Apprenticeship Handbook

SAN DIEGO
Community College District

Updated: January 5, 2026

San Diego Community College District

SAN DIEGO COMMUNITY COLLEGE DISTRICT APPRENTICESHIP HANDBOOK

SAN DIEGO CITY COLLEGE

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San Diego, CA 92101-4787

SAN DIEGO MESA COLLEGE

7250 Mesa College Drive
San Diego, CA 92111-4998

SAN DIEGO MIRAMAR COLLEGE

10440 Black Mountain Road
San Diego, CA 92126-2999

SAN DIEGO COLLEGE OF CONTINUING EDUCATION

4343 Ocean View Boulevard
San Diego, CA 92113-1915

Table of Contents

Apprenticeship Overview

Introduction

Registered apprenticeships are "earn-and-learn" training programs where participants receive classroom instruction and earn wages through on-the-job work experience. Unlike other training programs, apprentices do not accrue debt or pay for their education; these costs are covered by program sponsors or employers. Due to its importance in education and workforce development, the State of California established a goal of training 500,000 registered apprentices by 2029.[1]

Purpose

The purpose of the SDCCD Apprenticeship Handbook is to provide a guide for compliance and districtwide alignment of apprenticeship management. Apprenticeship management includes processes and practices to ensure baseline consistency across San Diego City, Mesa, and Miramar College, and San Diego College of Continuing Education (SDCCE).

Key Terms

Earn and Learn: Apprenticeship is built on the "earn and learn" model where apprentices get paid for their on-the-job training and classroom instruction, both of which are supplementary to their daily work as an employee at their sponsor organization.

Related and Supplemental Instruction (RSI): The RSI Hourly Reimbursement program utilizes Proposition 98 funding to reimburse apprenticeship programs for the hours of RSI they provide to apprentices. [2] Current reimbursement is $10.32 per hour of instruction.

Registered Apprenticeship: Apprenticeship program registered with the Division of Apprenticeship Standards (DAS).

On-the-Job Training (OTJ): Skills and training given to apprentice in the context of their work in the apprenticeship program.

Journey Person: Journey-level experience applies to a person who has completed an apprenticeship program or is an experienced worker, not a trainee, and is fully qualified and able to perform a specific trade without supervision.[3]

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[1] https://coeccc.net/san-diego-imperial/2024/02/opportunities-for-apprenticeships-in-san-diego-imperial-counties/; "The Road to 500,000 Apprentices: Ideas for Expanding Apprenticeship in California," New America, accessed February 6, 2024, newamerica.org/educationpolicy/reports/road-500000-apprentices/introduction.

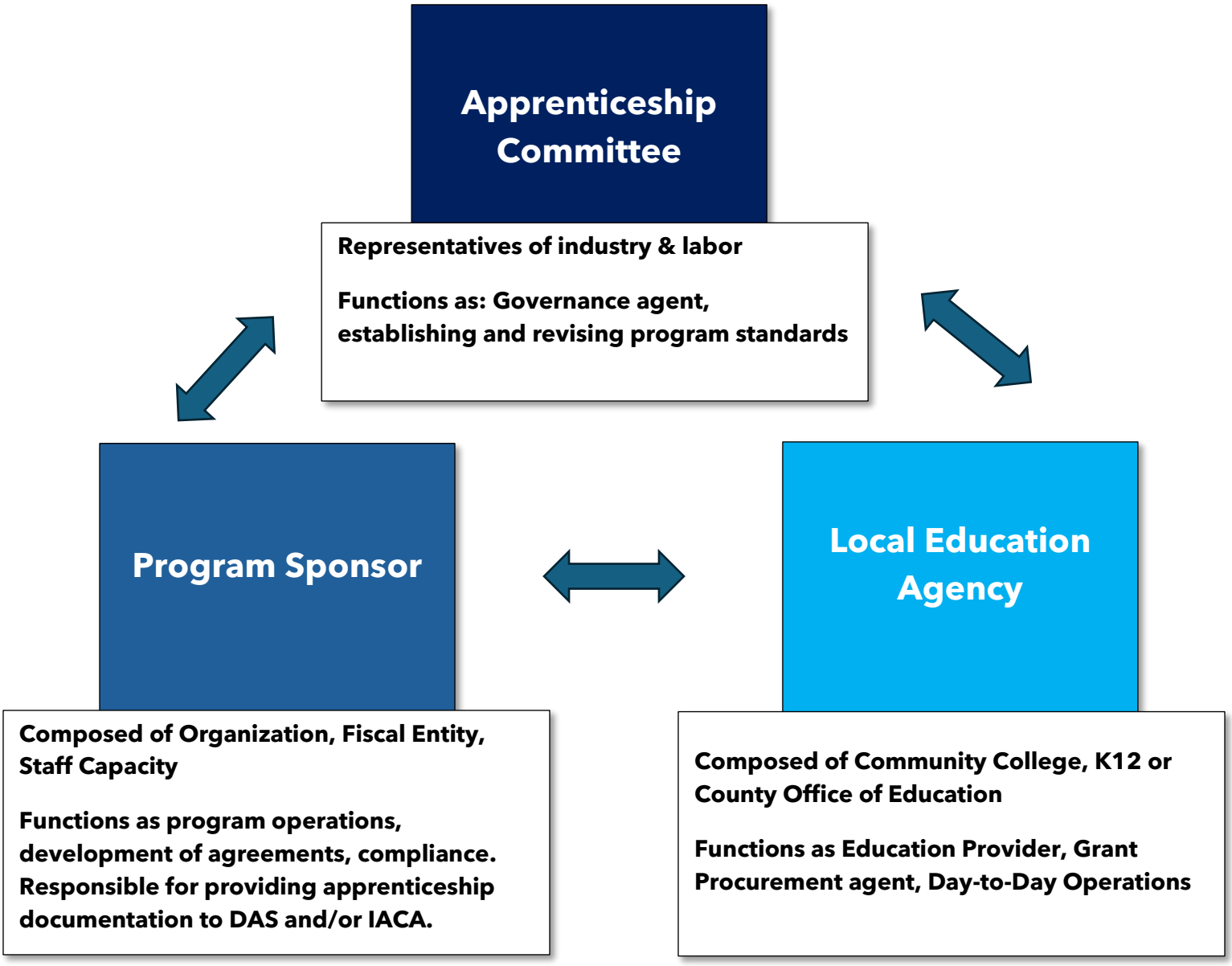
[2] https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship/rsi-program

