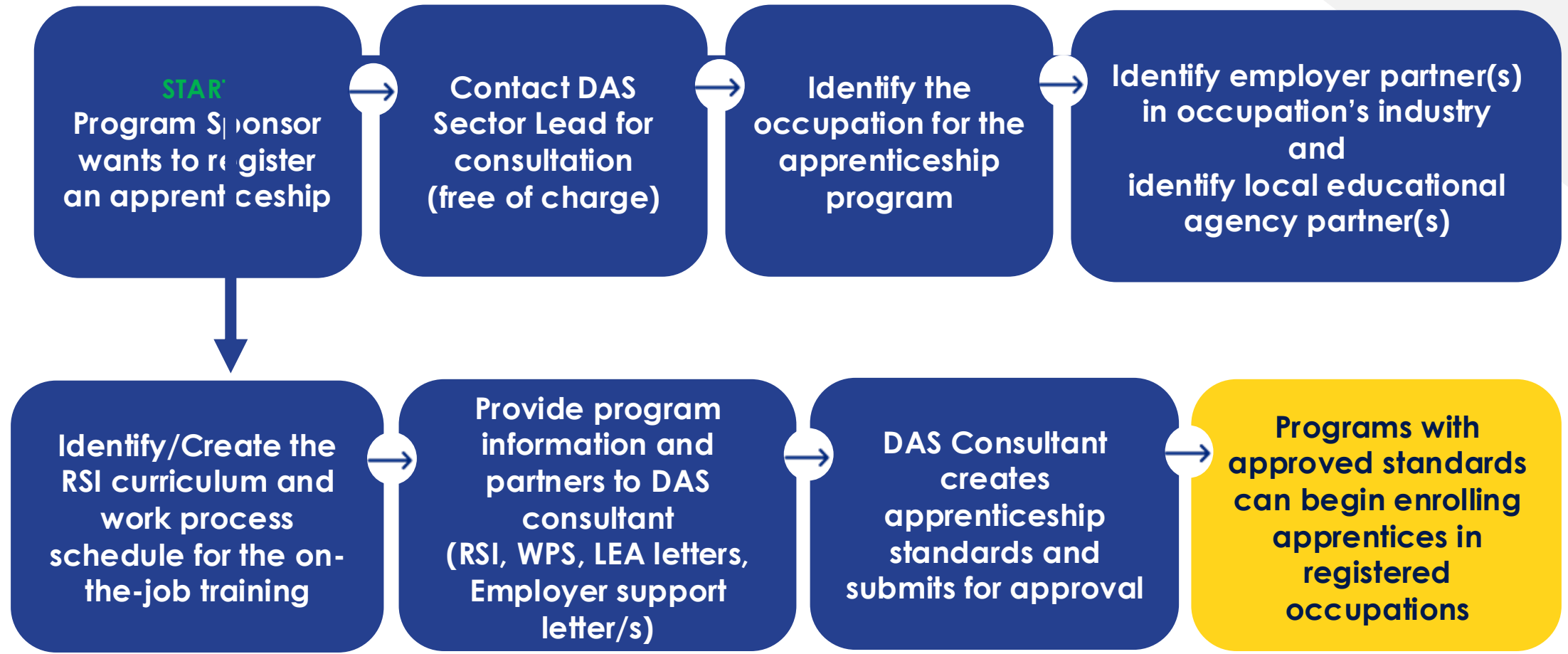
1. Establish a model of youth apprenticeship that serves out-of-school and opportunity youth and is supported by pre-apprenticeships, paid training opportunities and youth apprenticeships with robust supportive services.
1. Fund and maintain the newly created CA Opportunity Youth Apprenticeship (COYA) Grant Program.



YOUTH APPRENTICESHIP MODELS



DAS Program Registration Pathway



What Shapes a Program's Decision to Register?

Common Program Needs

- Sustainability Funding
- Talent demands
- Skills gaps
- Capacity/Administrative support
- Sourcing talent
- Expedited timelines



Registration Pathways

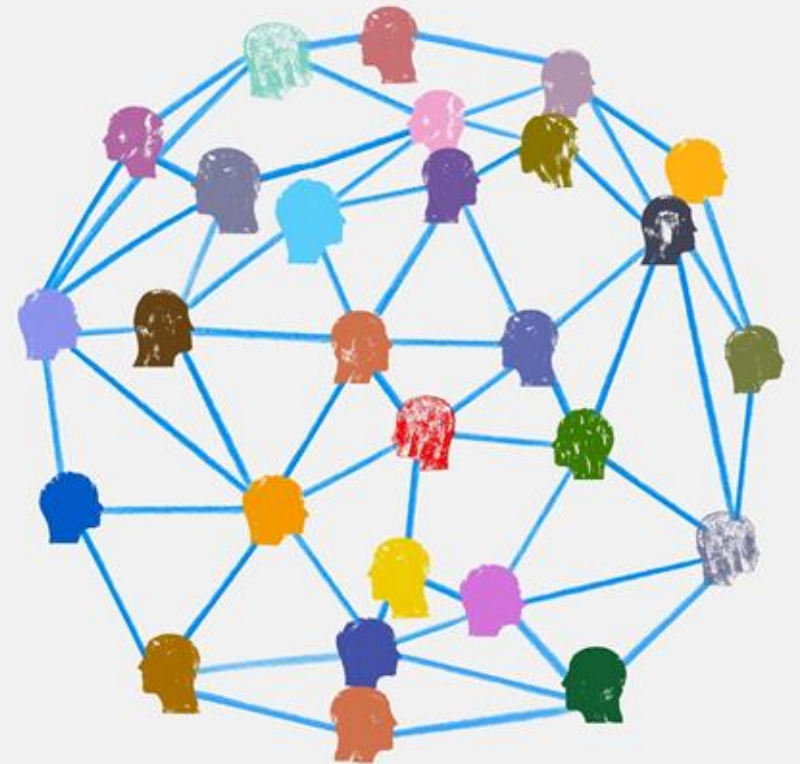
DAS can help you consider which option works best for your organization

- Create a New Program
 - DAS will guide you through the registration process
- Partner with an Existing Program
 - DAS can help identify programs with registered target occupations, or prospective programs with similar training goals
 - Potential partners:
 - Community Colleges/Educators
 - Intermediaries
 - Employer-sponsored
 - Workforce Development Agencies

DAS Lookup Tool

New enhancements that make it easier for stakeholders to discover programs

- Search by keywords (such as occupations)
- Filter by county
- Explore apprenticeship, preapprenticeship, and on the job training programs
- Discover existing programs for potential partnership



DAS Lookup Tool

Search for Programs

Apprenticeship Standards / Find an apprenticeship or pre-apprenticeship program

Find an apprenticeship or pre-apprenticeship program

Program Search

[Search](#) [Clear](#)

Search Results

Narrow your search results by using the county dropdown and sort options below.

County:

Click the link under Occupation for more detail.

