



THE VALUE OF **APPRENTICESHIPS** IN ENROLLMENT RESTORATION



LAS POSITAS
COLLEGE



CHABOT
LAS POSITAS
COMMUNITY COLLEGE DISTRICT



CHABOT
COLLEGE

THE VALUE OF APPRENTICESHIPS IN ENROLLMENT RESTORATION

As the District searches for ways to restore enrollment, apprenticeship programs stand out as an approach to generate FTES while minimizing cost to the colleges. Apprenticeship in its design and structure is classroom instruction delivered through regulated partnership with employers. There are no service area requirements in the state of California for enrolling apprentices as students at a local community college.

Apprentices are employees with a paid job and part-time students. In California, every registered apprenticeship program must partner with a local (public) education agency (LEA) to officially oversee the related and supplemental instruction (RSI) (or, classroom training) portion of the apprenticeships. Many “program sponsors” (organizations that oversee apprenticeship programs) are turning to community colleges to empower their apprentices to earn college credit, a college certificate and even an associate degree in the process.

5,500
apprentices

largest number
of apprentices in the Bay Area

6th largest
college-based program in CA

20
occupations

With over 5,500 apprentices across nearly 20 occupations, Chabot-Las Positas CCD (CLPCCD) oversees the largest number of apprentices in the Bay Area, and is the sixth largest college-based program in the state. As apprenticeships grow across the state and country, CLPCCD is considered a leader in this space, with the California Division of Apprenticeship Standards (DAS) often referring new programs and employers to the District. Additionally, **CLPCCD is one of just 325 organizations considered an Apprenticeship Ambassador by the U.S. Department of Labor.**



WHAT IS THE PURPOSE AND GOALS OF THE APPRENTICESHIP PROGRAMS OFFICE?

CLPCCD centralizes apprenticeship staff within the Economic Development and Contract Education (EDCE) department to manage our apprenticeship programs and expand RSI and FTES opportunities. The Apprenticeship Office acts as the intermediary between employer-driven apprenticeship programs, Chabot and Las Positas Colleges and the DAS. Apprenticeship programs at CLPCCD help grow enrollments for the Colleges and make an impact on the District's Student-Centered Funding Formula (SCFF) metrics.

Example: Our Local 483 Sprinkler Fitters' program is identical to other sprinkler fitter courses taught by union halls across the state, but offered for credit at Chabot College. The CLPCCD Apprenticeship Office successfully recruited Sprinkler Fitters 709 (located in Southern California, with a K-12 LEA) to Chabot College, with no additional curriculum needs, and added 243 enrolled students.

HOW ARE APPRENTICESHIPS CHANGING?

Traditionally, apprenticeships are found in the traditional construction trades and fire industries. The construction trades account for 97% of the apprentices associated with CLPCCD (compared to 78% statewide). We enroll apprentices across the state in the construction trades to become Chabot or Las Positas College students.

The growth of apprenticeships today is in nontraditional occupations. Employers across the economy are looking to apprenticeships to upskill and retain current employees, as well as recruit new employees to meet the employers' specific job requirements. We currently manage apprenticeships in healthcare, social work, cybersecurity, boat building, automotive repair, and machining. As our high-quality reputation grows, EDCE is frequently contacted by new program sponsors looking for an LEA to sponsor their apprenticeship program. In every case, either Chabot or Las Positas College needs to agree to serve as the LEA and thorough vetting occurs with the College Presidents/designees. Apprenticeships are both remaining strong in the traditional fields and changing rapidly in other industries.

	nontraditional	traditional
CLPCCD	3%	97%
CA	22%	78%

WHO TEACHES APPRENTICESHIP COURSES?

There are multiple models of course delivery for our apprenticeship programs. For example:

- Some, such as the construction trades, teach their own courses at their own training facilities.
- A few like our Dispensing Optician program, offer their proprietary instruction online.
- Others send their apprentices to campus to take existing college courses taught by either Chabot or Las Positas College faculty.
- Still others, such as our Health Coach program, combine their own curriculum with that of the Colleges.

In all cases, the curriculum goes through the faculty approval process at the designated College serving as LEA.

With the involvement of our College faculty and Curriculum Committees, EDCE works with new programs' instructors to assure that their RSI offerings are robust, college-level courses. All of CLPCCD's apprenticeship instructors meet minimum qualifications as stipulated in §53413 of Education Code. Additionally, the Apprenticeship Office works with the Colleges to assess the Student Learning Outcomes (SLOs) for apprenticeship courses as well as to review and update courses as needed.

HOW ARE APPRENTICESHIPS FUNDED AND WHO GETS THAT FUNDING?

