League of California Cities Latino Caucus

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Foundation for California Community Colleges

Speaker
Apprenticeships: A Win for Cities, Employees and Educators

Randi Kay Stephens
Institute for Local Government
League of California Cities
Annual Conference
October 2020
ILG is the non-profit training and education affiliate of…

…we provide practical and easy-to-use resources so local agencies can effectively implement policies on the ground
Our mission is to help local government leaders navigate complexity, increase capacity & build trust in their communities
The Problem

• California local governments are faced with a myriad of challenges in attracting, retaining and developing the talent needed to serve our diverse communities.

• A general lack of awareness about the role and relevance of local government and the many career opportunities in the sector is creating barriers for local agencies to attract and retain a skilled workforce for the future.

Our Solution

• ILG’s Workforce & Civics Education pillar is a catalyst for local government and education partnerships that both inspire and educate youth while also sparking genuine interest in public sector careers and leadership opportunities.
15% of all jobs in California are in the Public Sector

1.7 million jobs in local government

25% of local agency employees are 55 or older
Strategies and Solutions

Cal-ICMA’s Talent Initiative outlines the following:

Local agencies need talent development strategies for incumbent workers and new employees

For existing employees, strategies include:
- Stay interviews
- Flexible schedules
- Rotational assignments to grow skillsets

For new employees:
- Eliminate minimum qualifications
- Change job announcements and describe the impact of the work
- Change the timing of the recruitment process
Apprenticeship: Adaptable Strategy

• Apprenticeship is a strategy that benefits the employee, the agency, and the partnership

• Apprenticeship can meet the public sector’s diverse needs with tailored approaches
COALINGA’S SUCCESS WITH APPRENTICESHIP
About Coalinga

• Population of over 13,000 residents
• Full-service city
• Near Interstate 5 in the Central Valley
• Community assets include:
  – West Hills Community College
  – Community hospital
  – Library
  – Municipal airport
  – Parks and Recreation District
  – Two major state facilities (Pleasant Valley State Prison and Coalinga State Hospital)
Challenges & Barriers

- Finding Skilled Workforce
- Hiring Process
- Training for Needed Skills
- Rural City, Limited Staff Capacity
Human Resources Analyst Apprenticeship

- Partnership with West Hills Community College
- Engaged Employee in Opportunity to Increase Skills and Pay
- Online Curriculum and Training Provided Real-Time Increases in Productivity
- Satisfied Employee and Agency Morale Boost
- Expansion to Additional Positions
Apprenticeship as a Win-Win-Win Solution

Win for the incumbent employee

Win for the agency to expand professional development and seize new skills in real time

Win for the educational partner responsible for student program completion

WIN!
GETTING STARTED WITH THE COMMUNITY COLLEGE PARTNER
5 Steps To Starting An Apprenticeship

1. Determine Organizational Needs
2. Establish Internal Training Committee
3. Identify Educational Partners
4. Establish Apprenticeship Standards
5. Submit for Approval
Apprenticeship Framework

- 2,000 Hours of Paid On-The-Job Training (OJT)
- 144 Hours of Recommended Related Supplemental Instruction (RSI)
- Progressive Wage Scale
Apprenticeship Program Standards

- Articles that Define the Program’s Policies
- List of Committee Members
- Wage Progression Scale
- Instruction/Course Outline
- Work Processes Framework
- Employer’s Apprentice Selection Procedures
- Local Education Agency Commitment Letter
**Local Education Agency: Critical Partner for Apprenticeship**

<table>
<thead>
<tr>
<th>College Districts</th>
<th>County Offices of Education</th>
<th>Adult Schools</th>
<th>Unified School Districts</th>
<th>Community Colleges</th>
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<td>• Butte COE</td>
<td>• Ventura Adult</td>
<td>• Fresno USD</td>
<td>• Norco College</td>
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<td>• Palo Alto Adult</td>
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<td>• Bakersfield College</td>
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<tr>
<td>• Foothill-De Anza CCD</td>
<td>• San Luis COE</td>
<td>• Castro Valley Adult</td>
<td>• Los Angeles USD</td>
<td>• American River College</td>
</tr>
</tbody>
</table>

www.ca-ilg.org
Types of Instruction

Modalities
- Online
- Face-to-face
- Laboratory
- Correspondence
- Hybrid Model

Accreditation
- For Credit
- Noncredit
- Not-for-credit
- A combination
- Prior training credit
Keys to a Successful Apprenticeship

### A Champion
- Leadership -- within your Agency or Department -- designating internal supervisors and/or managers to initiate apprenticeship program development

### A Training Committee
- Chosen leaders -- acting as program ambassadors -- who originate and oversee apprenticeship program standards
- Assess program outcomes, resolve challenges
- Draft, adopt, and revise program rules and regulations
- Draft, adopt, and submit any changes to courses, training, wages, etc.