[Go Back](#)

Data is current as of 03/02/2026

Trade or occupation	Committee	Type
Auto Body & Fender Repairman	Northern California Automotive And Machinist Joint Apprenticeship Committee	APPRENTICE
Auto Body And Fender Repairer	Santa Clara County Automotive Repair Trades J.A. & E.A.C.	APPRENTICE
Auto Body Refinish Technician	Collision Career Institute (Cci)	APPRENTICE
Auto Body Repair Technician	Collision Career Institute (Cci)	APPRENTICE

View Details

Apprenticeship Standards / Apprenticeship Program - Detail

[Go Back](#) [New search](#)

Data is current as of 03/02/2026

Trade or occupation:	Auto Body Refinish Technician
Committee:	Collision Career Institute (Cci)
Industry:	AUTOMOTIVE REPAIR, SERVICES AND GARAGES
Program Type:	APPRENTICESHIP
Program length:	18 months
Starting Wage:	\$18.54/hr.
Minimum age:	16
Education prerequisites:	None
Physical requirements:	No
Exams:	Written Test: No Oral Exam: No
Contact information:	Collision Career Institute (Cci) 3419 Via Lido #279 Newport Beach, CA 92663
Contact person:	Charlie Robertson, President
Contact phone / e-mail:	(844) 424-1120 info@collisioncareerinstitute.com
Website:	www.CollisionCareerInstitute.com
Veteran Benefits Approved:	No

[Go Back](#) [New search](#)

DAS Employer Ambassador Program

DAS's Employer Ambassador Program is a **strategic employer engagement initiative** that showcases successful apprenticeship employers.

The program will promote the value of registered apprenticeship in California by engaging employers who already **demonstrate excellence** in apprenticeship in **both building and construction trades and emerging industries**.



Employer Ambassador Requirements

Traditional Champions

- A registered employer program sponsor or signatory contractor of a building, construction, or fire trade apprenticeship program.
- Pays prevailing wage on public works projects and has no history of exemptions or wage violations.
- Has employed at least 20 apprentices.
- Is in good standing with all DIR divisions and CSLB.

Emerging Leaders

- A registered employer program sponsor or signatory contractor of an apprenticeship program in an emerging industry. (outside of the building & construction trades)
- Employs a minimum of 3 active registered apprentices, with at least 10 total apprentices trained.
- Has wages at or above the ETP level.
- Is in good standing with DIR divisions.

Employer Ambassador Responsibilities

- Agree to a **two-year commitment**
- Participate in **webinar series** and **networking sessions**
- Provide **interview content** and share **employer best practices**
- Be featured in **social media posts** and **articles**



Timeline

- Ambassador Program Launch (March 2026)
- Ambassadors Selected (May – June 2026)
 - Get your nominations in by **July 1, 2026**
- Launch Employer Ambassador Program (September 2026)



Thank You!

Division of Apprenticeship Standards

Web: dir.ca.gov/das

Email: DAS@dir.ca.gov





California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



DOL Policy Goals and Support



Abigail Allen

Program Specialist, Office of Apprenticeship
U.S. Department of Labor



March 19, 2026

Statewide Convening on Community College Apprenticeship Program Creation and Expansion

Abigail Allen, Program Specialist
Office of Apprenticeship

APPRENTICESHIPUSA™
★★★

APPRENTICESHIPUSA™

Talent Moves You Forward ★★ ★

WHAT IS APPRENTICESHIPUSA?

ApprenticeshipUSA is a unifying brand designed to connect, unite, and amplify all stakeholders in the national Registered Apprenticeship system including employers, industry associations, apprenticeship sponsors, training providers, apprentices, Office of Apprenticeship staff, State Apprenticeship Agencies, educators, and others under one name.

This initiative supports the Department's broader efforts to expand and strengthen Registered Apprenticeship.

ABOUT US

FAST FACTS

700K+

Active Apprentices

26K+

Active apprenticeship programs

343K

New apprentices since January 2025

79%

Growth of new apprentices over the past decade



OUR MISSION

The **U.S. Department of Labor's Office of Apprenticeship** promotes and oversees quality, accessible Registered Apprenticeship opportunities for workers seeking higher-skilled, higher-paying jobs and engages employers seeking to build a qualified workforce.

Learn more at Apprenticeship.gov

RA PLAN: MEETING & SURPASSING 1 MILLION ACTIVE APPRENTICES

Removing barriers that limit employer interest in Registered Apprenticeships and flexibility

- Streamlining the registration process
- Issue guidance clarifying the existing flexibility in regulations
- Reduce regulatory burdens

Leveraging federal funding for apprenticeship growth

- Prioritize performance-based models
- State expansion funding
- Other Federal agency funding

Realigning workforce and education systems around apprenticeship

- Prioritize RA through CTE and pre-apprenticeships as a pathway.

Increasing public awareness around Registered Apprenticeships and actively promote this proven model to employers and potential apprentices

- NAW
- RA Academy



MARCH 9, 2026

NEW GUIDANCE

Office of Apprenticeship Circular

2026-01:

Provides updated guidelines for Registered Apprenticeship program design under the three approaches to completing an apprenticeship program.

Office of Apprenticeship Circular

2026-02:

Outlines the roles and functions of state apprenticeship agencies and apprenticeship councils.

Office of Apprenticeship Circular

2026-03:

Clarifies how apprenticeship program completion rates are determined and used to improve program quality and announces a Registered Apprenticeship performance data portal.

Office of Apprenticeship Bulletin

2026-35:

Solidifies the Office of Apprenticeship's commitment to making apprenticeship program registration determinations within 30 days and announces launch of online resource that will promote transparency on registration performance and ensure ETA meets its 30-day program determination commitment.

NOTICE OF **PROPOSED RULEMAKING**

On July 2, 2025, the Department issued a Notice of Proposed Rulemaking (NPRM) entitled **“Prohibiting Illegal Discrimination in Registered**

Apprenticeship Programs” that aims to remove undue regulatory burdens on Registered Apprenticeship program sponsors. The Department’s proposal:

- rescinds certain Equal Employment Opportunity (EEO) provisions contained in 29 CFR part 30;
- reduces sponsors' EEO-related obligations; and
- includes conforming, technical changes to 29 CFR part 29, the Department's regulation that addresses Labor Standards for the Registration of Apprenticeship Programs.

The deadline for submitting public comments has passed.

