

APPRENTICESHIP

Preserving Institutional Knowledge While Growing the Next Generation of Talent

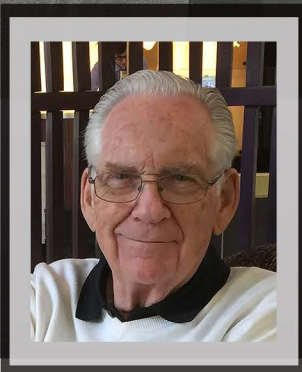
CALIFORNIA APPRENTICESHIP COUNCIL

2nd Quarter | 2018

Hall of Fame

then...

*Archie Mooney
& Charles Hanna*



... and now

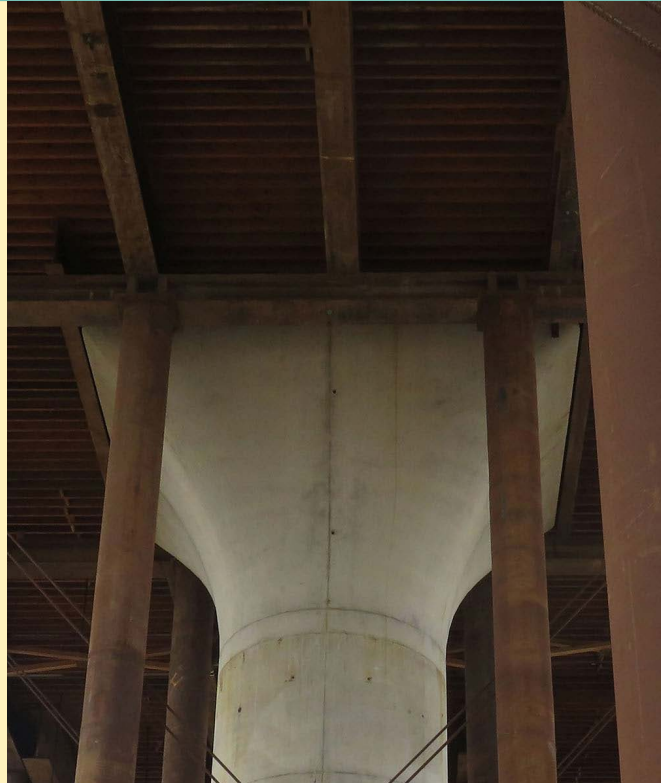
*Diane Ravnik
& Dr. Barry Noonan*

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The California Department of Industrial Relations (DIR) protects and improves the health, safety, and economic well-being of over 18 million wage earners and helps employers comply with state labor laws. DIR is housed within the Labor & Workforce Development Agency.



California Division of Apprenticeship Standards

DIR's Division of Apprenticeship Standards (DAS) creates opportunities for Californians to gain employable lifetime skills and provides employers with a highly skilled and experienced workforce while strengthening California's economy.

Department of Industrial Relations Bids Farewell to Director Baker



Christine Baker
Director, Department of Industrial Relations

After 34 years with the Department of Industrial Relations, Director Christine Baker has retired. Christine’s career in public service was defined by tireless action and dedication to improving the health, safety and economic well-being of Californians.

During her tenure, DAS marked a significant milestone with a record number of apprentices. Many of these apprentices are from populations previously underrepresented in apprenticeship, such as women, veterans and ex-offenders. Christine recognized that for apprenticeship to expand, California needed to plan effectively to meet employer needs for skilled workers into the future, including in emerging industries. She worked to forge strong collaborative partnerships with government, education, labor and business. Most recently, Christine and DAS engaged in panel discussions with employers in untapped industries at a series of symposiums. This expansion lays the groundwork to create more opportunities for jobs that will help California businesses now and into the future while providing workers with good paying jobs.

DIR thanks Christine Baker for her years of service and wishes her a wonderful retirement.