[3] https://www.cslb.ca.gov/contractors/journeymen/journeymen_faqs.aspx#:~:text=Journey%2Dlevel%20experience%20applies%20to,a%20specific%20trade%20without%20supervision.

California Apprenticeship Initiative: Grant from Chancellor's Office that invests in "new and innovative" apprenticeships (programs that are considered nontraditional to apprenticeship). These programs include Biotech, Data Analyst, Nursing, and others.

Apprenticeship Structure

A registered apprenticeship must have these three components[4]:



[4] Recreated with permission from LAUNCH: https://launchapprenticeship.org/

Roles of Apprenticeship Entities

A successful apprenticeship program ideally includes these partners:[5]

- **Employers:** employ apprentices and provide on the job training (OJT!)
- **Educators:** educate the apprentices with work relevant training and skills.
- **Government:** oversee the program for quality and credentialing (DAS/DOL).
- **Apprentices:** earn and learn.
- **CBO/WDB:** provide resources, supportive services, and sourcing apprentices.

Models of Sponsorship[6]

Proprietary Sponsorship

- Program is owned and operated by an entity, such as a CBO, joint labor-management, employer, or school.
- In terms of "proprietary," this means that the sponsor controls the conditions for entry into the program. Examples of conditions might be collective bargaining, use of proprietary curriculum.

Cooperative Sponsorship (Open-Access)

- Program is owned by the apprenticeship committee and usually operated through agreements between represented organizations.
- Differences is that organizations are categorized with established responsibilities (i.e. employers provide paid OJT, schools provide education and specific administrative services, and CBOs provide specific program administration, etc.)

Intended Proprietary Sponsorship with Program Administration

- Program is owned by entity but cooperatively operated by LAUNCH and program sponsor.
- Intention is somewhat like an incubator model where LAUNCH administration is leveraged but not intended to be on-going indefinitely.
- Critical that LAUNCH and program sponsor provide transparent information on resource and revenue generation to avoid double-dipping or conflicts (especially critical in grant funding environment).

[5] Bullets quoted from Melina Winterton (Green Tile Group), used with permission from LAUNCH: https://launchapprenticeship.org/

[6] Recreated from LAUNCH slide deck. Used with permission: https://launchapprenticeship.org/

Comparison: Apprenticeship, Pre-Apprenticeship, Internship

There are several meaningful Work-Based Learning strategies; here is a breakdown of the differences between Apprenticeship, Pre-Apprenticeship, and Internship:[7]

Feature	Apprenticeship	Pre-Apprenticeship	Internship
Purpose	Career Training	Provides an on-ramp to apprenticeship	Career exploration
Length	1-5 years	2-16 weeks	3-6 months
Pay	Paid with wage progression	Unpaid (or stipend/scholarship)	Often unpaid or low-paid
Training	Structure, on-the-job and classroom learning	Flexible, includes classroom instruction	May support classwork
Credentials	State/federal certifications & college credit	Industry recognized credentials	Typically no credentials

Programs

The following programs are active registered apprenticeship programs in SDCCD:

San Diego City College		
Apprenticeship Program	**Program Sponsor**	**Trade**
BCA Inner-City Community Unilateral Apprenticeship Committee	Black Contractors Association (BCA)	CARPENTER
General Atomics Apprenticeship Committee	General Atomics	ELECTRICAL SPECIALIST
MTS TRANSIT SERVICES JOINT APPRENTICESHIP COMMITTEE	MTS	ELECTRONICS TECHNICIAN
OPERATING & MAINTENANCE ENGINEERS APPRENTICESHIP & TRAINING TRUST FOR SOUTHERN CALIFORNIA	Maintenance Engineers Apprenticeship & Training Trust For Southern CA; Operating & Maintenance Engineers Trade, Local 501	OPERATING AND MAINTENANCE ENGINEER (STATIONARY ENGINEER)

[7] Chart used and recreated with permission from Joseph Stark's (Director of Apprenticeship, San Diego & Imperial Regional Consortium) "Apprenticeships 101" document.