To learn more, visit [Prohibiting Illegal Discrimination in Registered Apprenticeship Programs](#)



MULTI EMPLOYER INDUSTRY BASED NATIONAL PROGRAMS



DOL-FUNDED REGISTERED APPRENTICESHIP INDUSTRY INTERMEDIARIES

The DOL currently funds 6 Registered Apprenticeship Industry Intermediaries to provide technical assistance to Registered

Apprenticeship stakeholders in specific industry sectors, accelerating the growth of Apprenticeship across the United States. Interested stakeholders are encouraged to contact the Registered Apprenticeship Industry Intermediaries below to learn more about assistance in meeting their talent needs

Industry Intermediary	Industry Sector	Contact Information
Appteon	IT	Debby Hopkins: Debby.Hopkins@appteon.com https://appteon.com/workforcedevelopment/apprentices/
Fastport	Transportation, Distribution, and Logistics	Dave Harrison: Dave.Harrison@fastport.com https://nationalapprenticeship.org/
Net.America Healthcare	Healthcare and Healthcare IT	Clare Hines: clarehines@netamerica.net https://discovernetamerica.com/
National Restaurant Association Educational Foundation (NRAEF)	Hospitality	Courtney Harris: charris@nraef.org https://www.chooserestaurants.org/Apprenticeship
Safal Partners, LLC	Cybersecurity	Katie Adams: katie.adams@safalpartners.com https://www.safalpartners.com/
Wireless Infrastructure Association (WIA)	Telecommunications	Deb Bennet: deb.bennett@wia.org https://www.wia.org/

The targeted industries include:

Shipbuilding and Defense Industrial Base

Artificial Intelligence (AI), Semiconductor, and Nuclear Energy Infrastructure

Information Technology

Healthcare

Transportation

Telecommunication

•Press Release

•Funding Opportunity Announcement

•2026 DOL Application Guide

•Pre-Applicant Webcast Recording



Pay-for-Performance Incentive Payments Program

The U.S. Department of Labor announces the availability of up to \$145 million to support a Pay-for-Performance Incentive Payments Program as a vehicle for expanding the National Apprenticeship System. The Department will award up to five cooperative agreements with a four-year period of performance, focused on rapidly scaling and expanding newly developed Registered Apprenticeship programs and substantially growing existing Registered Apprenticeship programs across industries by offering incentive payments to program sponsors.

The Pay-for-Performance Incentive Payments Program will prioritize incentivizing the expansion and growth of high-quality Registered Apprenticeship programs on a national scale, specifically in industries with a firmly established Registered Apprenticeship program infrastructure.

PAY-FOR-PERFORMANCE INCENTIVE PAYMENT MODELS

OA recently announced two industry focused, national-scale funding efforts that provide incentive payments to eligible RA sponsors:

American Manufacturing Apprenticeship Incentive Fund

This a \$35.8 million initiative aimed at expanding Registered Apprenticeships within the manufacturing sector. This effort, led by Arkansas' Department of Commerce, Division of Workforce Services, will provide incentive funding to enhance apprenticeship programs nationwide. For more information about the Incentive Fund, please refer to the following resources:

- [Press Release](#)
- [American Manufacturing Apprenticeship Incentive Fund Project Abstract](#)
- [Frequently Asked Questions](#)
- [List of approved occupations](#)



COLORADO COOPERATIVE AGREEMENT

- **Promote Apprenticeships for Youth:** Create an online hub with resources, training and a nationwide campaign to raise awareness.
- **Set Clear Models:** Develop guidelines for apprenticeships for youth at high schools, colleges and for out-of-school youth.
- **Help States Build Systems:** Support a select consortium of states with system plans to expand apprenticeship for young people and link education and apprenticeship.
- **Align Education and Training:** Connect apprenticeships with schools and careers, especially Career and Technical Education (CTE).
- **Clarify and Reduce Risks:** Address questions about legal issues, workers' compensation and wages.
- **Engage Employers and Partners:** Bring together businesses, schools and organizations to create more opportunities.
- **Use Data and Research:** Improve tracking of program success and share what works.



CareerWise

[CareerWise USA](https://www.careerwiseusa.org)



Welcome to the

Registered Apprenticeship Academy

Explore our interactive learning hub designed to ensure compliance with existing registered apprenticeship regulations. It is our mission to provide Registered Apprenticeship Academy users with on-demand, impactful training resources.

The **Registered Apprenticeship Academy** is an **interactive learning hub** designed to inform, educate, and assist Registered Apprenticeship Stakeholders succeed in their respective roles by providing vital learning pathways that are impactful, and relevant.

Find Your Catalog

REGISTERED APPRENTICES

REGISTERED APPRENTICESHIP SPONSORS

REGISTRATION AGENCY

FEDERAL PARTNERS

DOL-FUNDED INVESTMENT PARTNERS



Explore RAPIDS user guide, sponsor orientation, and more!

LEARN MORE

APPRENTICESHIPUSA

WHAT IS NATIONAL APPRENTICESHIP WEEK?



National Apprenticeship Week (NAW) is a nationwide celebration where ApprenticeshipUSA partners – employers, apprentices and graduates, industry representatives, labor organizations, community-based organizations, workforce partners, educational institutions, and federal, state, and local government agencies and more – host events to showcase the successes and value of Registered Apprenticeship for strengthening our economy by developing a highly skilled workforce to meet industry needs and creating pathways for career seekers to catapult into in-demand jobs.

ApprenticeshipUSA partner feedback over the past decade indicated that November is a challenging time of year for NAW due to budget cycles and colder weather. As a result, the Department decided to move NAW to the spring to capitalize on warmer weather, apprentice graduation ceremonies, and other spring celebrations. Starting with this inaugural spring NAW from **April 26 - May 2, 2026**. NAW will continue to be held in the spring! Future NAW celebrations will take place during the dates noted below.

FUTURE DATES: April 25 - May 1, 2027, and April 23 - April 29, 2028



NAW 2026 Theme: *America at Work: Making America Skilled Again through Registered Apprenticeship*



Monday, April 27: Registered Apprenticeships Building America at 250

Tuesday, April 28: Registered Apprenticeship Drives Growth and Innovation Across Critical Industries

Wednesday, April 29: Expanding AI in Registered Apprenticeship

Thursday, April 30: Realigning Education and Workforce Systems Around Registered Apprenticeship

Friday, May 1: Youth Pathways to Registered Apprenticeship



QUESTIONS?



[National Apprenticeship Week](#)

Thank You!
Allen.Abigail.I@dol.gov

College Planning



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Kaley Martin

Manager, Workforce Development

Foundation for California Community Colleges



Apprenticeship Program Capacity Rubric

This tool is designed to support California Community Colleges assessing their capacity in key areas as they work to create and expand for-credit apprenticeship pathways. For each category, colleges should rate themselves using the following scale:

- **Not Ready:** Either unaware that this is needed or unable to address it at this time due to resource constraints.
- **Emerging:** In the early stages of development and implementation. This includes creating policies, processes, and infrastructures as well as identifying partners and best practices.
- **Established:** Implementing and maintaining necessary strategies to be successful, which includes identifying and executing strategies to increase effectiveness and efficiency.
- **Advanced:** Successfully implementing and evaluating existing strategies and identifying opportunities to scale.

