



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Developing Apprenticeship Programs

2018 Curriculum Institute

John Stankas, ASCCC President

Thais Winsome, ASCCC Curriculum Committee

Leandra Martin, CCCCC CIO Representative

Outline

1. The Apprenticeship Program Defined
2. Attributes of apprenticeship programs
3. Developing the Apprenticeship Program
4. Caveats and potential pitfalls
5. Resources

Apprenticeships - The Basics

- ❖ Apprenticeship program standards governed by state and federal education and labor codes and regulations.
- ❖ Must be run through Local Education Agencies (LEA) - K-12, community college, ROCP.
- ❖ Curriculum includes paid work experience and Related and Supplemental Instruction (RSI) courses.
- ❖ Apprenticeship completion results in journey-level status.
- ❖ Instructor qualifications governed by state and federal regulations.

Apprenticeship is a partnership

PARTNERS:

- EMPLOYER
- PROGRAM
- APPRENTICE

PROVIDES:

- Job/training
- Oversight
- Time



Commitment from Employer

Employer Commitment

- Employ apprentice
- Train apprentice
- Pay agreed rates
- Agreed advancements
- Support Program Sponsor

Employer contributes

- Hours
- Skilled supervisor
- \$
- \$
- \$

PAYCHECK AnyBusiness, Anytown, USA		2004
PAY TO THE ORDER OF	Valued Employee	\$ 445.55
Four Hundred Fortyfive and 55 cents		Dollars
Weekly Hours: 40		
Total Overtime: 12		
Total Hours: 52	AnyBusiness	
: 000000000000 : xxxxxxxxxxxx		

Commitment from Apprentice

Apprentice commitment

- Works for reduced rate
- Focus on learning
- Attend Class
- Meet learning criteria

Apprentice earns

- \$
- On Job Training
- RSI
- MITC



Program Commitment

- ❖ No Cost to Apprentice
- ❖ Equal Opportunity Application Process
- ❖ Develop and Monitor MITC
- ❖ Monitor OJT
- ❖ Design & Monitor RSI Curriculum
- ❖ Recruit & Monitor RSI Instructors
- ❖ Financial Administration (Partner with LEA)
- ❖ Government Compliance

Apprenticeships - Typical Practice

- ❖ NOT funded through regular apportionment
 - Funded through RSI money and by labor trust funds - requires educational facility cooperative agreement with apprenticeship program sponsor, typically a Joint Apprenticeship Training Committee (JATC) for a given trade.
 - AB86 made the CCCCO the fiscal agent for apprenticeship
 - Usually a split of 85% to the trade union and 15% to the college
- ❖ NOT usually a full-time faculty instructor but an employee of the trade union
- ❖ NOT usually offered on a college campus

Section 2. Attributes of Apprenticeship Programs

- ❖ How do apprenticeship programs differ from other programs?
 - ❖ Statutory Requirements and oversight
 - ❖ Admission
 - ❖ Length to completion
 - ❖ Funding and attendance accounting
 - ❖ Restriction on enrollment
 - ❖ Off-site instruction
 - ❖ Minimum qualifications of faculty
 - ❖ Curriculum development
 - ❖ Students

Attributes of Apprenticeships - Statutory requirements and oversight

- ❖ All California Education Code & Title 5 statutes regarding programs and curriculum apply for apprenticeships just as they do for regular programs
 - This includes regulations regarding hiring and evaluation of faculty
- ❖ Apprenticeships must also meet additional statutes and regulations
 - California Labor Code, sections 3070-3098
 - California Code of Regulations, Title 8, Division 1, Chapter 2, Subchapter 1
 - California Education Code, sections 76350, Section 79149 (new section as of July 2018)
- ❖ Apprenticeships are under additional oversight of the Division of Apprenticeship Standards

Attributes of Apprenticeships - Admission & Matriculation

- ❖ Students are already employed as apprentices in the field
- ❖ Apply for admission through the sponsor
- ❖ May not follow CCCApply or other college process
 - ❖ May require special processing on the part of Registrar's Office
 - ❖ Should still be considered fully-matriculated students of the institution
- ❖ Apprentices do not pay fees or other charges for any course of activity or community college course related to their program
 - ❖ Includes GE or other courses associated with apprenticeship degree or certificate
 - ❖ Fees or other charges may be required for GE or other courses taken outside of the apprenticeship program but allow students to earn additional degrees or certificates

Attributes of Apprenticeships - Length to Completion

- ❖ Completion of the program may take many years
 - ❖ 1000s of hours of on-the-job training
 - ❖ Students are completing program course requirements off-site, odd hours
 - ❖ Competency and General education requirements have to fit in around the apprenticeship requirements
 - ❖ Completion of additional non apprenticeship courses may allow students to receive a degree or certificate in addition to their apprenticeship certificate or degree.