Apprentice Statistics for the quarter ending March 31, 2018	81,883	8,051	4,993	6.1%	64.9%	5,030	365	226
	Number of active apprentices	Number of new registrations and reinstatements	Number of active women apprentices	Percent of active apprentices represented by women	Percent of active apprentices represented by minorities	Number of active veteran apprentices	Number of veterans registered in 2018	Veterans who have completed apprenticeships in 2018

To This Year's Graduating Apprentices: Congratulations on Your Achievement



Eric Rood
Acting Chief, California
Division of Apprenticeship
Standards



The apprentice is no longer an apprentice but a master. The certificate has made it known that this apprentice has the skill-set necessary to get the job done right and efficiently.

Acting Chief Eric Rood at the 2018 Laborers' Apprenticeship Program graduation in Southern California.

Graduation season is upon us in the world of apprenticeship and I get the privilege to attend some graduating apprentice ceremonies around the state. I am excited for the opportunity to celebrate with our apprentices along with their families and friends, who make graduation day possible. I look forward most to speaking with our graduates one-on-one and hearing from them what it means to have completed their apprenticeship journey, the challenges that they overcame and the future opportunities they have as they transition from apprentice to journey skilled level.

Since the passing of the Shelley-Maloney Act in 1939 in California, which created our current state apprenticeship system, apprenticeship has been a tried and true model. Over the course of one to five years depending on the program, apprenticeship allows for the approach of doing, learning, redoing and improving until there is a mastery of a skilled craft or trade. Once that skilled craft or trade is mastered, a graduation ceremony commences and the next crop of skilled and trained workforce emerges. Those journeymen can confidently begin their new careers of carpenters, laborers, roofers, plumbers, electricians or computer programmers, help-desk attendants, cyber security experts, auditors, graphic art designers and registered nurses.

Apprenticeship graduation is the completion of a rigorous journey which leads to a

state recognized certificate. The apprentice is no longer an apprentice but a master. The certificate has made it known that this apprentice has the skill-set necessary to get the job done right and efficiently.

This effort to complete the journey did not come without a price. It took commitment, hard work, dedication, passion and perseverance to overcome all obstacles and becoming skilled in their chosen trade. These barriers did not stop graduates from succeeding. As they work toward the goal of completion, many of our graduating apprentices had to balance their training with demands at home, find child care or continue to persevere despite economic hardships. In graduating, this ongoing dedication makes for a stronger and more passionate workforce.

St. Jerome, a fifth century monk and scholar once said, "Good, better, best. Never let it rest. 'Til your good is better and your better is best." His words are as relevant then as they are now. When I ponder St. Jerome's words, it reminds me of the journey apprentices are on as they progress through classroom instruction and the many hours of applied on-the-job training. As apprentices progress through their journey, they learn new skills which hold so much value. This value provides increased profitability for their employer, often resulting in higher wages for the apprentices. The apprenticeship model and cycle of learning strengthens our business community and helps to provide better economic opportunities for our citizens.



To Remain Competitive, the Future Is in Apprenticeship



Jack Buckhorn
2018 Chairperson, California
Apprenticeship Council



The apprenticeship training model is perfectly suited to help bridge the projected skills gap, because of the strong partnership between employers and workforce that the apprenticeship training model promotes.

What will the world of work look like for future generations and what role will apprenticeship play in preparing that workforce? Innovative technologies such as artificial intelligence, robotics and the switch from carbon-based energy to a zero carbon system will definitely challenge our current workforce paradigms. The Institute for the Future (ITF) reports that 85 percent of the jobs that will exist in 2030 have not even been invented yet. ITF is made up of 20 tech, business and academic experts from around the world. As the future becomes our reality, the ability to quickly learn new skills will become even more important than the knowledge itself. In order to compete, workers must prepare for a lifetime of skills training and retraining.