Area	Item	Not Ready	Emerging	Established	Advanced
Apprenticeship Awareness	Awareness of apprenticeship among college CEO and leadership				
	Awareness of apprenticeship among faculty				
	Awareness of apprenticeship among staff				
Overall Apprenticeship Awareness Score					
Credit and Degrees	For-credit apprenticeship program curriculum development				
	Converting non credit apprenticeship courses and pathways into for-credit				
	Creating new for-credit apprenticeship courses and pathways				
	Offering for-credit apprenticeship pathways that result in certificates				
	Creating for-credit apprenticeship pathways that result in degrees				



Area	Item	Not Ready	Emerging	Established	Advanced
Overall Credit and Degrees Score					
Enrollment, Success, and Access	Offering wraparound supports for apprenticeship students				
	Underrepresented student enrollment in apprenticeship programs				
	Underrepresented student completion of apprenticeship programs				
	Supporting the Chancellor's Office goal of 15% increase in apprentice enrollment				
	Supporting the Chancellor's Office 10x goal of increasing apprentice completion				
Overall Enrollment, Success, and Access Score					
Partnerships	On-campus partnerships that guide practice and provide necessary data and support				
	External partnerships that guide practice and provide necessary data and support, including employers, workforce boards, other education entities, and community-based organizations				
Overall Partnerships Score					
Policy and Pathways	CPL for apprenticeship programs				
	Connecting apprenticeship programs to pre-apprenticeship programs				
Overall Policy and Pathway Score					
Overall Score					



Apprenticeship Program Capacity Rubric

Considerations

- Not meant to be used as a comprehensive tool for apprenticeship planning
- Different areas may be weighted differently based on your local context
- Meant to be used at the college level

Uses

- Determining overall college readiness for apprenticeship pathway development and expansion
- Prioritizing where to focus efforts to build necessary infrastructure
- Shared language to support planning



Questions and Reflection



Keshia Peterson
Specialist, Education to Work Partnerships
Foundation for California Community Colleges

Level-Setting the Reflection

How to Use This Time

We will:

- Reflect on what we've learned today
- Make meaning with our college teams
- Prepare to engage employers tomorrow with clarity and purpose

This is not about having all the answers , it's about being ready to **listen, ask, and connect.**



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS OF CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Individual Reflection

Pause and Reflect

Take a few minutes to reflect individually.

Jot notes if helpful.

- What are your top 2-3 takeaways from today?
- What surprised or challenged your thinking?
- What questions are you still holding?

You'll reflect first on your own, then with your team.



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Transition to Team Reflection

From Individual to Team

- Now bring your reflections into conversation with your college team.
- Your goal is not to capture everything, but to notice patterns and priorities.

Team Reflection

As a team, discuss:

1. What themes or insights are showing up across our reflections?
2. What feels most relevant for our college right now?
3. What tensions, questions, or opportunities are we sitting with?

Looking Forward to Day 2

Team Preparation for Day 2

As a team, discuss:

- What do we most want to learn from employers?
- What information would help us strengthen or expand apprenticeship pathways?
- What do we want employers to understand about our goals?



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP/AL CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Whole Group Share-Out

Share **one sentence**:

- One insight you're carrying forward
- A next-step you plan to take
- One question you're bringing into tomorrow



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Next Steps



Juan Rosales

Senior Specialist, Education to Work Partnerships
Foundation for California Community Colleges

Next Steps & Day 2 Overview

- Day 2: Agenda Overview
- Join the Networking Reception
 - 5:30 p.m. on the Fountain Terrace
 - Continue sector and regional conversations

Thank you for an impactful first day. Your collaboration builds stronger apprenticeship pathways statewide.

March 20, 2026

Wi-Fi Network: Remington Hotels

Password: meetings0124

8:30 a.m.	Welcome
8:45 a.m.	Employer Engagement Overview
9:15 a.m.	Regional Support for Apprenticeship Pathways
9:25 a.m.	Employer Panel
10:05 a.m.	Break
10:15 a.m.	Employer Engagement Action Planning
11:45 a.m.	Final Reflection
11:55 a.m.	Closing and Next Steps





California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Closing



Gary Adams

*Dean, Adult Education, Apprenticeship,
and Contract Education*

California Community Colleges Chancellor's Office



Apprenticeship Pathways Demonstration Project

Statewide Convening on Apprenticeship Pathways

March 20, 2026

Wifi Network: Remington Hotels Wifi Password: meetings0124

Presented by:

California Community Colleges Chancellor's Office, Foundation for California Community Colleges, Rancho Santiago Community College District, LAUNCH Apprenticeship Network



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Welcome



Gary Adams

*Dean, Adult Education, Apprenticeship,
and Contract Education*

California Community Colleges Chancellor's Office



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS-
CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Employer Engagement Overview



Keith Gemmell

Senior Manager, Business Engagement
LAUNCH Apprenticeship Network



Employer Engagement That Actually Works: A Practical Playbook for Community Colleges



In Partnership with
FOUNDATION for CALIFORNIA COMMUNITY COLLEGES

POWERED BY



California
Community
Colleges

A Familiar Story

Why do some apprenticeship programs struggle to find employers...while others have employers asking to join?



Where are the employers?

Begin with the End in Mind

Why do some apprenticeship programs struggle to find employers...while others have employers asking to join?



The Reality:



Apprenticeships tend to be most successful when employer needs and workforce outcomes guide the design, with curriculum built to support those goals.

The Core Thesis



Employer leadership is not one component of apprenticeship.

- ✓ It is the foundation of **everything**.
- ✓ Everything else sits on top of it.

The LAUNCH Model: Employer-Led Apprenticeship

AN ADMINISTRATIVE STRUCTURE FOR ORGANIZATIONS

- Employers determine a set of regional apprenticeship standards and drive program innovation.
- A system-designated program intermediary registers the apprenticeship standards on behalf of the employers.
- Education institutions provide baseline services to apprentices and applicants in cooperation with the program sponsor and employers.
- COEs, WDBs and CBOs provide pre-apprenticeship programs in cooperation and linkage with the hub.
- Industry engagement specialists and organizations link regional employers with the programs.



5 Components of Registered Apprenticeship



Employer Leadership

Why Programs Fail

When colleges start programs in occupations that:

- Have low hiring demand
- Require degrees before employment
- Have unclear career ladders
- Lack employer champions

Criteria to Identify Strong Apprenticeship Opportunities (SAOs)



Market Demand

What are the forecasted job growth and average annual job openings over the next five years?



Regional Priorities

Has the occupation been identified as a "Priority Job" by education, workforce, and economic development agencies?



Existing Standards and Programs

To what extent can existing standards and curriculum be used for this occupation?



Advancement Opportunity

Does the occupation have advancement opportunities that justify an apprenticeship model?



