Apprenticeship Pathways Demonstration Project

Advancing Apprenticeship 2.0: Data and Tracking

Spring CCCAOE Pre-Conference Session

April 8th, 2025

Wifi: @Hyatt_WiFi

Presented by:

California Community College Chancellor's Office, Santiago Canyon College, and Foundation for California Community Colleges

A11Y 5/6/25

Welcome

Dean Gary Adams, California Community Colleges Chancellor's Office

Agenda

- Welcome and Framing

- Networking Activity

- Level Setting

- Coding and Tracking Apprenticeships

- Break

- A Student Apprentice Journey

- Open Questions

- Closing

California K-12 Enrollment Projections

Figure reports enrollment projection changes as a percentage of enrollment in 2021–22.

Source: Public Policy Institute of California

Original Source: National Center for Education Statistics; authors' calculations.

Image reworked for accessibility.

California is projected to have larger enrollment declines than those in any other US region

Change in enrollment, relative to 2021–22 (%)
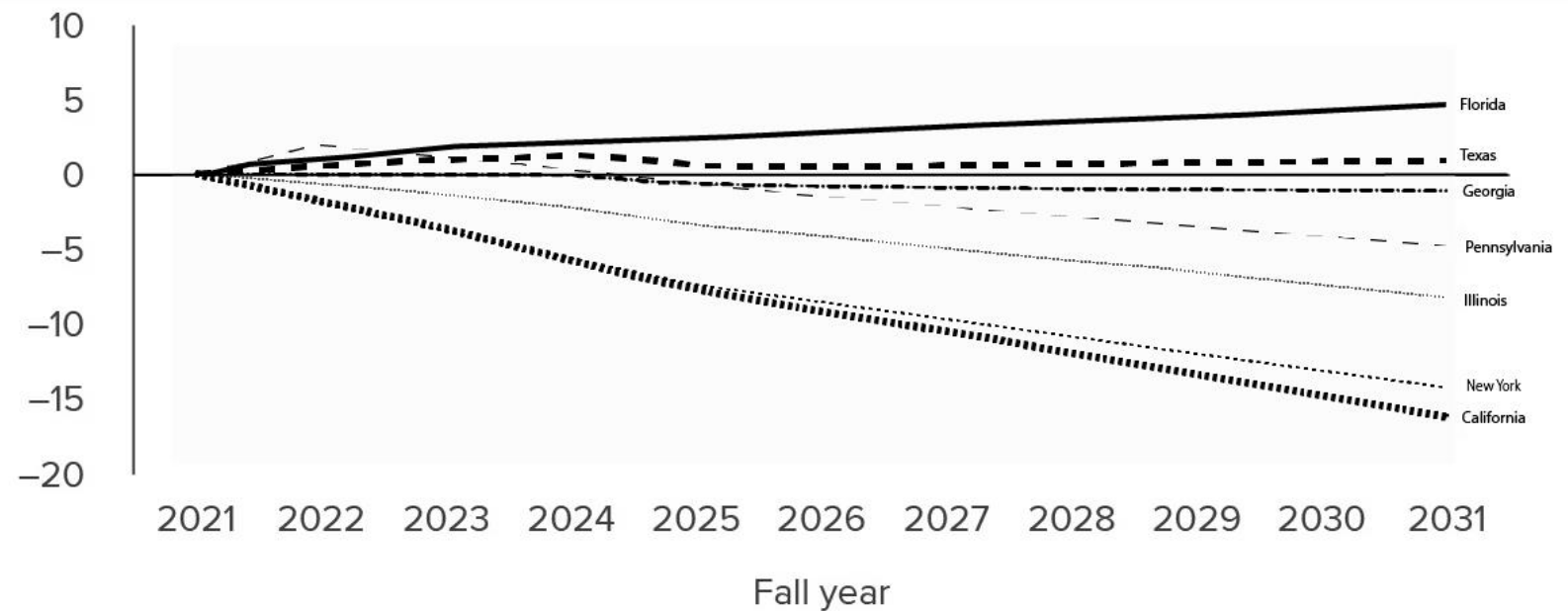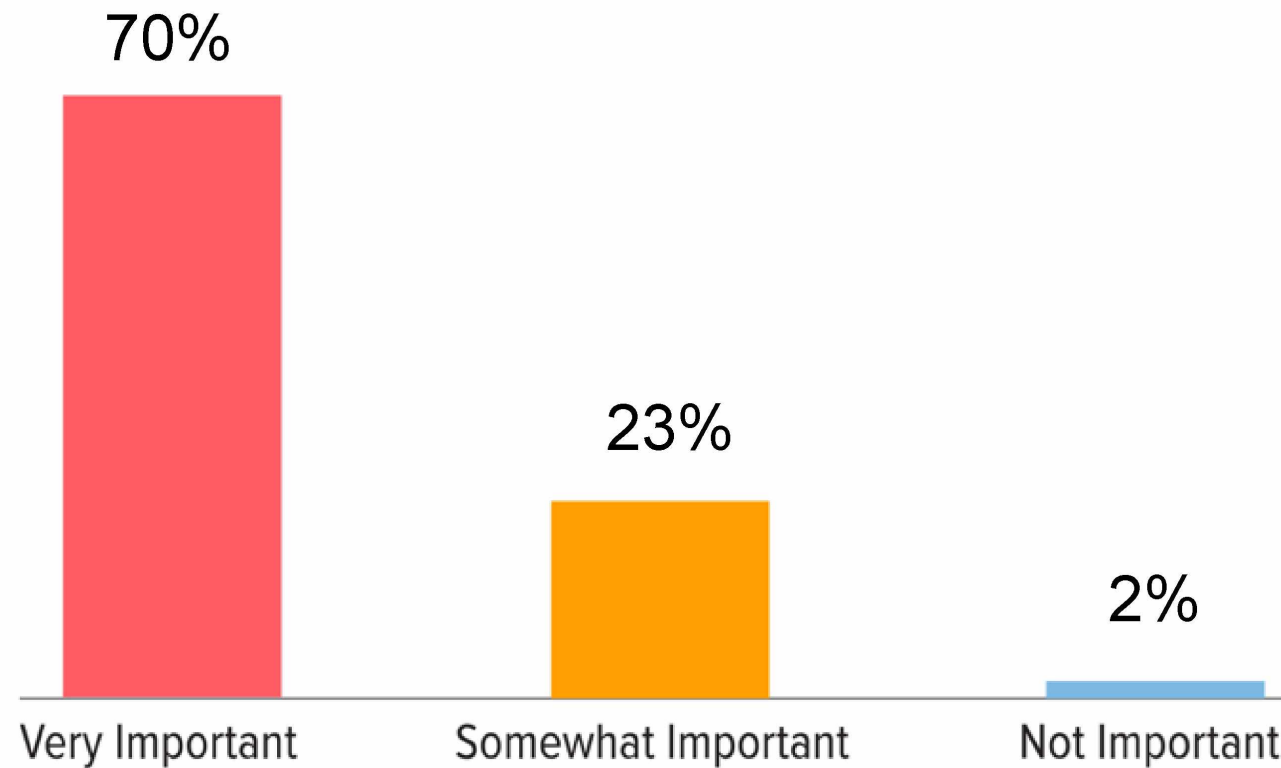
Apprenticeships vs. College Degrees