We know that our apprenticeship training model is perfectly suited to help bridge the projected skills gap, because of the strong partnership between employers and workforce that the apprenticeship training model promotes. Working closely with industry employers is one of our greatest strengths. For us to expand the opportunities for apprenticeship, we need to solve a host of misconceptions that have developed among business leaders and the parents of students who live outside of the apprenticeship community. In the limited space of this newsletter article, I'll touch upon a couple of misbeliefs that need our immediate attention.

One of the largest hurdles we face is the

idea that apprenticeship is an old outdated training model that was born in the Middle Ages and is only suited for blue collar careers. To overcome this, we need to do a much better job of marketing apprenticeship. One way this can be addressed is by clearly defining how we partner with employers to create career pathways that pay family-sustaining wages and benefits. A word of caution is in order here. We must never allow apprenticeship to be bifurcated in such a way that it is no longer associated with employ-

ers who are willing to pay their apprentices while they learn the work processes associated with their apprenticeship standards.

Second, we all need to promote apprenticeship as the "other four year degree."

It's important that we fully embrace this concept and take steps to convert all of our related and supplemental instruction into college credit courses.

Our apprentices can

then use their credits to apply for associate or bachelor's degrees. We should consider degree programs with local community colleges that would provide apprentices with an associate degree, along with their completion certificate, upon graduation.

Earn while you learn, no college debt, the ability to use technology for real lifetime training and retraining, while providing course work that leads to a college degree. That's what will ensure the continued success of our existing programs. That's what will start to change the mindset of many business leaders and parents of K-12 students. That's what will lead an innovative apprenticeship training model into the future.



Photo: Wikimedia

The Online Community College in Development, Its Goals and Links to Apprenticeships



Van Ton-Quinlivan
California Community Colleges
Vice Chancellor of Workforce &
Economic Development and CAC
Commissioner

The Governor has emphasized the need for affordable training that could be undertaken by workers who may not have the time or flexibility to come to college campuses.

Governor Brown recently set out a statewide online community initiative aimed at enabling working adults to upskill and keep up with technology, as well as to enable low-wage workers to advance in career ladders. It includes various forms of training, including online training for apprenticeships.

The Community College Chancellor's Office is taking the lead in the development of this online college. Though open to all Californians, it will focus on adults 25 and older who have a high school diploma and/or some college but no college degree—estimated to reach 2.5 million workers in California.

The first stage of implementation for the online college will be within select industries. In particular, we are looking at the health care sector, which is rapidly incorporating new technologies in its operations. Rebecca Miller, Workforce Director of the SEIU United Health Care Workers, which represents 90,000 hospital workers in California, notes that digital fluency and other technology skills are increasingly required of health care workers. Miller says that “online education is long overdue for working adults. This is the only way to educate the 500,000 healthcare workers needed in the next 10 years.”

Beyond healthcare, the development team is

also examining upskill opportunities in Advanced Manufacturing and Information Technology, as well as the Building Trades and Crafts. Across all sectors, the Governor has emphasized the need for affordable training that could be undertaken by workers who may not have the time or flexibility to come to college campuses. He speaks to this in his 2018 State of the State address:

Even with so many of our students attending college, there are still 2.5 million Californians between 25 and 34 who are in the workforce, but lack a postsecondary degree or certificate. These men and women often go out of state or pay high tuition at for-profit institutions to improve their skills and employability. For this group, I want to create the California Online College so these overlooked Californians can get the training they need conveniently and at very low cost.

The California Online College initiative may enable apprenticeship programs to place material online for workers to access through a variety of devices, including phones. It further allows for apprenticeship training that is supported by on-demand job coaching and links to industry recognized certifications. In the coming months, the initiative team will be reaching out to apprenticeship programs and welcome your suggestions.



Photo: Courtesy of DIR

California Conference on Apprenticeship 2018: Expanding Our Community

With student loan debt approaching \$1.5 trillion and recent default rates surpassing 25%, there has been a newfound interest for a look under the hood of apprenticeship’s “earn-and-learn” approach.