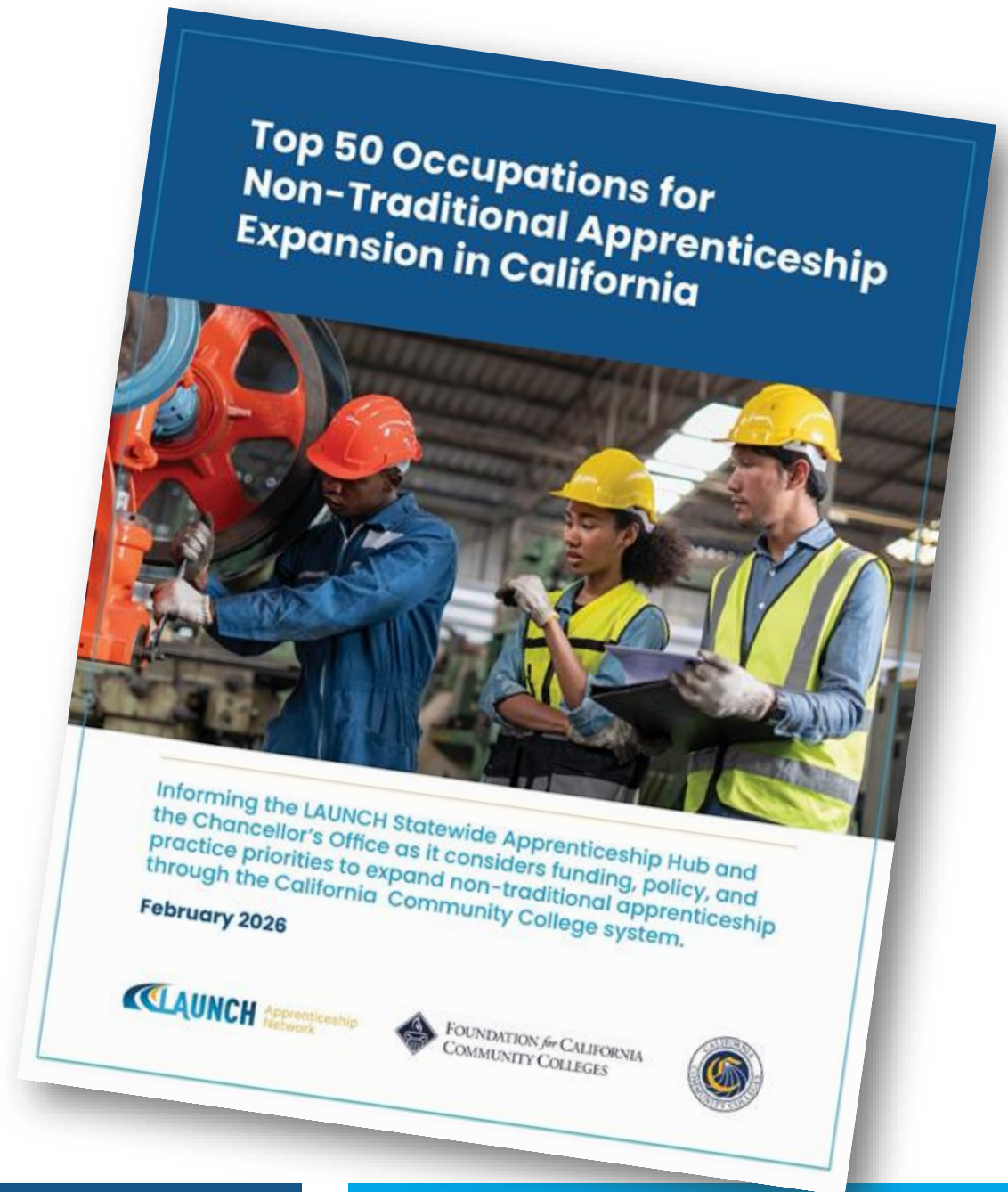
Employer Interest

Are decision makers interested in using apprenticeship to address talent pain points for the occupation?

Top 50 Report identifies:

- High-wage, high-growth
- Non-traditional apprenticeship occupations
- Aligned to CDE Industry Clusters
- Sector-based workforce opportunities

To Be Published in Spring 2026



Top 50 Occupations → CDE Industry Clusters

CDE Industry Cluster / Sector	Occupations from Top 50
Healthcare and Human Services	Licensed Practical and Licensed Vocational Nurses, Registered Nurses, Respiratory Therapists, Dental Hygienists, Radiologic Technologists, Diagnostic Medical Sonographers, Surgical Technologists, Physical Therapist Assistants, Psychiatric Technicians , Occupational Therapy Assistants, Social and Human Service Assistants , Emergency Medical Technicians , Pharmacy Technicians , Health Technologists and Technicians (All Other), Healthcare Support Workers (All Other) , Medical Assistant , Nursing Assistant , Substance Abuse & Behavioral Health Counselors (18)
Supply Chain and Transportation	First-Line Supervisors of Mechanics, Installers, and Repairers, Mobile Heavy Equipment Mechanics , Logisticians, Aircraft Mechanics and Service Technicians, Bus and Truck Mechanics, Commercial Pilots, Transportation, Storage, and Distribution Managers, Heavy and Tractor-Trailer Truck Drivers (8)

Top 50 Occupations → CDE Industry Clusters

CDE Industry Cluster / Sector	Occupations from Top 50
Management and Entrepreneurship	Administrative Services Managers, Facilities Managers, General and Operations Managers, Buyers and Purchasing Agents, Executive Secretaries and Executive Administrative Assistants, Legal Support Workers, Paralegals and Legal Assistants (7)
Digital Technology	Web and Digital Interface Designers, Computer User Support Specialists , Network and Computer Systems Administrators, Web Developers, Computer Network Support Specialists (5)
Advanced Manufacturing	Engineering Technologists and Technicians (Except Drafters), Industrial Machinery Mechanics , Electrical and Electronic Engineering Technologists and Technicians , Electrical and Electronics Repairers (4)

Top 50 Occupations → CDE Industry Clusters

CDE Industry Cluster / Sector	Occupations from Top 50
Public Safety and Services	Police and Sheriff's Patrol Officers, Detectives and Criminal Investigators, Public Safety Telecommunicators, Correctional Officers and Jailers (4)
Construction	Civil Engineering Technologists and Technicians, Architectural and Civil Drafters (2)
Education	Kindergarten Teachers (Except Special Education) (1)
Hospitality, Events, and Tourism	Flight Attendants (1)

Quick Self-Assessment Tool Colleges Can Use

SAO Assessment

Use this 5-question checklist to quickly evaluate potential apprenticeship occupations.