The Best Kept Secret?

A <u>poll</u> sponsored by the nonprofit Educational Credit Management Corporation reports that half (51%) of today's high schoolers are considering a college degree—a drop of more than ten percentage points from before the pandemic. More than 6 in 10 (65%) say learning after high school should be done on the job through internships or apprenticeships.

Apprenticehips and other vocationally-oriented coursework at community colleges*

70% — Very Important
23% — Somewhat Important
2% — Not Important

*How important do you feel it is for community colleges and other institutions to offer more vocationally-oriented apprenticeship programs and coursework that may not lead to a college degree, but prepare students for specific jobs?

Data source: EdSource / Berkeley IGS Poll, 2017 Graphic by Yuxuan Xie.
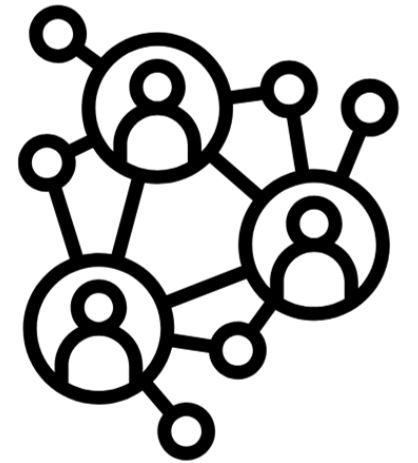
EdSource

Networking

Keshia Peterson, Foundation for California Community Colleges

Networking Instructions

Round 1: *Find Someone on the other end of the room*

Round 2: *Find Someone from a different college*

- **What brings you here?**

- **Why apprenticeship?**

- **What questions do you have about apprenticeship data?**

Coding and Tracking Apprenticeships

Craig Rutan, Santiago Canyon College

Where are we now?