SAN DIEGO CITY CIVIL SERVICE COMMISSION J.A.C.	City of San Diego - San Diego Civil Service Commission	FLEET TECHNICIAN
SAN DIEGO CITY CIVIL SERVICE COMMISSION J.A.C.	City of San Diego - San Diego Civil Service Commission	HVACR TECHNICIAN
SAN DIEGO GAS & ELECTRIC COMPANY IBEW #465	SDGE	ELECTRICIAN
SAN DIEGO GAS & ELECTRIC COMPANY IBEW #465	SDGE	LINEMAN
SAN DIEGO GAS & ELECTRIC COMPANY IBEW #465	SDGE	METER TESTER
SAN DIEGO TROLLEY, INC. JOINT APPRENTICESHIP COMMITTEE	San Diego Trolley, Inc. (SD MTS)	ASSISTANT LINEMAN (LIGHT RAIL VEHICLE)
SAN DIEGO TROLLEY, INC. JOINT APPRENTICESHIP COMMITTEE	San Diego Trolley, Inc. (SD MTS)	ASSISTANT LINEMAN (WAYSIDE)
SAN DIEGO TROLLEY, INC. JOINT APPRENTICESHIP COMMITTEE	San Diego Trolley, Inc. (SD MTS)	LINEMAN (LIGHT RAIL VEHICLE)
SAN DIEGO TROLLEY, INC. JOINT APPRENTICESHIP COMMITTEE	San Diego Trolley, Inc. (SD MTS)	REVENUE MAINTAINER I
SAN DIEGO TROLLEY, INC. JOINT APPRENTICESHIP COMMITTEE	San Diego Trolley, Inc. (SD MTS)	REVENUE MAINTAINER II
SOLAR TURBINES INCORPORATED JOINT APPRENTICESHIP COMMITTEE	Solar Turbines	MASTER MACHINIST
SOLAR TURBINES INCORPORATED JOINT APPRENTICESHIP COMMITTEE	Solar Turbines	PRECISION MACHINE TOOL MECHANIC
SOLAR TURBINES INCORPORATED JOINT APPRENTICESHIP COMMITTEE	Solar Turbines	SHEET METAL EXPERIMENTAL MECHANIC
SOLAR TURBINES INCORPORATED JOINT APPRENTICESHIP COMMITTEE	Solar Turbines	TOOL AND DIE MAKER
GKN Aerospace	GKN Aerospace	MAINTENANCE
Miramar College		
MTS TRANSIT SERVICES JOINT APPRENTICESHIP COMMITTEE	MTS	GENERAL MECHANIC
SAN JOAQUIN VALLEY AUTOMOTIVE TRADES J.A.C.	San Joaquin Valley Automotive Trades	HEAVY EQUIPMENT TECHNICIAN
San Diego College of Continuing Education (SDCCE)		
MTS TRANSIT SERVICES JOINT APPRENTICESHIP COMMITTEE	MTS	BODY SHOP MECHANIC

Launching an Apprenticeship Program[8]

Apprenticeships don't require employers to start from scratch—but they do require thoughtful planning and collaboration. Whether you're designing a new program or adapting an existing one, this chapter provides a step-by-step checklist and essential responsibilities to help employers take action.

Importantly, this guide defines "youth" and adult participants to include not only high school juniors and seniors, but also young adults over the age of 18, including recent graduates, early-career job seekers, and community college students. This expanded definition broadens the pool of potential candidates and allows employers to engage a wider talent pipeline.

Step-by-Step Employer Checklist[9]

1. Identify Business Needs and Apprenticeship Roles

- Assess current and projected workforce gaps.
- Identify entry-level occupations suitable for hands-on training.
- Consider roles where on-the-job learning can lead to long-term employment.

2. Engage Internal Stakeholders

- Gain buy-in from leadership, HR, frontline managers, and current staff.
- Assign a program lead or liaison to coordinate apprenticeship efforts.
- Outline expectations for training, mentorship, and support.

3. Connect with Education and Workforce Partners

- Partner with colleges, high schools, community colleges, or workforce boards.
- Explore support from apprenticeship intermediaries or regional hubs.
- Collaborate on curriculum alignment, recruitment, and student support.

4. Design the Apprenticeship Structure

- Determine program length, wage progression, and schedule (e.g., part-time, full-time).
- Create a work process schedule detailing competencies and tasks to be learned on the job.
- Align related instruction with a postsecondary institution or training provider.
- Plan for mentorship, supervision, and regular evaluations.

[8] The "Launching an Apprenticeship Program", "Step-by-Step Employer Checklist", and "Essential Responsibilities for Employer" sections are quoted directly and reused from Joseph Stark's and Robert Sainz's WORKFORCE READY: An Employer's Guide to Youth and Adult Registered Apprenticeships. Used with permission.
[9] Ibid.

5. Understand Legal, Safety, and Compliance Requirements

- Ensure compliance with federal and state labor laws, including wage and hour standards.
- Implement appropriate workplace safety training.
- Consider whether the program will be a Registered Apprenticeship and meet Federal and/or State requirements.