### An Administrator
- Monitors program compliance
- Acts as apprentice/committee liaison
- Schedules training committee meetings
- Ensures apprentices are registered with the DAS
- Assists apprentices in enrolling in designated courses
- Tracks apprentice on-the-job training hours (work processes)
Workforce & Civics Education

*ILG Resources for Local Government*

**Picture Yourself in Local Government Curriculum**

- [www.ca-ilg.org/pvlg](http://www.ca-ilg.org/pvlg)
  - Content to include in scripts for student tours of local government offices
  - New staff and intern orientation materials that cover local government basics
  - Background material for agency staff to use when serving as a guest speaker in a classroom
  - Handouts to educate boards, commissions and leadership academies about local government structure and functions
  - Easy to understand language tailored for youth and the general public.

**Governments Engaging Youth Toolkit for School-Municipal Partnerships**

- [www.ca-ilg.org/geytoolkit](http://www.ca-ilg.org/geytoolkit)
  - How to start/scale an effective outcome-based partnership
  - Models, curriculum, templates to adapt for district use

**Innovative Pathways to Public Service Collaborative**

- [http://pathways2publicservice.org/](http://pathways2publicservice.org/)
  - Information and resources about the six-county area collaborative focused on the public sector workforce
More Apprenticeship & Talent Development Resources

- Division of Apprenticeship Standards
  - https://www.dir.ca.gov/das/das.html

- West Hills Community College District
  - https://westhillscollege.com/employers/westside-works/

- Cal-ICMA’s Talent Initiative
  - https://icma.org/cal-icma/talentiniative

- Western City Magazine Article
Contact Information

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Local Government Apprenticeship and Workforce Strategies: A Latino Caucus Perspective

Union Construction Pre-apprenticeship programs: Viable pathways
NORTHERN CALIFORNIA CARPENTERS REGIONAL COUNCIL

- 23 Local Unions
  - 40,000 members
- 5 apprenticeship schools; Administered by the Carpenters Training Committee for Northern California (CTCNC)
  - 6,500 apprentices
- Memorandums of Understanding between CTCNC and 44 pre-apprenticeship programs in Northern California
  - Serving communities representing diverse populations
Carpenter
Called the Master Craft

• Framing Carpenter
• Drywall/ Lather
• Millwright
• Millman
• Pile Driver/ Diver
• Door Installer
• Floor Layer
• Modular Installer

• As a matter of fact, we represent the employees at Factory OS in Vallejo, Ca. currently building modular homes that go together like legos on job sites.
AUGIE BELTRAN

- Director of Governmental and Public Affairs
- 33 years as a union Carpenter
- My father joined the union in 1958
  - Poor family, came to US after the Mexican Revolution
  - No education, could not read or write
  - Being a union carpenter allowed him and other children of poor working depression era families to move into the middle class
HOW? APPRENTICESHIP

Although apprenticeship has existed for centuries, it was when the Carpenters Union became an international union in 1882, that our organization formalized the educational process.

As work on jobsites became more specialized, and new technologies were changing literally from month to month, labor decided to further refine their training programs to address industries' need for well-rounded craftspeople.

Apprenticeship Joint Labor/Management Trusts were established and schools were built to train to specific sub trades:
- 4 and 5 year programs
- 1 week of class per quarter
- Classes plus work hours generate promotions to the next level until the apprentice graduates
- In California, the actual number of active construction apprentices as of Feb 2020 was 62,000, of which 58,400 were in joint programs.
- Carpenters & allied crafts account for almost 17,000 (29% of the joint apprentices).

*Note: Apprenticeship is not part of the union, it is a trust administered by Labor and Management*
TRAINING PARTNERS
(Memorandums of Understanding)

Why have Training Partners

1. Create a diverse work-force
2. Implement effective recruitment strategies
3. Reach out to underserved communities
4. Procure and retaining high-quality talent
5. To contribute to the success of the Carpenters Apprenticeship and workforce.
6. More competitive and the technical skill-sets needed to meet the demands of the contractor
OUTREACH

The Union and the Apprenticeship identify and vet potential partners

- Governmental groups
  - Tradeswomen Inc
  - California Prison Industries Authority
  - County office of Education
- Community Based Organization
  - Cypress Mandela, Oakland
  - Job Train, throughout northern California
- Local High Schools
  - Lincoln High School, Stockton
  - Pittsburg High School, Pittsburg
CHALLENGES