- **Related & Supplemental Instruction (RSI) funding:** RSI funds are allocated to CLPCCD through the State Chancellor's Office. RSI funding is a contact-hour reimbursement, with the hourly rate changing each year. For 2023-24, the RSI funding rate is \$9.98/hour. CLPCCD's state RSI allocation is based on the previous year's number of RSI hours, as reported in the 321 report. EDCE retains an average of 15.5% (\$1.37 per contact hour in FY2022-23) of these funds as an administrative fee and distributes the balance to the apprenticeship programs to help defray a portion of their training costs. RSI is the current strategy CLPCCD is pursuing due to the stable Hold Harmless funding levels.
- **Full-time Equivalent Student (FTES):** The Colleges receive FTES for the apprentices enrolled in work experience courses (at least three credits each term). Apprentices are also employees, working 20-40 hours a week, depending on the program, and this on-the-job work can be captured through Work Experience college credit. For example, at Chabot College, apprentices' work experience head count ranges from 750-1,000 apprentices each semester.
- **Grant Funding:** EDCE's Apprenticeship Office staff is always looking for funds to help offset college costs associated with apprenticeships. In 2022-23, EDCE was awarded over \$11.1 million in grants for its apprenticeship programs. In addition, Chabot College was directly awarded \$500,000 for an Early Childhood Education apprenticeship program. Grants help cover the staffing and operational costs for the apprenticeship programs, allowing some program sponsors to create new programs and others to continue their program. Grant funds to cover the Colleges' cost of creating new programs are regularly written into the budgets. Funded areas include A&R, faculty, counseling, tutoring and support staff.



grant funded areas for the colleges



The support and coordination by the EDCE Apprenticeship Office is self-supported through administrative fees and grants. Across the Colleges, grants secured by EDCE fund the development work by faculty and support admissions and records processing of enrolled students.

The program sponsors are responsible for funding their own administration support and internal instructors. The vast majority of CLPCCD's apprenticeship program sponsors teach their own RSI, off campus, utilizing their own instructors. Apprenticeship programs that provide training off-campus pay 100% of the cost of their instructors (as mentioned, all CLPCCD's apprenticeship instructors meet minimum qualifications as stipulated in §53413 of Education Code).

As future apprenticeship program opportunities arise, EDCE will continue to work with the Colleges to partner on a funding allocation model that allows for all parties (program sponsor, College, EDCE) to benefit. Additionally, as the District anticipates coming off of Hold Harmless, senior leadership is discussing how best to claim apprenticeship courses (RSI funding or FTES) to maximize state revenue.

WHAT ARE THE BENEFITS TO THE COLLEGE TO OFFER APPRENTICESHIPS?

There are both immediate and long-term benefits to the colleges and the District. Some of them include:

IMMEDIATE BENEFITS

- FTES from work experience
- A&R classified position paid through EDCE and grants
- Grant funds to help offset costs of faculty and classified staff
- Visibility as leader at the regional, state, and national levels
- Attracting diverse, new students to our campuses with pathways to degrees
- Rapidly responding to local workforce needs

LONG TERM BENEFITS

- Increased enrollment as the District transitions to the SCFF
- Alignment with the Vision for Success goals
- District visibility and reputation for excellence at the state and national level
- Workforce development for unemployed and underemployed adults, with pathways to high wage, high skill careers
- SCFF Success Allocation metrics earned for each apprentice (certificates, employment)

WHAT ROLES DO EDCE AND THE COLLEGES PLAY?

The Apprenticeship Office takes the burden of apprenticeship operations off the colleges. For many other community colleges, apprenticeship oversight is an added responsibility to a Dean or Special Program administrator. At CLPCCD, EDCE's Apprenticeship Office takes care of the logistical and administrative requirements of the programs.

ROLE OF EDCE

- Engage in outreach to recruit new programs
- Obtain Board approval and hold contracts with program sponsors
- Serve as intermediary between Colleges and program sponsors
- Provide operational support to A&R
- Review program instructor applications
- Collaborate with Colleges to develop curriculum
- Partner with Colleges on SLO assessments
- Receive and distribute RSI funds
- Write and manage grants
- Promote the Colleges

ROLE OF THE COLLEGES

- Develop curriculum
- Create CRNs each semester
- Register apprentices in courses each semester
- Evaluate certificates and degrees and assign Credit for Prior Learning, as needed
- Maintain College's apprenticeship webpage
- Provide counseling services and educational plans as required
- Teach on-campus courses as needed
- Partner with EDCE on SLO assessments
- Furnish equivalency committee review of instructor applications (occasionally, as needed)



GLOSSARY OF TERMS

Apprentice: A person who is at least eighteen (18) years of age who has entered into a written agreement with Program Sponsor complying with Labor Code Section 3078 and is currently registered in an apprenticeship.

Apprenticeship: A program registered with the California Division of Industrial Relations, Department of Apprenticeship Standards and working with a LEA for the purpose of providing Related and Supplemental Instruction (RSI) and on-the-job training in the trade, craft, or business in which one is apprenticed.

Division of Apprenticeship Standards (DAS): Part of California's Department of Industrial Relations, the DAS consults with employers to develop a skilled workforce with viable career pathways to increase productivity and strengthen our economy through apprenticeships.

Education Code §53413 Faculty Minimum Qualifications: The minimum qualifications for service as an apprenticeship instructor teaching community college credit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards.

Labor Code Section 3078: A section of California's Labor Code that includes a statement setting forth a schedule of the processes in the trade or industry in which the apprentice is to be taught and the approximate time to be spent at each process.

Local Educational Agency (LEA): A public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools.

Program Sponsor: An independent contracting organization which sponsors an apprenticeship program.

Related and Supplemental Instruction (RSI): Instruction provided by the Local Education Agency (LEA) that is related to or supplements the training an apprentice receives through employment in the trade, craft, or business in which he or she is apprenticed. RSI may be made available through in-person classroom instruction, remote/distance learning, or any other means approved by the LEA.

September 2023