I recently interviewed an apprentice and asked whether his commitment to apprenticeship—full time work combined with college-level coursework while raising three kids—made him feel like he misses out on anything. He answered somewhat bluntly, “I don’t feel like I’m giving anything up. Apprenticeship is about reaching your goal.”

The California Conference on Apprenticeship (CCA) has a clear mission: bring together advocates from the apprenticeship community to improve the quality of apprenticeship programs statewide through a balance of policies, education and energized collaboration for the benefit of all labor. With 2018’s CCA getting started, I reflect on that interview and wonder: What must we overcome in our pursuit of the CCA’s goals? How well do we match the commitment of our best apprentices? And what actions will the apprenticeship community of the future wish we took on this season?

In recent years, the nation has engaged

the apprenticeship community in a conversation. It’s asked our community for effective workforce training methods and ways to close the “skills gap.” With student loan debt approaching \$1.5 trillion and recent default rates surpassing 25%, there has been a newfound interest for a look under the hood of apprenticeship’s “earn-and-learn” approach. The underlying question seems simple: Is apprenticeship a solution for all of this? This question is asked by employers and career-seekers alike, and perhaps our knee-jerk reaction is to answer quickly and with a resounding “YES!” For example, we could quickly point to the effectiveness of contextualized skills-focused training, the high retention rates of program graduates, and the increased salaries and economic opportunities for apprentices—something I believe we can, and should, point to. However, it may be that we answer a little too quickly.

When I have interviewed apprentices, they use the same words to describe their commitment and the benefits they received in return. That “apprenticeship is very hard but worth it.” Echoing that sentiment, I’ve heard the best employers talk about their apprentices, even apprentices they hadn’t met personally, in personal terms and acknowledge the opportunities and challenges offered at their company. Basically, I’ve found the heritage of apprenticeship remains a consistent ownership of the process between apprentices and mentors. Apprenticeship remains a commitment made between generations. One generation commits to transfer knowledge and skills, and in return the benefiting generation commits to providing immediate value and labor.

The CCA’s mission remains to advance the generational heritage of apprenticeship thoroughly enough to make a difference. Considering the tools at our disposal with policies, education and energized collaboration, we have the opportunity to leave a legacy for the next generation. And while California isn’t alone in this, we are a leader. So ... let’s lead.





2018 APPRENTICESHIP HALL of FAME

The Apprenticeship Hall of Fame was established in 1981 by the California Apprenticeship Council. It's an award that recognizes those who have made significant contributions to apprenticeship in California. This year, we honor two remarkable individuals whose dedicated service to the apprenticeship community went above and beyond. Join us in celebrating their commitment to apprenticeship!

Diane Ravnik served three appointments with the Division of Apprenticeship Standards (DAS). During Jerry Brown's first administration, she served as Special Assistant to the Chief, focusing her work on developing new apprenticeship programs in non-traditional, growth occupations and industries. She served as Deputy Chief of DAS from 2001-2004, and on August 18, 2011, she was appointed Chief of DAS.

She attended Golden Gate University School of Law from 1981-1984, where she served as Editor-in-Chief of the school's Law Review and law clerk with the National Labor Relations Board (NLRB). After practicing union-side labor law for several years and serving as an adjunct professor for Golden Gate University School of Law, she became Director of the International Union of Painters and Allied Trades (IUPAT) Work Preservation Fund. This was the first joint labor-management fair contracting organization



in the nation. Later she served as staff counsel and Alameda County Program Administrator for the IBEW-NECA labor compliance program. During that time, she also served on the Board of the National Alliance for Fair Contracting (NAFC); the state-wide Construction Industry Force Account Council (CIFAC) and the Alliance for Labor Standards Education and Training (ALSET).