- Substance Abuse
- Lack of High School Diploma or GED
- Single parent
- Ability to travel
  - No vehicle
  - No license
CHOOSING OUR PARTNERS

- Be established
- Serve the local community
- 1 of every 4 graduates must be a woman
- Does the partner have the capability of addressing the challenges as posed on the last slide
- Agree to use the Career Connections curriculum

Once the partner is identified, the apprenticeship enters into a Memorandum of Understanding
CAREER CONNECTIONS

• Program materials have been written by UBC carpenters from around North America who have both teaching and field experience.
• The Career Connections program is designed to help teachers introduce students to a career in carpentry.
• The program is used across North America to introduce students to the craft and trade of carpentry.
• Young people gain the knowledge and skills they need to choose a career wisely and prepare for advanced training in a registered apprenticeship program.
• 6-Week Pre-Apprenticeship
  o Build-a-book
    • 4 Career Connections Books
    • 20 Chapters
    ✓ Integrated throughout
    ✓ Using with CBO’s and CTCNC
Career Connections Distribution

One Trade, Many Careers 638
Project Book 1 1089
Project Book 2 796
Project Book 3 - Commercial 302
Project Book 3 - Residential 359
Career Connections Math for the Trades 332
Other Books, DVD's, Exam View, Virtual Shop 493

Total 4009
How do we support our training partners?

- California Career Technical Education Model Curriculum Standards
- Sequence of instruction combining digital resources with books
- Material Lists
- CBO instructor shadowing
- Shop Set-up
- Initial implementation of Curriculum
- Tours of CTCNC Training Facilities
- Support Career events and invite to CTCNC sponsored events
TRAINING PARTNERS
(Memorandums of Understanding)

- City Build Academy
- Cypress Mandela Training Center
- Farmersville High School
- JobTrain
- Prison Industry Authority CALPIA
- Richmond BUILD Academy
- YouthBuild San Joaquin
- Greater Valley Conservation Corps (GVCC)
- La Sierra Military Academy
- UBC Affiliated Job Corps
- UBC Sacramento Job Corps
- UBC Treasure Island Job Corps
- Sacramento Regional Conservation Corps (SRCC)
TRAINING PARTNERS
(Memorandums of Understanding)

- Berkeley High School (BUSD)
- Diablo Valley College - DVC
- Life Learning Academy Charter High School San Francisco
- Lincoln High School Design & Engineering Academy
- Oakdale Joint Unified School District Oakdale High School
- Pleasanton Community and Adult Education PUSD
- Tradeswomen Inc
- Fresno Building Trades pre-apprenticeship
- Mission Valley Regional Occupational Program (MVROP)
- Rising Sun Center For Opportunity
- (MDUSD) Concord High School / Mt. Diablo High School
- Trades Introduction Program: San Mateo TIP
Career Connections Projects
Mobile Community Outreach / Training Vehicle

- **Workshop**
  - Virtual Welder
  - CC Projects
  - Fall Protection
  - Confined Space Trailer
- **Classroom**
  - First Aid / CPR
  - OSHA
  - Welcome / Information Center to showcase CC Curriculum & UBC Crafts
- **Trade Show**
  - California School Boards Association
  - League of Cities
The typical (median) CTCNC apprentice who journeyed-out nearly doubled their earnings between the period before starting the program and the period after exiting (96% increase).

The comparison group (Bay Area community college exiters) saw only a 31% bump in earnings:

**Median Change in Earnings for SWP Exiting Students**

Among Strong Workforce Program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

**Source:** Chancellor’s Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match
The Chancellor's office of the Community College system- data on “exit” wages/income for Carpentry (& other trades) Apprentices vs people who took other CC courses.

Here are some examples:
- American River College (CTCNC) 2018 Median annual earnings, overall: $83,840 (Based on 612 apprentices who “exited” the program in the 2017-2018 academic year. Extrapolated from one quarter of earnings in the 4th Quarter.)
- American River College (CTCNC) 2018 Median annual earnings following the academic year of exit, Hispanic: $77,840
- The difference between earnings of “whites” and “Hispanics” was only 3%, which is much smaller than the differential in wage earnings we see for Hispanics statewide, across all occupations, controlling for education level (around 20%).
- Statewide 2018 median annual earnings of all “exiting” Bay Area community college Strong Workforce Program students: $45,864

**Median Annual Earnings for SWP Exiting Students**

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.

*Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match*

*Technical Definition*
Questions???