Score each category 0–2 points

Exhibit 14. Example of COE Assessment of Strong Apprenticeship Opportunities

Lead	Apprenticeship Opportunity Assessment	Example Rating Scale and Source	Rating (0-2)
Regional COE	Criteria #1: Market Demand High rates of a broad average job openings within a given region or regions that can sustain a pipeline of apprenticeships.	0 = Occupation has less than regional COE threshold for average annual job openings 1 = Occupation has 100% relative to regional COE threshold for average annual job openings 2 = Occupation has greater than 100% of regional threshold for annual job openings Source: Lightcast and Regional COE AIO Thresholds ¹⁴	
Regional Hub Manager	Criteria #2: Alignment with Regional Priorities An apprenticeship program that aligns with regional workforce, education, and economic development priorities and planning documents is well positioned to secure relevant funding, employment, and regional business, industry, to scale and sustainability.	0 = Occupation is not a priority in any publications or plan in the region. 1 = Occupation is a priority or "target" in two or more publications or plans. 2 = Occupation is a priority or "target" in two or more publications or plans. Source: COE's "Top Jobs" reports, WDA based on regional plans developed by local agencies or economic development boards, California Jobs First plans, and statewide development planning and strategy documents published in the preceding 24 months.	
Regional Hub Manager	Criteria #3: Availability of Existing Standards and Programs The relevance of existing programs and whether OAS-relevant standards already exist and could be leveraged for startup effort.	0 = Existing programs must be created or newly adopted in the region. New standards must be created and approved by OAS for this occupation. 1 = Relevant programs at a partner college exist and can be used with limited adaptation. New standards must be created and approved by OAS for this occupation. 2 = Existing programs and OAS-relevant standards exist and can be used with minor adaptation. Source: Department of State COE TOC + SOC framework and OAS for a or parents plan, etc.	
Regional COE	Criteria #4: Advancement Opportunity Apprenticeship programs are linked to occupations with sufficient need to justify at least 161 hours of classroom preparation.	0 = No relevant advancement or lateral advancement opportunities available that lead to wage increases. 1 = One relevant advancement or lateral advancement opportunity available that leads to a wage increase. 2 = Multiple relevant advancement opportunities available that lead to wage increases. Source: Lightcast Career Pathways Report Note: An advancement opportunity is considered relevant if the relevant occupation is a 50% or more with the target occupation.	
Regional Hub Manager	Criteria #5: Real Interest from Specific Employers Viable programs need interest from specific employers willing to invest in skills development through the buy-in or partnership from individuals with decision-making authority, direct personal activities, and commit resources on behalf of the organization.	0 = No employer interest for occupation in last 12 months. 1 = One to three employers are interested in last 12 months. 2 = 3+ employers expressed interest in last 12 months. Source: Statewide Apprenticeship Hub Employee Interest and Annual Satisfaction Survey Data. Not currently available, see recommendations #2.	
Statewide Hub	Total Score	Strong Apprenticeship Opportunity (8-10 points) Proceed with Caution (5-7 points) Occupation not recommended at this time (0-4 points)	
Statewide Apprenticeship Hub Review Notes and Recommendations			

¹⁴ Each regional Center of Excellence has an established threshold based on the median average annual job openings (AJOs) of all occupations to determine whether an occupation is a priority for a given occupation in a Hub, moderate, or low relative to the population size relative to region.

Quick Self-Assessment Tool Colleges Can Use

1. Market Demand

Are there enough job openings in your region to sustain apprentices?

a

3. Existing Programs or Standards

Do related college programs or apprenticeship standards already exist?

2. Regional Priority

Is the occupation included in regional workforce or economic development plans?

a

4. Advancement Opportunities

Does the role lead to clear career growth and wage increases?

5. Employer Interest

Have specific employers expressed interest in apprenticeship?

Total Score of 8–10 = Strong Apprenticeship Opportunity



What Employers Actually Want (Bust the Myths)

Employers Care About

- A single point of contact
- Clear explanation of time commitment
- Help with wages, incentives, and compliance
- Talent pipeline, not just one apprentice

Employer Engagement =

**Building long-term
workforce partnerships.**

Who Does What at the College

Many employer partnerships fail because
everyone assumes someone else owns the relationship.

SUGGESTED ROLES

- **Faculty:** Skills alignment, job role design
- **Career Services / Workforce Office:** Employer outreach and follow-up
- **Program Coordinator/Director:** Administer compliance and sponsorship
- **Leadership / Deans:** Employer champions and regional partnerships (seal the deal)
- **Students:** Peer ambassadors (current apprentices sell the program better than anyone)

Employer Entry Points

**CHAMBERS
OF
COMMERCE**



**INDUSTRY
ASSOCIATION**



**WORKFORCE & ECONOMIC
DEVELOPMENT AGENCIES**



**ALUMNI WORKING
IN LOCAL FIRMS**



Tools for Identifying Employers

Regional Partners

1. Government Partners
2. Industry Associations
3. Private Lists
(e.g., ZoomInfo)
4. Regional Consortia and COEs
5. LAUNCH

California EDD Labor Market Information

- [EDD Labor Market Information Division \(LMID\) Occupational Projections](#)
- [EDD Employers by Occupations](#)
- [EDD Long-Term Industry Employment Projections](#)
- [EDD Occupational Employment and Wage Statistics Dashboard](#)

Employer Qualification Framework

Assess Readiness:

- Size of workforce
- Hiring frequency
- Turnover levels
- Existing partnerships with colleges
- Interest in workforce development

Ranking

High / Medium / Low engagement readiness



Where Can Partnerships Start



Outreach - Cold Calling

Most of my relationships have started by just calling around to talk to employers and get insight into their needs. Typically, this is a low-pressure conversation just to talk about their pain points and any services that apprenticeship can assist with.

These are slow and steady partnerships where we take our time to build a relationship and then introduce partnership.



Faculty Connection – Warm Handoff

Many times, faculty are in touch with the industry or employers reach out to them with positions this is a great way to start a partnership and almost a fast track to partnership. The initial conversation is going to be more of a confirmation and that you are an additional support to the faculty.



Working Students - Warm Handoff

The only thing their employer is asking is for their employer to support them with evaluations and help them access free tuition. All the other variables have been addressed, hiring from the community college, work schedules, training. Apprenticeship is just one step further.



Industry Referral Hot Handoff

In some cases, a lot of employers are connected and even though they are technically competitors, they can be friends too! This is another really great way to start a partnership.

FOMO Effect - may lead to new referrals as well.

Outreach Channels & Tools

Channels:

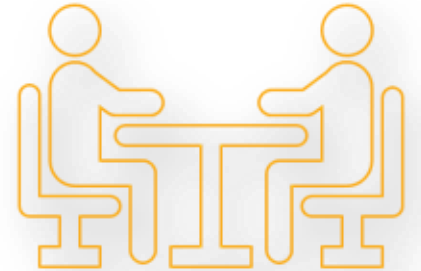
- Warm introductions (faculty, advisory boards, alumni)
- Email outreach
- LinkedIn messaging
- Employer HR meetings
- Industry conferences

Tools:

- Employer Intake Form
- CRM or Tracking Sheet
- Email and call scripts



How do Employers Become a Partner



Meet

Discuss needs in the industry that are entry-level to mid-level, their pain points -

There are potentially many to discuss.

Compare

Make sure that that apprenticeship meets the needs of the pain points.

Do the competencies support their needs?

Paperwork

There are partnership agreements to the apprenticeship programs, and DAS & DOL forms; but the important thing is that they are not contracts.

Partnership

It is a spectrum. There is only one main need of apprenticeship and that is communication - it supports the success and promotes employer leadership.

First Conversation Framework



30-Minute Agenda:

- Employer's workforce challenges
- Roles they struggle to fill
- Hiring and retention trends
- Interest in workforce partnerships

Goal:

Understand their workforce problem.

Not to sell a program.



Why Employers Engage

Employers participate because apprenticeship helps them:

- ✓ Reduce turnover
- ✓ Build internal talent pipelines
- ✓ Upskill employees
- ✓ Improve retention
- ✓ Increase workforce diversity
- ✓ Mentor



Success

Apprenticeship programs succeed when employers lead and colleges support.

- Start with demand.
- Build partnerships.
- Then build programs.

Questions?