Diane retired October 5, 2017, culminating a 40-year career advancing fair contracting and labor compliance in public contracting while fostering, promoting and expanding registered apprenticeship. During her tenure as Chief of DAS, the number of registered apprentices rose from 54,500 to nearly 80,000. The number of new programs initiated in each of the six years from 2012-17 more than doubled, including several new apprenticeable occupations. While serving as Chief, she was also appointed to the California Workforce Development Board (CWDB), where she represented and advocated for apprenticeship.



Diane pictured with her family.

Dr. Arthur Barry Noonan (November 6, 1940–June 27, 2017) was a tireless advocate for the transforming power that apprenticeships and postsecondary education could have on a person's life. During his career he often shared the proverb, "Give a man a fish, and you feed him for a day. Teach him to fish, and you feed him for a lifetime." As far as Dr. Noonan was concerned, one of the best ways to do that was through the state of California's apprenticeship and workforce development initiatives.

As a child, Dr. Noonan taught himself how to fix radios and televisions in his garage. He became so adept at it that he started his own repair business. In later years, he would point to those days as ones that developed an interest—that became a lifelong pursuit—in seeing others learn how to acquire skills that could lead to satisfying careers and sustainable livelihoods.

He started his career in East Los Angeles teaching high school students vocational mathematics and communication skills. He later accepted a position at the University of California Los Angeles, where he focused on vocational education. After earning his Ph.D. from Oregon State University, he served on leadership teams at various community colleges in both Oregon and Colorado. That work led to a vice president of administration and operations position at a private college in Santa Cruz.



Dr. Noonan pictured center with his family.
Photo: Courtesy of Linda Noonan.

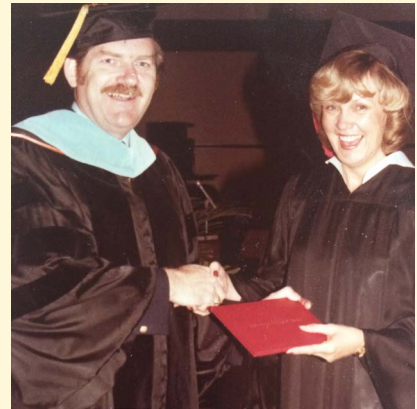
After leaving that post, he went to work for the state of California at the Council for Private Postsecondary and Vocational Education—a full-circle return to his first career love. In 1997, he moved to the Chancellor's Office of California Community Colleges. The work there fit nicely with his long-held beliefs that by equipping men and women with education, skills, experiences and apprenticeships they could have better lives.

While Dr. Noonan worked for the Chancellor's Office he served as the apprenticeship Coordinator. In doing so, he was honored to contribute to the California Workforce Development: A Policy Framework for Economic Growth. He also served on the School-to-Career /Apprenticeship Ad Hoc Committee of the California Apprenticeship Council and helped produce Orientation to Apprenticeship: A Guide for Educators.

Dr. Noonan worked hard to ensure students and apprentices received the education, training and skills they needed so that they could fully capitalize on career opportunities and obtain increased earnings in the workplace. He championed the idea that as an apprentice, a worker could earn while they learned.

Perhaps the greatest joys Dr. Noonan derived from his career were serving and encouraging others, talking about "what could be" with the proper training and apprenticeships, and seeing students and workers fully prepared for their chosen careers.

The Noonan family is honored that Dr. Barry Noonan has been inducted to the Hall of Fame posthumously.



Dr. Noonan at his wife Linda's graduation in 1981.

Photo: Courtesy of Linda Noonan.

The Laborers Training School Sees 618 Apprentices Graduate

It's emotional and inspiring to see all the men and women, who have worked diligently throughout their apprenticeship, receive well deserved recognition and accolades.

This year couldn't have had a better start! The Laborers Training & Retraining Trust Fund of Southern California kicked off the new year with a graduation ceremony honoring 618 graduates. Of the 618 graduates, 13 were female. The ceremony was held on Saturday, January 20, 2018 at the Laborers Training School in Azusa. As with every year, it was emotional and inspiring to see all the men and women, who have worked diligently throughout their apprenticeship, receive well deserved recognition and accolades. Surrounded by their families, friends, apprenticeship coordinators, instructors, school staff, affiliates, contractor and building associations, this is an event that everyone in the Laborers organization looks forward to.