Essential Responsibilities for the Employer[10]

The following checklist outlines the essential duties that employers must uphold when sponsoring or partnering in a Registered Apprenticeship program. Terms of apprenticeships can vary from one to four years. Employers must:

- ☐ **Develop Work Process Schedule:** Outline the competencies and tasks the apprentice will learn on the job.
- ☐ **Provide Paid On-the-Job Training (OJT):** Designate skilled mentors or journey-workers to supervise and train apprentices.
- ☐ **Coordinate Related Supplemental Instruction (RSI):** Partner with educational providers or offer in-house classroom training aligned with OJT.
- ☐ **Ensure Progressive Wage Increases:** Pay apprentices increasing wages as they gain skills and competencies.
- ☐ **Track and Report Progress:** Maintain accurate records of hours worked, skills acquired, and training completed.
- ☐ **Adhere to Equal Employment Opportunity (EEO) Guidelines:** Ensure fair recruitment, selection, and treatment of apprentices.
- ☐ **Register and Maintain Program Compliance:** Work with the U.S. Department of Labor or State Apprenticeship Agency to register and manage the program.
- ☐ **Provide a Safe Working Environment:** Ensure the apprentice's health and safety on the job site.
- ☐ **Evaluate and Certify Completion:** Assess the apprentice's progress and certify completion when all requirements are met.

[10] Quoted directly and reused from Joseph Stark's and Robert Sainz's WORKFORCE READY: An Employer's Guide to Youth and Adult Registered Apprenticeships. Used with permission.

Curriculum Development for Apprenticeship

Based on PCAH 7 and current SDCCD curriculum development practices, the instructional component of Apprenticeship Programs may be developed within the following three primary models:

1. Development of all new courses

Course and program development must be accurate and compliant with California Education Code, California Code of Regulations, Title 5, and the current California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (PCAH).

Courses and programs must be developed in SDCCD systems and approved via the SDCCD curriculum development processes for new programs and new courses.

Institutions may use an existing designator or establish a new designator. New course designators/subject indicators must be approved by CIC.

2. Use of existing courses

The packaging of existing courses into a new apprenticeship program must be accurate and in compliance with California Education Code, California Code of Regulations, Title 5, and the current Chancellor's Office Program and Course Approval Handbook (PCAH).

Courses must be packaged into certificates and degrees in SDCCD systems and approved via the SDCDD curriculum development process.

Enrollment in already approved. existing courses and programs may occur right away. All credit and noncredit courses must be approved via the SDCCD curriculum development process and submitted to the California Community College's Chancellor's Office (CCCCO) for chaptering. Courses must receive a control number before they may be offered.

3. Use of external instruction (employer or industry content)

Content must be translated into college courses and programs and must be developed within current SDCCD systems.

Institutions may use an existing designator or establish a new designator. New course designators/subject indicators must be approved by CIC.

Curriculum must be accurate and compliant with California Education Code, California Code of Regulations, Title 5, and the current Chancellor's Office Program and Course Approval Handbook (PCAH);

All credit courses must be developed in compliance with Title 5 § 55002.5, Credit Hour Definition. For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- at least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

All curriculum must be approved via the SDCDD curriculum development process. All new/revised courses, certificates, and degrees programs must be approved by the college Curriculum Committee, CIC, the Board of Trustees, Division of Apprentice Standards (DAS), the CCCCO, and the appropriate accrediting agency/agencies. Degrees and Certificates submitted to the CCCCO must include: **1) DAS letter of approval; 2) Estimated RSI hours; and 3) LMI (evidence of need)**

New or modified apprenticeship programs do not require advisory committee endorsement and do not require regional consortia recommendations.

Program Management

Establishing a Local Infrastructure

Colleges considering growing and or starting new Apprenticeship Programs should consider the following key roles and responsibilities:

1. **College Lead for Apprenticeship** – designating a lead Dean or Associate Dean along with a specific office to provide college wide support and coordination for apprenticeship programs can help streamline administrative requirements and ease the process across all departments for exploration, development, and management or programs.

2. **Committed staffing and support within Admissions and Records** – designating a lead within admissions and records is ideal for ensuring appropriate coding and enrollment of apprenticeship program students.

3. **Program Support** – identifying a lead staff member to manage the term based and annual responsibilities and requirements for apprenticeship programming will help ensure consistent practices across programs and program compliance. This role can also serve as a lead point of contact for employer sponsors – streamlining term-based communication regarding apprenticeship students and approved courses. Additional tasks may include:

    - Management of required documentation

- RSI report validation
- Communication with admissions and records regarding apprenticeship student enrollments each term
- Communication with faculty assigned to apprenticeship program courses
- Annual contract management (if applicable)

4. **Student Support**: **Counseling and wraparound services**. Ideally, there is a designated lead counselor for all apprenticeship students. This individual may be asked to go to the Employer's site and provide information and resources to apprentices, support apprentice academic planning, participate in apprenticeship onboarding and orientation, etc.

Annually, our district is audited on a variety of student and instruction services elements. Historically, this has included requests related to apprenticeship.

Ensuring compliance to the above listed required documentation will best prepare all programs for potential audit questions. Typical inquiries:

- Back up documentation to annual reporting (321). This is provided by District Office.
- Attendance hours (hours by student by sections). Pull from Campus Solutions; may require college to submit roster and hours tracking documentation.
- RSI contracts.