Apprenticeship Pathways Demonstration Project (APDP)

Seeks to create and expand for-credit apprenticeship pathways, including providing credit for apprenticeship classroom instruction, on-the-job training and prior learning experiences.

- Create new credit courses or convert existing noncredit courses to credit
- Consider creating at least one certificate of achievement/associate degree
- Establish Credit for Prior Learning (CPL) policies to support apprentices
  - Work with MAP to incorporate existing apprenticeships into their platform

APDP Support to Date

Four Modules

- Identification of Program and Curriculum Development
- Approval of Curriculum and Program
- Credit for Prior Learning
- Funding and Innovations in Apprenticeship

Two-Part Toolkit

- Apprenticeship 101, CPL, College Apprenticeship Program Templates, and RSI/FTES Guidance

Heard interest in more information about data and tracking apprentices and apprenticeship programs within the California Community College system and individual colleges

Importance of Optimizing Coding and Data Collection

- Ensuring accurate tracking of apprenticeship students, courses, and outcomes.

- Supporting sustainability of programs for RSI or FTES funding.

- Facilitating the transition of apprentices into and through credit-bearing programs.

- Ensuring apprentices do not incur unnecessary costs associated with education related to their apprenticeship program.

- Improving data integrity to support the development of certificates and degrees.

- Providing reliable data for CPL policies and standardization.

Questions from the Field

Creation of Apprenticeship Courses

- Do we need to create separate courses for apprentices?
  - No, colleges are not required to create separate courses for apprentices.
  - Traditionally, apprenticeship courses are created with CB 09 = A and restricting enrollment to registered apprentices.
  - Creating separate apprenticeship courses makes pulling information easier from systems like COCI, but apprentices can have traditional career education courses as part of their program of study
  - Courses with CB09 = A, B, or C count towards to the 9 units of career education courses in the Student-Centered Funding Formula (SCFF)

Assigning Courses to Disciplines

- Title 5 §53200 outlines the authority of local academic senates including primacy over curriculum and assigning courses to disciplines
- Discipline assignment determines the minimum qualifications to teach a particular course
- Determined by local process, but Senate has regulatory authority
- Local process should rely on discipline faculty expertise with review and oversight by local Curriculum Committee, Senate, or both
- Curriculum Committee often charged with overseeing this process, but other models exist

What is a Discipline?

A "discipline" is defined as a grouping of courses that share common academic or vocational preparation, which are typically defined by a degree or degrees (MFA, MA, BA, MS, etc.), or specific professional preparation.

- **Not the same as local departments or subject areas**
- Defined in the Minimum Qualifications document maintained by the California Community Colleges Board of Governors

Example:
- Local Department or Subject Name: Child and Family Studies
- Official Discipline: Early Childhood Education

- Discipline Definition in CA Education Code §87357
- **Not the same as or related to TOP codes and names, or FSAs.**

Local Minimum Qualifications

- A district may establish additional qualifications which are more rigorous than the state-established MQs but beware of unintended consequences!

- However, local MQs **cannot** be less rigorous than the state-established MQs.

*YES
(Increase)*

*NO
(Decrease)*

COCI Changes

- The Chancellor's Office has created a [PDF](#) to bypass the documentation requested by COCI because of a CTE TOP code

- Colleges can use this PDF now to create new certificates of achievement and associate degrees for DAS approved apprenticeship programs

Tracking Apprentices

Course Level Tracking

- Traditional apprenticeship tracking includes course level tracking where SAM A courses are examined

- When colleges have many apprentices in each program, having these courses are an easier way to track apprenticeship programs

- Traditional apprenticeship often had one set of courses for each employer

- Non-traditional programs with multiple employers may still benefit from using these types of courses

Course Considerations

- Advantages of SAM A courses
    - 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

Course Considerations (2)

- Disadvantages of SAM A Courses
  - 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

Local Student Tracking

- Colleges should implement a local data element to track apprentices – especially if colleges are waiving fees for general education courses to complete AS degrees

- Possible considerations for local element
  - Registered Apprentice
  - Student in Apprenticeship Program Awaiting Approval
  - Program Specific – Different code for each apprenticeship program offered
  - Employer Specific – Different code for each employer tied to the approved apprenticeship program

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

Challenges 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 using SB23 = 1

- The Chancellor's Office often must look backwards at what students have done when they receive records from DAS

Options

- Decrease the time for DAS to approve new programs
  - AB345 (Jackson) has been introduced. The bill would grant conditional approval after 6 months if the apprenticeship program has been approved by the Department of Labor (federal).
- Add additional value to SB23 to track students enrolled in an apprenticeship program that is awaiting approval
  - Changes to MIS are usually only done once each year