Attributes of Apprenticeships - Funding and Attendance Accounting

- ❖ Traditionally funded by local grants and/or federal/state agreements through Related & Supplemental Instruction (RSI) funds, aka Montoya funds
- ❖ AB 1809, effective July 1, 2018, will significantly impact funding for RSI.
- ❖ Attendance Accounting
 - ❖ Positive attendance for most core courses
 - ❖ For RSI funds accounting is done through the 321 (not 320) accounting process

Attributes of Apprenticeships - Restrictions on Enrollment

- ❖ Students often complete program as a cohort
- ❖ Apprenticeships courses may legally restrict enrollment only to students enrolled in the program
- ❖ This does not apply to non-apprenticeship competency/general education courses or other courses that are used to fulfill requirements for a degree or certificate

Attributes of Apprenticeships - Off-site Instruction

- ❖ Off-site Instruction may occur at odd times, odd places
 - ❖ This can create challenges for on-campus faculty who participate in the hiring, observation and evaluation of apprenticeship faculty.
- ❖ May require MOU or other agreement with faculty union to allow instruction under conditions other than specified in regular contract

Attributes of Apprenticeships - Faculty Minimum Qualifications

❖ Prior Minimum Qualification

- Possession of an associate degree, plus four years of occupational experience in subject matter to be taught
- Or
- Six years of occupational experience, a journeyman's certificate in subject matter and completion of **18** semester units of college level course work

Attributes of Apprenticeships - Faculty Minimum Qualifications

- ❖ Minimum Qualifications effective May 14, 2018
 - ❖ Possession of an associate degree, plus four years of occupational experience in subject matter to be taught
 - ❖ Or
 - ❖ Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in subject matter and completion of 12 semester units of apprenticeship or college level course work. The 12 units may be satisfied concurrently during the first two years of employment as an apprenticeship instructor.
- ❖ Additional new language on emergency hires for apprenticeship faculty.

Attributes of Apprenticeships - Curriculum Development

- ❖ There is a strong probability that no current college faculty have expertise in the apprenticeship field, especially if it is a trade or a new apprenticeship program
- ❖ The curriculum committee may be asked to work with a curriculum that has been previously developed for another college's program or for a training program offered by the sponsor
- ❖ The curriculum committee may need to work directly with apprenticeship content experts to translate courses and programs into PCAH compliant community college curriculum

Attributes of Apprenticeships - Student goals and engagement

- ❖ Students are working full time in the field
- ❖ Workload plus off-site instruction require that the college reach out to the students rather than the other way around
- ❖ Strong recommendation: have a liaison person on college staff to coordinate student outreach and continued contact
 - Keep students apprised of college milestones
 - Assist with any student-services related issues

Section 3 - Developing the Apprenticeship Program

1. Initial contact with Union/Industry Partner(s)
2. Shared governance process
 - Program faculty & Academic Senate
 - Student services
3. Establish MOU, Local Education Agency (LEA) and any ancillary contracts
4. Establish college infrastructure
 - advisory committee
 - local faculty representation
 - accounting infrastructure
5. Develop curriculum (credit or noncredit)
6. Follow approval process
 - Obtain DAS approval documentation
 - Obtain review by regional consortium, if needed
 - Submit program for approval by local board and CO

Developing the Apprenticeship Program - Initial contact with union/industry partner(s)

- ❖ Local labor needs may prompt colleges to create a local apprenticeship programs based on programs established at community colleges in other geographical areas
- ❖ Established apprenticeship programs may choose to expand the scope of offerings based on local needs
- ❖ Existing apprenticeship programs may choose to move from one college to a different college for a variety of reasons
- ❖ New opportunities may arise in the community
 - Example: Transportation Apprenticeship Program