Registration and Enrollment

Student applies through CCCApply. This allows for the student to be Term Activated and ready for enrollment. For noncredit programs, students should apply through SDCCE's application process (they do not need to apply via CCCApply)

Student is manually enrolled in classes by Admissions and Records. Any prerequisites, if applicable, should be cleared prior to enrollment by Counseling. A list of students and classes are provided by the Apprenticeship Office to allow Admissions to enroll the students manually. Apprenticeship Office must maintain records of employer requested courses and apprentices for each term. The list of students and courses must be clearly communicated to admissions and records each term for manual enrollment

Admissions will mark the student as Apprenticeship student. This occurs through the Equation Variable table.

- Add the Apprenticeship Service Indicator (A47 Positive Service Indicator) to protect student form Drop-for-non-payment and for audit purposes.

- Service Indicator is term specific and is removed after the term is over. The removal is part of other processes run through District Student Services (no action needed by College).
- Add the SG21 Work-Based Learning Sub-attribute of A1 to the student for the term.

Coding

In December 2025, the Chancellor's Office released a memo providing statewide guidance for apprenticeship coding at the course and student level. The coding section below is quoted verbatim from the Chancellor's Office guidance memo.[11]

Approach A: SAM-A (Apprenticeship-Only) Courses Definition & purpose:

The course data element CB09 – COURSE-SAM-PRIORITY-CODE is used to indicate "the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs."

A code of A under CB09 means: *Apprenticeship (offered to apprentices only) – the course is designed for an apprentice and must have approval from the California Department of Industrial Relations, Division of Apprenticeship Standards (DAS). *

In practice, many apprenticeship programs develop their own dedicated courses that are restricted to registered apprentices, and coded CB09 = A.

The benefit of SAM-A courses includes easier tracking of apprentices (via the course coding), the ability to apply apprenticeship-specific approval/funding (e.g., RSI hours), and eligibility for apprenticeship minimum qualifications under Title 5, Section 53413.

Also, SAM-A courses often are set up so that the usual student fee does not apply for apprentices enrolled in those courses (via local ERP coding) because of apprenticeship program funding status.

Considerations / trade-offs:

- If you create separate SAM-A courses, you will have more courses in your catalog, and you will need to maintain those courses through your curriculum review, program review, SLO assessment, etc.

- The minimum qualifications of instructors for apprenticeship courses (and associated curriculum) must align with title 5 standards (for example Section 53413) which may differ from standard CTE courses.

[11] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/wed-25-84-apprenticeship-course-and-student-coding-guidance_v2-a11y.pdf?la=en&hash=FB15796AE0CDC6DE5343084DF3367AD7B817C52D

- For smaller apprenticeship programs (few apprentices per cohort), the administrative overhead of separate courses might be burdensome.

When this approach is recommended:

- When the institution has a well-defined registered apprenticeship program approved by DAS, with a robust cohort of apprentices.

- When you want clean, dedicated course sections that only apprenticeship students take, for easier reporting/tracking.

- When the program expects special funding (RSI or apportionment) or waiving of student fees for apprentices enrolling in those courses.[12]

Approach B: Enrolling Apprentices in Non-SAM-A Courses

Definition & purpose:

Apprentices can be enrolled in "standard" career/technical education (CTE) or other credit courses that are not coded SAM = A (for example, SAM = B, C, D, or E) but still count as part of their apprenticeship/RSI pathway.

Considerations / Implications:

- Because the course is not restricted to apprentices only, you may have mixed enrollment (apprentices and non-apprentices) which may complicate tracking.

- If the course is non-SAM-A, then the special fee/wavier privileges or apprenticeship specific funding/RSI tracking may require additional local processes to identify and tag the apprentices. For example, external tracking of hours may be required.

When this approach is recommended:

- When your apprenticeship program is smaller scale or integrated into broader career education offerings, and you want to leverage existing CTE courses rather than duplicate.

- When you have an administrative system to track apprentice status and hours even in mixed-enrollment sections.

- When you want to minimize extra catalog/course overhead but still serve apprentices.[13]

[12] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/wed-25-84-apprenticeship-course-and-student-coding-guidance_v2-a11y.pdf?la=en&hash=FB15796AE0CDC6DE5343084DF3367AD7B817C52D
[13] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/wed-25-84-apprenticeship-course-and-student-coding-guidance_v2-a11y.pdf?la=en&hash=FB15796AE0CDC6DE5343084DF3367AD7B817C52D

Records Management

College/LEA must maintain the following records:

For all new and existing apprenticeship programs, the following items are required to be held on file by the college/LEA for each program:

- ☐ LEA Letter
- ☐ Documentation of state authorization
- ☐ Copy of fully executed agreement between employer and state
- ☐ Contract/agreement with employer
    - In addition to the formal apprenticeship agreement, some programs require local annual contracts to be signed and submitted to the board - as of fall 2023, this only applies to City College for BCA and SDG&E
- ☐ Employer contact information for program implementation and for billing (if applicable)
- ☐ Program requirements
- ☐ Employer Sponsor enrollment requests (by term) – list of students by program, by term
- ☐ Enrollments & Hours (by term) – see attendance supporting documentation noted below (required for audit purposes)
- ☐ Instructor Information (tied to hours and terms)
- ☐ Billing & Invoices (as of fall 2023, only applies to City College for BCA and SDG&E). Recommended template (provided by District Business Services). The following must be provided: enrollment, hours, and instructor information and the starting and ending month of the instructor hours
- ☐ Attendance supporting documentation (e.g., sign-in sheets, attendance sheets) must be kept at least 3 years from the academic year of the class. This documentation must support the number of hours recorded in the official attendance roster. For online classes should include login/logout time.
    - For traditional Apprenticeship Programs that have SAM Code A courses: As long as apprenticeship courses are coded correctly, then the class accounting method will be positive attendance and campus solutions will allow the required hours to be recorded within campus solutions directly.