Keith Gemmell, CWDP

keith@launchapprenticeship.org



Moving from Insight to Action

- ☐ Begin with the end in mind
- ☐ Identify one employer partnership to strengthen
- ☐ Identify one apprenticeship opportunity you can advance this year



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS - CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Regional Support



John Dunn

*Regional Director of
Apprenticeship,*

**Bay Area Community College
Consortium - NCAN**



Dr. Lexy Davis

*CEO, Intermediary Development Director, Business Services &
Corporation representing*

SCAN



Chris Cagle

Apprenticeship
**South Bay Workforce
Investment Board - SCAN**



NCAN Mission

The Northern California Apprentice Network (NCAN) will create, coordinate, and expand apprenticeship programs in new industries across the Northern California region to better prepare the workforce of tomorrow

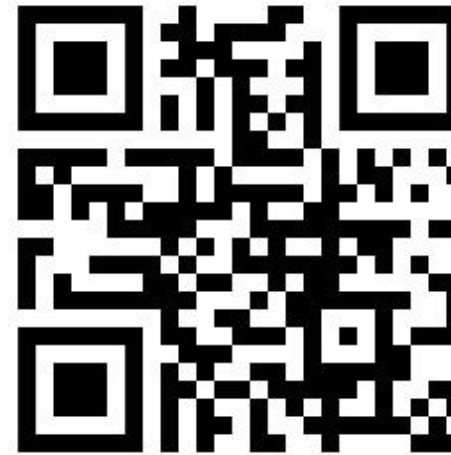
- Launched on April 29th, 2021, our network is a collaborative effort of employers, public sector entities, community colleges, non-profit training providers, community colleges, and apprenticeship intermediaries.
- NCAN is employer-driven and will provide an open forum for all Northern California employers to learn from each other about the benefits and best practices of quality apprenticeship programming.



Regional Apprenticeship Networks

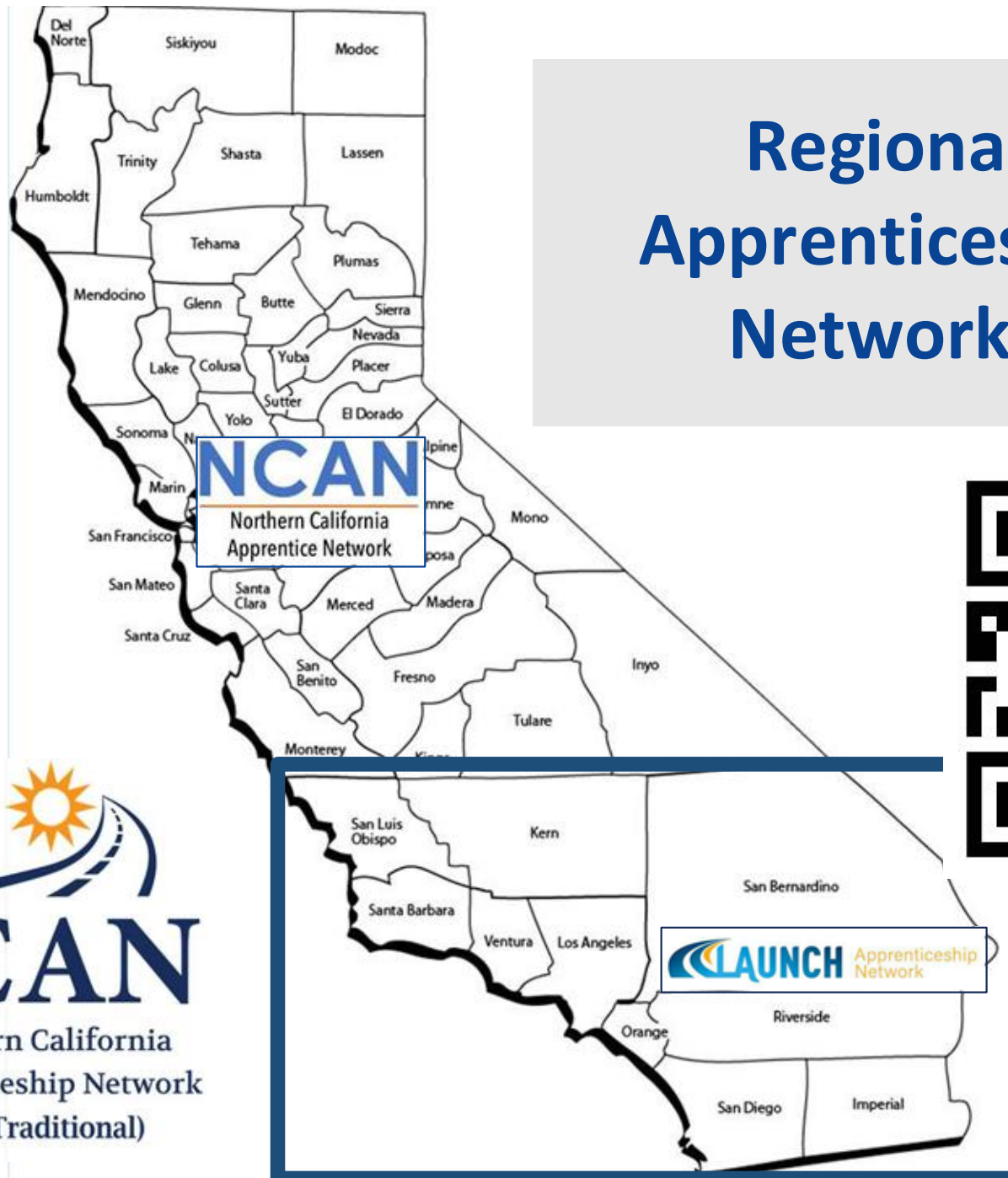
Counties Serving:

- o Los Angeles
- o Orange
- o San Bernardino
- o Riverside
- o San Diego
- o Imperial
- o Ventura
- o Kern
- o San Luis Obispo
- o Santa Barbara



To learn more, contact us at:

scan@sbwib.org





California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDERSHIP - CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Employer Panel



Charles Henkels
LAUNCH
Apprenticeship
Network



**Rebecca
Bettencourt**
Gallo Winery



Steve Tyrrell
Mitsubishi Cement
Corporation



**Bryan
Hildebrand**
Jaguar Land
Rover Riverside



Chad Newland
Global Medical
Response

Thank You

to our Panelists!



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS/IN CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College





California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS-
CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District

Break

10 Minute Break



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Employer Engagement Action Planning



Keith Gemmell

Senior Manager, Business Engagement

LAUNCH

Why This Session Matters

Colleges often ask:

- Why do some apprenticeship programs struggle to find employers?
- Why do others have employers asking to join?

Today we hear directly from employers.



Your goal today: Listen → Learn → Act

What You'll Do in This Session

Today you will:

1. Hear candid perspectives from employers
2. Learn what makes partnerships succeed
3. Understand what employers need before saying yes
4. Create one employer-informed action for your college

**Every college leaves with at least one (1)
clear next step.**

How the Room Is Set Up

AT EACH TABLE:

- Colleges seated by region
- One (1) employer aligned to a priority sector
- Multiple colleges from the same region

YOUR TABLE ROLES

Please designate:

- Lead Listener
- Note Taker

Materials at each table:

- Employer question prompts
- Action planning worksheet

Who Will Help Facilitate

LAUNCH Regional Apprenticeship Managers (RAMs), Contract Education TAP, and Foundation staff will:

- Rotate between tables
- Help guide discussion
- Ask follow-up questions
- Keep conversations focused

They are here to help ensure strong, consistent conversations across all tables.