Also in attendance at the ceremony were special guests Eric Rood, Acting Chief of the Division of Apprenticeship Standards (DAS) and Xavier Becerra, California Attorney General. Mr. Rood did the honor of addressing the graduating class and he presented the LiUNA Instructor/Coordinator Certifications to instructor and coordinator staff. Acknowl-

edging the instructor staff for their efforts and contribution, he thanked them for their commitment to professional development and excellence.

Attorney General Xavier Becerra motivated the crowd by sharing his background and experience as a laborer. Being a laborer helped pay for his college education at Stanford. He shared that his father, at 82 years of age, is still a long standing member of Laborers Local 185 in Northern California. Mr. Becerra emphasized the importance of training and continued education. He challenged the graduating class with furthering their careers in the Laborers organization by setting goals with no boundaries. "I challenge you to be the next President of the United States of America!" Mr. Becerra exclaimed.

In addition to special guests, annual graduation ceremonies are attended by the fund's Board of Trustees, which is comprised of labor and management representatives, subcommittee representatives, affiliated Laborers Local Unions, affiliated funds, the Local Education Agency, DAS representatives and the fund's legal counsel. Graduates obtain certifications in regulations and codes such as traffic control, OSHA 10, various industry courses, environmental courses and equipment endorsements.

"People are eager to be present at this ceremony. They want to look into the eyes of our future workforce." said Scott Gordon, Executive Director of the Laborers Training School, "Apprentices juggle hard, physical work, in-class training and varying schedules with their family life. They manage to get it all done. It is this type of work ethic that makes for a well-rounded, disciplined, safe and knowledgeable worker."

Attorney General Xavier Becerra addressing the 2018 graduating Laborer apprentices.

Photo: Courtesy of DIR



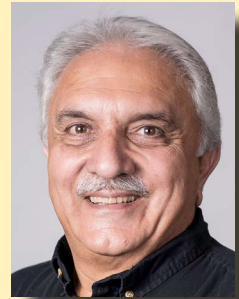


Todd Moody
ABC NorCal Electrical Instructor

“I followed my calling to teach and became an instructor with ABC NorCal. I have been professionally teaching in one capacity or another since 1986. When I had the opportunity to teach full time for ABC NorCal Electrical Apprenticeship Program, I knew it was the right move for me. I see

the impact my teaching has on students when they return to class, and tell me how they applied something learned in class to their job. The most rewarding thing about being an instructor is hearing how a student has turned around. Once they were immature and inexperienced, and then comes the report that they are successfully leading a crew and stepping into more responsibility. That is very satisfying.”

Steve Fagrey
ABC NorCal Painting Instructor



“I became an apprentice instructor with ABC NorCal painting apprenticeship program, because I was thinking about how I had so much knowledge from my 25 years as a painting contractor and no one to pass it on to. When teaching my painting students, I really feel that the apprentices are getting a lot of nuggets of useful knowledge. The most rewarding thing about being an instructor is the appreciation I get from the students who enjoyed learning from me. I know that one day they will see as I do, how skilled they have become.”



Photo: Courtesy of ABC Nocal



Jim Kash
ABC NorCal Electrical Instructor

“I have worked in the trades for many years and have believed in the philosophy that learning never stops and you can advance through determination and hard work. In 1988 I got my contractor’s license. I had the skills to do the work and I enjoyed it. After 30 years with the bags on I retired but I was not done. Over the years, I have developed a passion for training apprentices. In 2014, ABC NorCal was hiring an electrical instructor and I applied and was hired. I appreciate working for ABC

NorCal because they believe in training and safety and apply these principals across the board. In every skilled trade there must be training, and that training must include safe work practices. As an instructor, I don’t hold to the thought that I’m giving back but rather, this is the next step in the life of an electrician.”