- For Apprenticeship Programs that include non-SAM code A courses - external tracking of hours for positive attendance for apprentices enrolled in the courses must occur; Program leads to work with instructors to ensure hours are documented.

Employer Sponsors must maintain the following records:

- ☐ LEA Letter: Acknowledgement of educational partner sponsorship of program
- ☐ All Apprentice Communication (Example: What the apprentice should know about the program, etc.)
- ☐ DAS Program Self-Assessment
- ☐ DAS Program Record Keeping Guidance on Apprentice File Compliance Set-up
- ☐ Application into program and results of entry exams or interviews (if any)
- ☐ Signed DAS 1 Apprenticeship Agreement signed by apprentice, the program and DAS
- ☐ Signed acknowledgement of rules and regulations by the apprentice
- ☐ Record of Committee evaluations and apprentice wage advancements
- ☐ Apprentice Evaluations by Employer(s)
- ☐ Tracking of OJT hours by Work Processes
- ☐ Tracking of RSI hours by training curriculum
- ☐ Evidence of Grades or Test Results
- ☐ Record of disciplinary actions to include complaints and / or appeals
- ☐ Final evaluation and request to DAS for Completion Certificate

Funding Models

Related and Supplemental Instruction (RSI)

Current RSI Funding $10.32/hr. (as of 2025-26). The chart below shows the increase of RSI funding each year:[14]

Year	Rate	Legislation
2020-21	$6.44	AB-89 Budget Act of 2020. (2019-2020)
2021-22	$6.77	AB-128 Budget Act of 2021. (2021-2022)

[14] https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship/rsi-program

Year	Rate	Legislation
2022-23	$8.82	Budget Act of 2022.
2023-24	$9.98	SB-101 Budget Act of 2023. (2023-2024)
2024-25	$10.05	AB-107 Budget Act of 2024. (2024-2025)
2025-26	$10.32	AB-102 Budget Act of 2025 (2025-2026)

RSI funding is on a reimbursement basis once per year. RSI hours are reported on the Community College's Districtwide CCFS-321 report. When apprentices are enrolled by the college in approved courses (based on employer sponsor requests per term per student), they are "tagged" with a specific code within our internal systems that enables us to report their participation and in-class hours to the state and receive RSI funding. Each college receives draft reports throughout the year to verify/validate the hours and enrollments – to ensure we are reporting correctly

Per the CA Apprentice Council Policy on Common Administrative Practices and Treatment of Costs and Practices Related to RSI (2017):

- **Colleges serving as LEAs should:**
  - Attend JAC or UAC meetings at least once per year per program sponsor
  - Attend CAC meetings at least once per year
  - Review curriculum as needed
  - Monitor RSI hours from program sponsors
  - Complete other reporting documents on time as requested by CCCCO
  - Provide other educational support and training to the program sponsor as requested

- **Program Sponsors should:**
  - Report attendance to their LEA or college on a regular (monthly preferred) basis, to meet CCCCO apportionment deadlines.
  - Ensure that sign in sheets and/or electronic attendance procedures are in place and auditable
  - Invite LEA's and colleges to attend JAC or UAC meetings, graduations and other events
  - Provide access to professional development opportunities for instructors to improve their classroom instruction

- **LEA's, colleges, and program sponsors, working together, should:**
  - Ensure that a consistent instructor evaluation process is in place and followed
  - Ensure that a professional development process is in place and followed to improve instructor teaching skills at the discretion of the program
  - Leverage resources to increase apprentice completion rates
  - Review and update curriculum as needed

Full Time Equivalent Student (FTES) Apportionment

Not all programs may be appropriate for the apportionment funding model. Each college is responsible for reviewing existing program components, requirements, and employer sponsor agreements to determine whether or not a change in funding model is appropriate.

The funding model is a collaborative decision between the college and the employer sponsor. Changes in funding model for existing programs should be first confirmed with the Employer Sponsor before implementing (this is required for all construction trades and recommended for all other program areas). Districtwide agreement is not required.

Reporting Requirements

Internal Reporting

Apprenticeship enrollments are currently claimed for apportionment the 321 RSI report. This document provides guidelines, due dates, and reporting requirements for apprenticeship enrollments.

In addition to state mandated reporting requirements, the San Diego Community College district has created internal procedures to ensure that the 321 report is correct and vetted by both the District Office and apprenticeship teams at City, Mesa, and Miramar Colleges, and the College of Continuing Education.