Visit us:

CTCNC.org  NCCRC.org  CARPENTERS.org
THE APPRENTICESHIP SUPPORT NETWORK
Local Government Apprenticeship and Workforce Strategies: A Latino Caucus Perspective
Wednesday, October 7th
Foundation for California Community Colleges

• 20 years of service to the California Community Colleges
• Official foundation of the California Community Colleges’ Board of Governors and Chancellor’s Office
• Mission is to benefit, support, and enhance the missions of the California Community College system

Supporting the expansion of apprenticeships and providing access statewide.
Supporting the expansion of apprenticeships and providing access statewide.

Apprenticeship Support Network

- **Technical Assistance & Evaluation**
- Provides coaching, guidance, tools, and workshops to support CAI grantees and the broader Apprenticeship ecosystem.
- Supports **101 programs**
- Online community of practice caihub.foundationccc.org
- **Working groups, Learning** Luncheons, and Learning Labs
- **Sustainability study**, toolkit, and presentations
California Apprenticeship Initiative (CAI)

- **New & Innovative** Apprenticeship & Pre-Apprenticeship
- Administered by the **California Community College Chancellor’s Office**
- **$75 million** investment, funding is ongoing
- Expansion of apprenticeship into **non-traditional** sectors & occupations
- Recruiting **underserved / underrepresented** populations
CAI Grantees

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<tr>
<th>California Apprenticeship Initiative Grantees</th>
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<th>2016</th>
<th>2018</th>
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<td>na</td>
<td>na</td>
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<td>New &amp; Innovative &amp; Accelerator Grantees: New Sectors</td>
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<tr>
<td>New &amp; Innovative</td>
<td>13</td>
<td>13</td>
<td>19</td>
<td>19</td>
<td>64</td>
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<tr>
<td>Pre-Apprenticeship</td>
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<td>12</td>
<td>15</td>
<td>0</td>
<td>35</td>
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<tr>
<td>Total</td>
<td>23</td>
<td>25</td>
<td>34</td>
<td>19</td>
<td>101</td>
</tr>
</tbody>
</table>

- New & Innovative & Accelerator Grantees: New Sectors
- Pre-Apprenticeship Grantees: Linked to Registered Apprenticeship Programs

Supporting the expansion of apprenticeships and providing access statewide.
5,000+ Served in Pre-apprenticeship programs

2,000+ Served in Apprenticeship programs
Impact Numbers

- **55 Community Colleges** funded
- Participation by all **7 Guided Pathways Regions** statewide
- **Increasing diversity**, equity, and inclusion:
  - 39% Hispanic
  - 29% White
  - 15% Asian or Pacific Islander
  - 12% Black/ African American
  - 3% Filipino
  - 2% Native American/ Native Alaskan
- **Addressing the gender imbalance** that exists in apprenticeship
  - 32% female vs. 6% female in “traditional” apprenticeships
  - 68% male vs. 94% male in “traditional” apprenticeships
Research and Evaluation

- Evaluation done by Social Policy Research
- Apprenticeship and Pre-apprenticeship Briefs
- Employer, apprentice, and practitioner interviews
- Case studies
Case Studies

- The Central Valley Pre-Apprenticeship Training (CVPAT) program
- Care Navigator Apprenticeship program
- Columbia College’s Hospitality Management Apprenticeship Program
- Mission College and Santa Clara Valley Transportation Authority’s Coach Operator Apprenticeship Program
Effective Strategies: employer engagement and program design

- Networking
  - Hosting employer forums
  - Leverage existing events
- Listen for demand
  - Not a good fit for all employers
  - Is there a workforce imperative?
  - Are current training programs sufficient?
- Knowledgeable staff and leadership
  - Reputation
  - Deep relationships
- Labor market intermediaries
  - Employer relationships
  - Prior experience establishing programs
Employer Feedback

- Benefits
  - Helped *alleviate shortage* of skilled workers
  - Valued the *opportunity to help design programs*
  - OJT is complimented by *classroom training*
  - *Lowers cost* of recruitment
Career Catalyst

• Employer-of-record service, established in 1998
• Reduces burden and risk to employers of providing temporary paid work experience to students and job seekers
• Currently supports community colleges, state agencies, private employers, and intermediaries
• FY2019 impact at a glance…
  o 2,310 employees onboarded
  o $5.2M in wages earned
  o 600+ worksites
THANK YOU FOR JOINING US

• Please help us continue this discussion on our online Community of Practice HUB.

• Join our network! You will find more information about upcoming ASN events and resources on our website.
Q & A

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