*Tell us how
apprenticeship has
changed your life.
Email your story to:
CACsuggest@dir.ca.gov*

Acoustical Installer 'Activity Director 'Aerospace Engineer 'Aerospace Engineering & Operations Technician 'Air Balance and Testing Tech 'Air Balance Testing Technician 'Air Conditioning and Refrigeration Mechanic 'Air Conditioning Mechanic 'Air Conditioning Refrigeration Mechanic 'Air Conditioning Specialist 'Air Conditioning/Refrigeration Mechanic (Maintenance) 'Aircraft Governor Technician 'Aircraft Structure, Surfaces, Rigging, and Systems Assemblers (A/C Installer Mechanic) 'Arson & Bomb Investigator 'Assistant Lineman (LRV) 'Assistant Lineman (Wayside) 'Auto & Truck Body Builder 'Auto Body & Fender Repairer 'Auto Body & Fender Repairman 'Auto Body Repairer Fender 'Auto Machinist 'Auto Mechanic 'Automatic Screw Machine Set Up Operator 'Automatic Screw Machine Set-Up 'Automotive Body Repairer 'Automotive Electrical Repairer 'Automotive Electrician 'Automotive Machinist 'Automotive Mechanic 'Automotive Painter 'Automotive Parts Clerk 'Automotive Radiator Mechanic 'Automotive Radio Repair 'Automotive Technician 'Automotive Technician Specialist - Lead Tech 'Automotive Technician Specialist - Senior Tech 'Automotive Technician Specialist - Tech 'Automotive Technician Specialist - Trainee 'Automotive Upholsterer 'Automotive Upholsterer & Trimmer 'Automotive Upholsterer (Trimmer) 'Automotive/Equipment Mechanic 'Baker 'Barber 'Biomedical Equipment Technician 'Body and Fender 'Boilermaker 'Book Binder 'Brick Tender 'Brick Tender (Hod Carrier) 'Bricklayer 'Bricklayer & Stonemason 'Bricklayer (Construction) 'Bricklayer/Stonemason 'Bridge, Structural, Ornamental and Reinforcing Ironworker 'Broiler Cook 'Building Insulator 'Building Service Engineer 'Bus Mechanic 'C N C Machine Operator 'C.N.C. Machine Technician 'C.N.C. Machinist 'Cabinet Maker 'Cable Splicer 'Cable Splicer - GC 'California Highway Patrol 'California Highway Patrol Officer 'Caltrans Heavy Equipment Mechanic 'Carp Main 'Carpenter 'Carpenter (Maintenance) 'Carpet & Resilient Installer 'Carpet Installer 'Carpet, Linoleum & Resilient Floor Layer 'Carpet, Linoleum & Soft Tile Layer 'Caseworker Specialist 'Caterpillar Dealer Engine Technician 'Caterpillar Dealer Equipment Technician 'Cement Mason 'Chainman 'Chemistry & Radiation Protection Technician 'Chief of Party 'Church Planter 'Cleaner 'Combination Welder 'Commercial Body Builder 'Communication & Instrumentation Mechanic (Electronics Mechanic) 'Communication & Systems (Craft) Installer 'Communications Technician 'Communications Technician (GC) 'Computer Controlled Machine Operator 'Computer Controlled Machine Tool Operators, Metal and Plastic 'Computer Controlled Machine Tool Operators, Plastic 'Computer Controlled Machine Tool Operators, Wood 'Construction Equipment Technician 'Copper & Brass Fitter 'Copper & Brass Welder 'Copper & Brass Welder

What Is the California Apprenticeship Council?