At the end of each term, the campuses will provide the Dean of Career Education and Workforce Development at the SDCCD District Office with current enrollment information for apprenticeship students enrolled in their programs/trades using the provided template. The files should contain the student ID number, name, their program and trade information, and the classes in which they are enrolled. The campuses are expected to provide updated files if changes are made. Microsoft excel is the preferred tool for these reports, and all files with identifiable student information should be shared securely through Microsoft Teams.

The Office of Institutional Effectiveness and Research (OIER) at the SDCCD District Office will provide the campuses with excel drafts of the 321 report 6 weeks prior to the state deadlines, which are detailed in the table on the next page of this document. The campuses are expected to examine the reports and check to ensure that the enrollment information is correct. If there are errors in enrollment information the campuses are expected to notify the Dean of Career Education and Workforce Development, and work with their local Admissions and Records offices to correct any incorrect enrollment information 2 weeks prior to the report deadlines. If the deadline cannot be made, the information should be updated prior to the next reporting period. All data issues must be corrected prior to the November recalculation.

External Reporting

The Office of Institutional Effectiveness and Research will submit the validated 321 and 320 reports on or before the CCCCO deadlines via NOVA and the CCCCO 320 reporting portal respectively. Apprenticeship billing is a separate process from the submission of apprenticeship hours, and the campuses are expected to work on this process with their respective business services offices. Currently only apprenticeship program contracts require billing: Associated General Contractors, Black Contractors Association, and SDG&E. Reporting Guidance - includes districtwide reporting processes for meeting state reporting requirements

RSI Reporting Deadlines[15]

Report	Period	Reporting due in NOVA
P1	July 1 to December 31	January 15
P2	July 1 to April 30	May 15
ReCalc	July 1 to June 30	November 1

P1 Timeline

- **First week of November –** Each College with active Apprenticeship Programs will receive a draft P1 report with Summer and Fall Apprenticeship RSI information. College Apprenticeship Program Management leads are responsible for reviewing this report and ensuring accuracy.
- **Last week of December –** Feedback on the draft P1 is due
  - Any errors or discrepancies must be communicated directly to District Career Education & Workforce Development Department and shared with local Admissions and Records
  - Corrections must be made locally by the College's Admissions and Registration Office prior to December 30.
- **Last week of December –** Summer and Fall apprenticeship student level information must be submitted to the District's Career Education & Workforce Development Department by December 30.

[15] https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship/rsi-program

- Individual Students
- The specific apprenticeship program they are participating in
- The specific occupation they are pursing
- The specific courses they enrolled in for the summer and fall terms

P2 Timeline

- **First week of March -** Each College with active Apprenticeship Programs will receive a draft P2 Report with Spring Apprenticeship RSI information. College Apprenticeship Program Management leads are responsible for reviewing this report and ensuring accuracy.

- **Last week of March –** Feedback on the draft P2 is due
  - Any errors or discrepancies must be communicated directly to District Career Education & Workforce Development Department and shared with local Admissions and Records
  - Corrections must be made locally by the College's Admissions and Registration Office prior to March 30.

- **Last week of March –** Spring apprenticeship student level information must be submitted to the District's Career Education & Workforce Development Department by March 30.
  - Individual Students
  - The specific apprenticeship program they are participating in
  - The specific occupation they are pursing
  - The specific courses they enrolled in for the spring term

Recalculation – *final opportunity to make corrections*

- **First week of September -** Each College with active Apprenticeship Programs will receive a **draft Recalculation Report** with the prior year's Summer, Fall, and Spring Apprenticeship RSI information. College Apprenticeship Program Management leads are responsible for reviewing this report and ensuring accuracy.

- **Last week of September –** Feedback on the Recalculation Report is due
  - Any errors or discrepancies must be communicated directly to District Career Education & Workforce Development Department and shared with local Admissions and Records
  - Corrections must be made locally by the College's Admissions and Registration Office prior to September 30

Data Dashboards

The following data dashboards provide visibility on RSI hours and funding, FTES funding, and demographics of apprentices.

- Apprenticeship Trends (updated Fall 2023)
- RSI vs FTEF (updated Summer 2023)

DAS shared registration and completion data

- Registration Dashboard - This shows the number of active registered apprentices, the number of those who are registered in on-the- job training and the number of those in a pre-apprenticeship program. Filter the data by clicking different areas on the dashboard.
- Completion Dashboard - See this dashboard for the five year completion rate and the number of registered apprentices who have completed their program. The data can be filtered by year, industry or individual program.

Annual Submission to Board of Trustees

Required Elements

- Sponsor list – a list of all apprenticeship programs and employer sponsors, with the inclusion of estimated RSI hours (if applicable)
- Total RSI funding from the State
- College names receiving RSI funds and the specific estimated amounts (based on estimated annual RSI hours)
- Signed, Annual Apprenticeship Program Contracts
    - As of 2022, there are just three apprenticeship programs that require submitted, signed annual contracts: SDG&E, BCA, and AGC. These contracts are annual and must be signed by the employer and the college prior to inclusion in the Board Doc. Colleges are responsible for all employer communication, contract renewal, and collection of annual signatures

Pre-Apprenticeship

According to Division of Apprenticeship Standards (DAS), pre-apprenticeship "programs are designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. **These programs have a documented partnership with at least one Registered Apprenticeship program sponsor** and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction."