Important Ground Rules

This session is designed differently from most panels.

**Employers speak first.
Colleges listen first.**

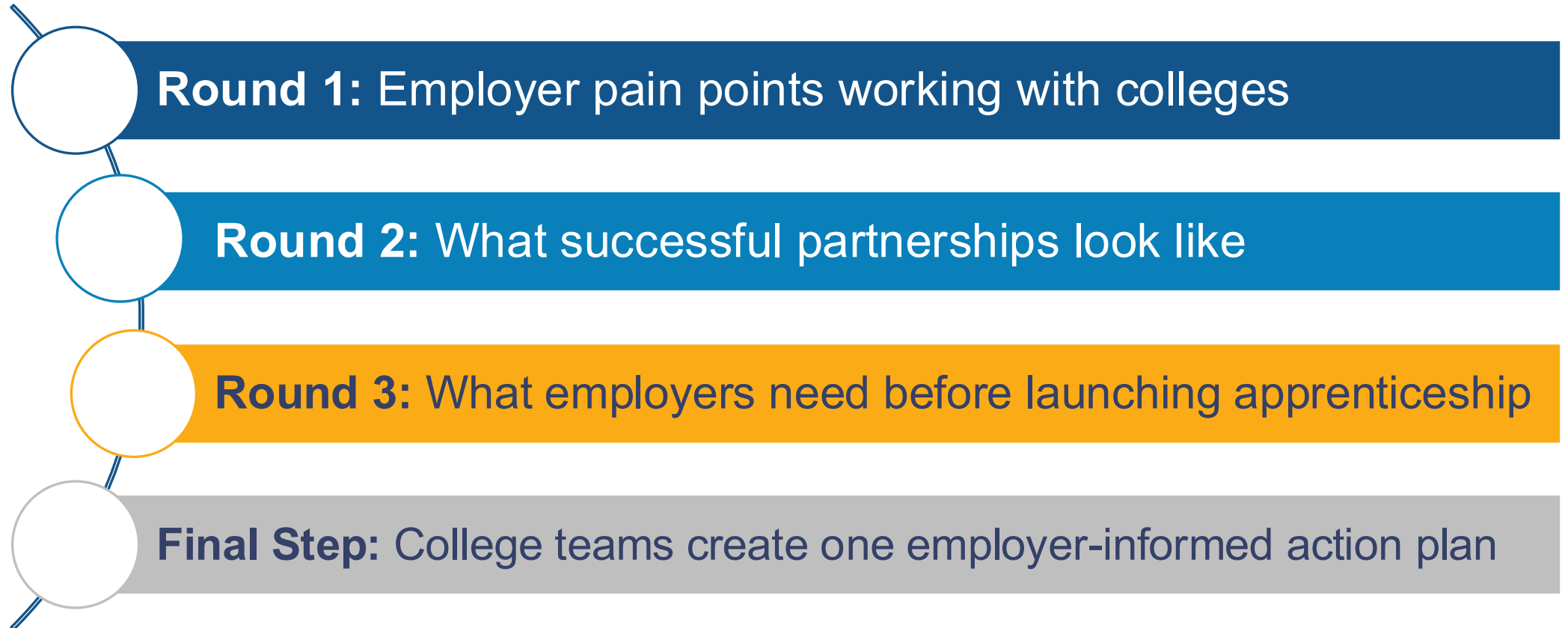
Focus on:

- Listening
- Understanding employer realities
- Asking clarifying questions

Solutions and action planning come later.

How the Conversation Will Work

You'll move through three discussion rounds:



Why These Employers Are Here

Working with LAUNCH Employer Partners and Your Sectors of Interest, we identified:

- ☐ Priority regional sectors
- ☐ High-demand occupations
- ☐ Employers actively engaged in workforce development

**These employers are here to help you understand:
What makes apprenticeship partnerships actually work**

Let's Begin



Pre- Round

Tables Assign:

A Lead Listener

A Lead Note Taker

30 seconds

Pre- Round

Employers Introduce Yourself to Your Table

30 seconds

Name

Organization & Position

Round 1

**What makes it hard for you
to connect or work with
colleges on apprenticeship?**

Round 1

What makes it hard for you to connect or work with colleges on apprenticeship?

- **Can you walk us through the last time you tried to partner with a college?**
- **Where in that process did things slow down or break down?**
- **Are there parts of the process that tend to feel unclear or harder to navigate?**
- **Who do you usually talk to first, and is that the right person?**

**When a college partnership
works well,
what's different?**

**Round
2**

**When a college partnership works well,
what's different?**

- **What did the college do that made you want to stay engaged?**
- **What made communication feel easy or efficient?**
- **What role did leadership or decision-makers play?**
- **What support did the college provide beyond curriculum?**

**Round
2**

Round 3

What do you need from a college before you're willing to launch or expand an apprenticeship?

Round 3

What do you need from a college before you're willing to launch or expand an apprenticeship?

- **What tells you a college is apprenticeship-ready?**
- **What questions do you ask yourself before saying yes?**
- **What's a red flag that makes you hesitate or disengage?**
- **What timeline feels reasonable from first meeting to start?**

Final Step

Colleges Work
as Teams at
Tables

Action Plan Prompts:

- ❑ Top employer pain point we heard
- ❑ One internal change we can make
- ❑ One employer engagement action in the next 60 days
- ❑ Who owns this on our campus
- ❑ How LAUNCH RAMs and other partners can help

Common Themes Emerging Today

LAUNCH RAMs Report

Employer Pain Points

What Employers Value

College Action

Thank You

to our Employer Partners!



Strong Apprenticeship Programs

Today's conversations highlighted an important reality:

Successful apprenticeship programs are built with employers — not for them.



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Next Steps



Juan Rosales

Senior Specialist, Education to Work Partnerships
Foundation for California Community Colleges

Next Steps and Resources

- Please complete the convening survey
- Upcoming Events
 - Designing Pre-Apprenticeship Pathways
 - Date: Tuesday, April 21, 2026
 - Time: 12 p.m. – 4 p.m.
 - Location: Sacramento, CA
 - National Apprenticeship Week (April 26-May 2)
 - Twice monthly Apprenticeship Office Hours on 2nd and 4th Tuesdays at 2 p.m.
- Explore additional resources
 - Toolkits
 - CPL & Apprenticeship Materials
 - VRC and statewide tools
- You will receive a follow-up thank you email



<https://linktr.ee/apprenticeshipCO>



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS/IN CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



RANCHO SANTIAGO
Community College District



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATIONS & CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Closing



Gary Adams

*Dean, Adult Education, Apprenticeship,
and Contract Education*

California Community Colleges Chancellor's Office



California
Community
Colleges



GROW
APPRENTICESHIP
CALIFORNIA
POWERED BY
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES



Santiago
Canyon
College



Thank You

Apprenticeship@cccco.edu

ApprenticeshipSupportNetwork@foundationccc.org