Established by the 1939 landmark Shelley-Maloney Apprentice Labor Standards Act, the California Apprenticeship Council sets policy for the Division of Apprenticeship Standards (DAS). The 17-member council is made up of six employer, six employee and two public representatives appointed by the governor, plus one representative each of the chancellor of the California community colleges, superintendent of public instruction, and director of industrial relations as administrator of apprenticeship. The DAS chief serves as secretary to the council, and the division provides staff assistance to the CAC and its subcommittees.

The council meets quarterly in different locales around the state to address issues affecting apprenticeship in California:

- Receives reports from the DAS chief and other cooperating agencies
- Provides policy advice on apprenticeship matters to the administrator of apprenticeship
- Ensures selection procedures are impartially administered to applicants
- Conducts appeals hearings on apprentice agreement disputes, new apprenticeship standards for approval, and apprenticeship program administration
- Adopts regulations carrying out the intent of apprenticeship legislation

Cleaner/Cooker 'Police Officer 'Police Officer I 'Power House Mechanic 'Generation Mechanic 'Power Line Mechanic 'Power Lineman 'Power Plant Control Operator 'Power Plant Mechanic 'Precision Grinding Technician 'Precision Machine Tool Mechanic 'Precision Machining Technician 'Printer 2 'Protective Signal Installer 'Psychiatric Technician 'Radiation & Process Monitor (Traveling) 'Radiator Repairman 'Refrigeration & Air Conditioning Fitter 'Refrigeration & Air Conditioning Mechanic 'Refrigeration & Air Conditioning Mechanic Equipment Service & Maintenance 'Refrigeration & Air Conditioning Service & Repair (Residential and Commercial) 'Refrigeration & Air-Conditioning Mechanic 'Refrigeration And Air Conditioning Fitter 'Refrigeration and Air Conditioning Mechanic 'Refrigeration Fitter 'Refrigeration Fitter & Air-Conditioning Mechanic 'Refrigeration Fitter / Air Conditioning Mechanic 'Refrigeration Mechanic 'Refrigeration Mechanics and Installers 'Refrigeration Unit Mechanic 'Registered Nurse 'Reinforcing Ironworker 'Relays Technician 'Residential Plumber 'Residential Sheet Metal Worker 'Residential Sheet Metal/Service Technician 'Residential Wireman 'Residential/Light Commercial A/C Specialist 'Revenue Maintainer I 'Revenue Maintainer II 'Rigger/Crane Operator 'Rock, Sand & Gravel 'Rodman/Chainman 'Roofer 'Roofer & Waterproofers 'S.C.A.D.A./Telecommunications Technician 'Sanitary Health Technician 'Sausage Maker 'Scaffold & Shoring Erector 'Screw Machine Operator 'Security Officer - Health Services 'Security Officer - Manufacturing and Industrial 'Security Police Officer I 'Security Police Officer II 'Security Police Officer III 'Senior Electronics Technician 'Senior Parts Technician 'Service Advisor, Auto Repair 'Service Technician 'Sheet Metal Experimental Mechanic 'Sheet Metal Service Worker 'Sheet Metal Ship Yard Worker 'Sheet Metal Specialist 'Sheet Metal Worker 'Sheet Metal Worker / Energy Management Technician 'Sheet Metal Worker Residential (Single & Multi-Family) 'Shingler 'Shoe Repairer 'Shop Ironworker 'Sign Maker/ Installer 'Slate, Tile and Composition Roofer 'Sound and Communications Systems Installer 'Sound and Communications Systems Installer (Voice-Data-Video) 'Sound Technician 'Special Inspector 'Sprinkler Fitter 'Sprinkler Fitter Apprentice 'Stained Glass Glazier 'State Park Peace Officer (Lifeguard) 'State Park Peace Officer (Ranger) 'Station Electrician/Operator 'Stationary Engineer 'Steamfitter 'Steamfitter & Industrial Pipefitter 'Steamfitter - Pipefitter 'Steamfitter/Pipefitter 'Stone Mason 'Store Keeper 'Structural Ironworker 'Structural