The following is quoted directly from the DAS Pre-Apprenticeship Informational Sheet:[16]

[16] https://www.sdccd.edu/docs/ISPT/workforce/docs/DAS-Pre-Apprenticeship-Info-Sheet-25Mar19.pdf

To qualify for approval, a pre-apprenticeship program shall include the following elements:

(1) Training and curriculum based on industry standards and approved by the documented registered apprenticeship program partner or partners that will prepare individuals with the skills and competencies needed to enter one or more registered apprenticeship programs.

(A) Documentation that the pre-apprenticeship training activities are conducted in partnership with one or more DAS approved apprenticeship program.

(B) A copy of a memorandum of understanding or other formal written agreement that gives priority but not a guarantee to pre-apprenticeship graduates for acceptance into the apprenticeship program.

(2) Strategies that increase registered apprenticeship opportunities for underrepresented disadvantaged, or low-skilled individuals, such that, upon completion, those individuals will meet the entry requirements and be prepared for success in one or more registered apprenticeship programs. These strategies include any of the following:

(A) Strong recruitment efforts focused on outreach to populations underrepresented in local, state, and national registered apprenticeship programs.

(B) Educational and prevocational services that prepare individuals to meet the entry requisites of one or more registered apprenticeship programs, such as specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, adult basic education, financial literacy seminars, and mathematics tutoring.

(C) Exposing participants to local, state, and national registered apprenticeship programs and providing direct assistance to participants applying to those programs.

(D) Facilitating access to appropriate support services during both the pre-apprenticeship program and a significant portion of the registered apprenticeship program.

(E) Efforts to sustain the ongoing partnership between the pre-apprenticeship program and registered apprenticeship program partner or partners, including collaborative efforts that promote alignment with the California Workforce Innovation and Opportunity Act (WIOA) Unified Strategic Workforce Development

(F) Providing physical preparedness training for jobs where physical ability and endurance are key elements of success.

(G) Providing training on safe working practices where applicable to the job.

(H) Providing hands-on training to individuals in a simulated lab experience or through volunteer opportunities that accurately simulate industry and occupational conditions while observing proper supervision and safety protocols, provided that

such experience and opportunities do not supplant or reduce the compensable work of paid employees.

(I) Providing for automatic acceptance or priority credits for acceptance into apprenticeship programs of individuals who have successfully completed the pre-apprenticeship program, and when applicable, giving advance credit in the apprenticeship program for skills and competencies already acquired in the pre-apprenticeship program.

(3) Pre-apprenticeship programs shall be evaluated and approved based on a determination of the strengths of the elements provided in the bill and approval shall expire in three years unless the program requests and obtains renewal of its approval by the DAS.

(4) Adds pre-apprenticeship programs into the existing auditing provisions for apprenticeship programs to ensure that the program is complying with its standards and requirements. Additionally, this bill proposes to change “audit” to “evaluation” in these provisions.

Division of Apprenticeship Standards (DAS)

Contact

Victor Rodriguez, VRodriguez@dir.ca.gov

San Diego Field Office, State of California/Dept. of Industrial Relations, Division of Apprenticeship Standards (DAS)

DAS Resources:

- How to start an apprenticeship program
- Funding opportunities

Youth Apprenticeship

The California Opportunity Youth Apprenticeship (COYA) Grant is a new funding source to develop and test innovative practices to increase the participation of opportunity youth in pre-apprenticeship and apprenticeship programs, and to demonstrate the impact of apprenticeship on employment and earnings outcomes for opportunity youth.

COYA was established in SB 191 for the purposes of awarding grant funds to eligible applicants to provide funding for existing apprenticeship and pre-apprenticeship programs or to develop new apprenticeship and pre-apprenticeship programs to serve opportunity youth and satisfy the goals and objectives of the grant program.[17]

Funding information and resources can be found on the DAS website.

[17] https://www.dir.ca.gov/DAS/Grants/California-Youth-Apprenticeship-Grant.html

Appendix: Resources

Grow Apprenticeship California

Statewide resource website - growapprenticeshipca.org/

- **Grow Apprenticeship California Funding Matrix**
    - **"The Apprenticeship Funding Matrix helps education and workforce practitioners navigate federal and state funding opportunities that support apprenticeship programs and apprentice needs. It provides a summary of available funds, including key details such as purpose, eligibility, and application requirements, empowering stakeholders to explore sustainable, co-funded program models."**
- Equity Tool Kit Resource Page
- Toward Sustainability and Scale: A Playbook for California Apprenticeship Stakeholders and Champions
- Expanding Nontraditional Apprenticeships in CA - The role of the 45 Local Workforce Development Boards

Join Listserv: apprenticeshipsupportnetwork@foundationccc.org

CA Apprentice Council

https://www.dir.ca.gov/cac/cac.html

- Meeting Schedule
- Best Practices for Pre-Apprenticeship Programs
- Email: CACSuggest@dir.ca.gov

California Apprenticeship Initiative (CAI)

CAI Website

Online resources designed to provide information and resources for recipients of the CAI and anyone else interested in expanding apprentices hoop opportunities.

Funding

This link provides access to a great CCCAOE presentation on Funding of Apprenticeship Programs.