Break

10 Minute Break

A Student Apprentice Journey

Dr. Erik Cooper, California Community College Chancellor's Office

Meet Student Z

- American River College, Fall 2016
- Apprenticeship Status (SB23) = 1 (Fall 2016)
- Educational Goal (SB14) = E
  - Earn a vocational certificate without transfer
- No education plan on file
- Program of Study
  - Drywall/Lathing Apprenticeship
  - Control Number: 20124

DED#	DATA ELEMENT NAME	FORMAT
SB23	**STUDENT-APPRENTICESHIP-STATUS**	**X**

This element identifies students who are registered apprentices or are participating in approved pre-apprenticeship programs.

Coding	Meaning
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
1	Registered with the DIR an approved apprenticeship program
2	Participating in a pre-apprenticeship program approved by the Division of Apprenticeship Standards through a Memorandum of Understanding
X	Apprenticeship status unknown / uncollected
Y	College does not offer an apprenticeship program

Student Z Course Taking

Term	Course ID	Title	TOP Code	SAM Code
167	DRLT100-6801	Intro to the Trade	095280	A
167	DRLT120-6609	Blueprint Reading I	095280	A
173	DRL298-11763	Work Exp in Drywall/Lathing	095280	A
173	DRLT105-9600	Math Drywall/Lathers	095280	A
177	DRL298-11763	Work Exp in Drywall/Lathing	095280	A
177	DRLT142-9369	Exterior Systems and Trims	095280	A
183	DRL130-10671	Welding I	095280	A
187	DRL162-11186	Arches/Furring/Adv Systems	095280	A
187	DRLT131-7268	Welding II	095280	A
193	DRL298-11763	Work Exp in Drywall/Lathing	095280	A
193	DRL103-27720	Drywall Lathing Trade Safety	095280	A
193	DRL112-11855	Doors/Wind/Ext Sys/Bldg Docs	095280	A
193	DRLT131-7268	Welding II	095280	A
193	DRLTH121-372	Blueprint Reading II	095280	A
195	DRLT150-7889	Int Metal Lath Sys Sound Cntr	095280	A
197	DRL298-11763	Work Exp in Drywall/Lathing	095280	A
197	DRLT122-9154	Blueprint Reading III	095280	A
213	DRLTH170-459	Adv Constr Techniques	095280	A

Student Z Outcomes

- Certificate Awarded in 2022
  - Drywall/Lathing Apprenticeship
    - Source: MIS Student Program Award File

- 2023 Annualized Wages:
  - $121,000
    - Source: EDD Unemployment Insurance (UI) Wage file – reported quarterly

- Division of Apprenticeship Standards
  - Reached Journey Status – 3rd Quarter 2021

Student Z Story and Unanswered Questions

- Student Z entered in Fall 2016 and finished in Spring 2021
- *Most terms*, the student enrolled in 2 or fewer courses
- The student may have been impacted by course availability during the pandemic
- The student is earning a regional living wage

All the things…

- We need accurate data to help tell student stories
  - Code the courses accurately
    - If it's Apprenticeship only, SAM Code = A
  - Identify when students enter an apprenticeship program (SB 23)
    - Some apprentices take other college courses. We want to know when they enter the college and when they start taking relevant courses
  - Colleges will be able to submit ITINs to the Chancellor's Office beginning Fall 2025
    - …however, at this time, EDD will only provide wage data for students with an SSN
  - We are looking to expand MIS options for programs that have been submitted to DAS, but are awaiting approval

Next Steps

Michelle Vaughn-Lopez, Foundation for California Community Colleges

APDP Upcoming Events

Date	Title	Details
April 10th, 2025 8:30 am - 9:20 am	CCCAOE Spring 2025 Breakout Session	Apprenticeship Funding & Support: This session will provide a comprehensive overview of funding opportunities available for apprenticeship programs, including the comparison between RSI and FTES.
April 23, 2025 1:00 pm - 2:00 pm	Webinar: Apprenticeship Pathways Best Practices	Hear from apprenticeship administrators at APDP Project colleges about successes and lessons learned in creating for-credit apprenticeship pathways.

Take the Survey

Closing

Dean Gary Adams, California Community Colleges Chancellor's Office

Thank you!

Register for Webinar

APDP Support Team

Apprenticeship questions? Email apprenticeship@cccco.edu

Questions about upcoming events? Email Kaley Martin at kmartin@foundationccc.org