Developing the Apprenticeship Program - Shared Governance Process

- ❖ Apprenticeships are programs, and programs require review and approval by the Academic Senate
 - ❖ College based faculty will need to support new college apprenticeship programs
 - Curriculum must be approved by college Curriculum Review Committees
 - Apprenticeship faculty must be hired, observed and evaluated by faculty
 - SLOs will need to be assessed for all programs offered by the college including apprenticeship programs.
 - ❖ Counseling, Admissions and Records and ~~other~~ support services may need to be in place to support the students
 - ❖ GE and competency courses may be needed to support a degree available for students and may need to be offered in a manner that supports their unique needs of these students (e.g. distance education, classes offered off-site at non-traditional times)

Developing the Apprenticeship Program - Shared Governance with College Constituency Groups

- ❖ Do College-based faculty, Student Services and other units have the capacity to handle unique needs of apprenticeship programs and students?
- ❖ Faculty, Classified and Administrators that will be affected by increased workload should be consulted for buy-in and approval
- ❖ Examples of issues that may arise
 - Manual coding of fee payment waivers
 - Processing of large numbers of positive-attendance rosters
 - Special scheduling processes to accommodate off-term or oddly-scheduled classes

Developing the Apprenticeship Program - Next steps

- ❖ Develop DAS24 - State of California Department of Industrial Relations form establishing the partnership between Labor program and Local Education Agency (LEA)
- ❖ Approve MOU between Labor program and LEA (COMMUNITY College)
- ❖ Approve any ancillary contracts

Developing the Apprenticeship Program - Establish college infrastructure

- ❖ Apprenticeship Programs are CTE programs and require an advisory committee made up of representatives from the college, the sponsor, and employers
 - Advisory committee minutes are required for review by regional consortia and CO approval

Developing the Apprenticeship Program - Establish college infrastructure

- ❖ College must decide whether to have a local faculty group, such as a department, take on primary oversight of the program or maintain oversight wholly within an administrative unit
 - Faculty must be in place for curricular oversight and faculty evaluations, per Ed Code
 - Bulk of faculty may be off-site practitioners but still part of college faculty for purposes of evaluation
- ❖ The apprenticeship program will need clerical/administrative support at the college level similar to other department or programs

Developing the Apprenticeship Program - Develop Curriculum

- ❖ Both credit and noncredit courses may be included in apprenticeship programs
 - Core apprenticeship courses will require a discipline-specific TOP Code (or as close as possible)
- ❖ Some programs include Work Experience
 - CO requires that the Work Experience carry a discipline-specific TOP Code
- ❖ Ensure that curriculum meets all statutory requirements and Chancellor's Office guidelines
 - Units and hours
 - Prerequisites
- ❖ Note that apprenticeship partners may not have prior experience with community college curriculum

Developing the Apprenticeship Program - The Approval Process

- ❖ Obtain DAS approval documentation
 - Requires application and review
- ❖ Obtain review by regional consortium, if required
- ❖ Submit program for approval by local board and Chancellor's Office
 - Program narrative specific to apprenticeships
 - labor-market analysis
 - Advisory committee meeting minutes
 - Consortium review
 - DAS approval letter

Section 4 - Best Practices, Caveats & Potential Pitfalls

- ❖ Apprenticeship has a long history, and the construction crafts and trades are very proud of that history.
- ❖ The “apprenticeship community” (i.e. the trades) are very proud of the quality of their programs. However, apprenticeship is expanding beyond the traditional trades into areas that don’t necessarily have the same history with apprenticeships (and it’s important to be mindful of that).
- ❖ The apprenticeship community have a very strong sense of ownership because they are training their future colleagues through their apprenticeship programs, and their best apprentices are typically future apprenticeship instructors.
- ❖ Real or perceived lack of respect from college faculty can lead to friction and mistrust.
- ❖ It is important for senate and curriculum leaders to build mutually respectful relationships with apprenticeship program sponsors and the apprenticeship community to foster understanding of each other’s processes and practices. Consider attending a California Apprenticeship Council meeting.

Questions and Discussion

- ❖ Does your college have any apprenticeship programs? If so, what has your experience been with the development and approval process?
- ❖ If your college is currently developing apprenticeship programs or plans to in the future, what benefits and challenges do you anticipate for your college?

Resources

- ❖ PCAH (Program and Course Approval Handbook, 6th ed.)
http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf
- ❖ Division of Apprenticeship Standards
<https://www.dir.ca.gov/das/das.html>
- ❖ California Apprenticeship Council
<https://www.dir.ca.gov/cac/cac.html>
- ❖ Chancellor's page on Apprenticeships
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Apprenticeship.aspx>