

APPRENTICESHIP

*Preserving institutional knowledge while
growing the next generation of talent*

Apprenticeship Hall of Fame: *Then & Now*



CALIFORNIA APPRENTICESHIP COUNCIL
Second Quarter 2012

HEROES OF APPRENTICESHIP—THEN & NOW



Christine Baker, Director,
Department of Industrial Relations

As the spring weather sets in and construction starts to pick up, remember our apprentices out there learning a craft in a centuries-old tradition.

CONTENTS

- Message from Christine Baker, DIR Director..... 2
- Letter from Diane Ravnik, DAS Chief 3
- Letter from Scott Gordon, CAC Chair 4
- Apprenticeship Hall of Fame 5
- Henry P. Nunn, III, Hall of Fame 6
- Jack Ventimiglia, Hall of Fame 7
- Education & Apprenticeship 8
- California Community Colleges 9
- WECA Graduate, Brian Alston 10
- North County Trade Tech High ... 11
- Apprenticeship Statistics 11
- California Apprenticeship Council .. 12

This quarter we celebrate the heroes of apprenticeship and induct two new members to the Apprenticeship Hall of Fame. This happens bi-annually, coinciding with the California Conference on Apprenticeship and the second quarter CAC meeting. The two new members, Jack Ventimiglia, and Henry Nunn, devoted a combined 78 years of commitment to apprenticeship. Their work prepared thousands of men and women for a rewarding career in the building trades. We do not need to go very far in the apprenticeship community to find stories of how the inductees touched their lives. Their service to the apprentices leaves a lasting footprint and carries the centuries-old tradition of passing the trade along to the upcoming generation. This issue also provides some of the history of the Apprenticeship Hall of Fame, created by CAC to further recognize the apprenticeship system of training and former apprentices who have made substantial contributions to that system.

At right, DAS Chief Diane Ravnik expresses the wonderful ways in which DAS is collaborating with other state agencies to further apprenticeship and create employment-based skilled jobs training opportunities. This spirit of collaboration is what apprenticeship is based on and it is alive and well across the department at DIR. All the divisions, boards and offices met to create DIR’s strategic plan. The goal of the strategic plan is to streamline processes, leverage resources, and break down the

internal silos across the department to serve the public more effectively. To accomplish this DIR has published its inaugural internal newsletter, holds weekly Monday morning check-ins to see how the department is developing their technology to carry out DIR’s plan, and all major divisions collaborate on public outreach. In addition to DAS, other divisions within DIR are working to collaborate with other agencies and organizations in the community. The Labor Enforcement Task Force is a collaborative effort involving eight agencies to combat the underground economy and ensure workers have a fair, safe, and healthy work environment. DIR’s Division of Safety and Health is collaborating with affected communities with their heat illness prevention campaign and confined space education, as well as their compliance assistance approach to ensure safety on large projects such as the Public Utilities Commission’s Hetch Hetchy project. The Division of Labor Standards Enforcement regularly partners with community groups to provide education to California’s vulnerable workers and businesses that want to comply with the law.

Moving Forward

As the spring weather sets in and construction starts to pick up, remember our apprentices out there who are learning a craft in a centuries-old tradition. What a wonderful model to learn from as we move forward, working to make this the greatest state in the nation!

COLLABORATION KEY IN WORKFORCE DEVELOPMENT



Diane Ravnik, DAS Chief

Collaboration. I am a firm believer that collaborating with other partners to leverage all available resources and funding is the smart way to expand opportunities and achieve the greatest “bang for the buck,” especially in these tough economic times. And along the way, collaboration creates great working partnerships where each partner can benefit from the creative thinking of others outside our familiar parameters to achieve fuller, broader shared vision and realize our mutual goals.

But apprenticeship has always done that. Apprenticeship is the quintessential collaboration of ideas, resources, expertise and commitment—a partnership between employers needing skilled labor; apprentices willing to work and learn; local educational agencies providing necessary related classroom instruction; and government (DAS) promoting, maintaining and certifying the quality of training and award-

ing certification of journey level status when achieved. Together, these partners create and maintain the oldest and yet most current and up-to-date employment training our society has to offer.

Today in California we have new opportunities to expand on the collaboration and partnerships that apprenticeship has always utilized in order to strengthen our current programs and establish new ones. We are collaborating, for example, with the California Public Utilities Commission and their investor-owned utilities to recognize apprenticeship-trained workers as the best source of skilled workers to achieve the energy efficiency necessary to meet Governor Brown’s Clean Energy agenda. DAS also serves as a representative to the Governor’s Interagency Council on Veterans where we collaborate with a dozen or more state agencies addressing veterans’ needs. And I will be serving on an advisory committee of the California Community Colleges Chancellor’s Office of Workforce and Economic Development’s new “Innovate What Matters for Jobs and the Economy.”

In a new initiative, DAS is collaborating with some eight other California state agencies, comprising a state leadership team, applying to the federal Department of Labor’s Workforce Innovation Fund, for a grant to collaborate and leverage each other’s resources to expand employment-based skilled jobs training opportunities here in the state. Other agencies include the

Collaboration creates great working partnerships where each partner can benefit from the creative thinking of others.

California Workforce Investment Board, the Employment Training Panel, the Employment Development Department, the Labor and Workforce Development Agency, the Governor’s Office of Economic Development, California Community Colleges, Department of Education and Department of Veterans’ Affairs. The proposal aims to establish “Regional Skills Alliances” in three large regional areas of the state—the greater Sacramento area (into northern California), the East Bay Area and counties surrounding San Francisco, and the greater Los Angeles area. In these three large regional areas of the state, representatives of the same state leadership team will work with business and labor representatives to match employers needing skilled labor with workers willing to learn and work in a structured employment-based training program—in three occupational areas targeted for growth: health care, advanced manufacturing, and energy/utilities.

In these, and other forums for collaboration, the DAS is eager to share with our state agency partners—especially those engaged in workforce development—the benefits of formal, registered apprenticeship and the unlimited opportunities that exist for California’s employers, workers and our state.

EMPOWERING A NEW GENERATION OF WORKERS & MENTORS



Scott Gordon, CAC 2012 Chair

Standing Committee & Chair

CAC Standards, Rules, Regulations
& Operating Procedures
Pat McGinn

Equal Opportunity in Apprenticeship
Anne Quick

Legislation
Yvonne De La Pena

Related & Supplemental Instruction
Julia Dozier

Forums
Aram Hodess

Occupational Safety & Health
Richard Harris

Public Relations & Publicity
Paul Von Berg

CAC-CCA Liaison
Jack Buckhorn

In this brief message I would like to share the standing committee assignments and pressing issues under public comment, such as program accountability, job compliance and equal opportunity. Thank you to the Public Relations Committee and its working group for giving me the opportunity to discuss these important issues through this newsletter.

Aram Hodess, former chair of the CAC Standards, Rules, Regulations and Operating Procedures Committee, is now chair of our Forum Committee. Tapping his leadership skills, I have asked him to forward any items from the public forum to the appropriate committees as action items.

With the implementation of Senate Bill 56 (SB56) and concerns that funding for our compliance task force has gone to other areas or state departments, I have asked Yvonne De La Pena, Chair of the Legislation Committee, to work on these matters with Pat McGinn, chair of the CAC Standards, Rules, Regulations and Operating Procedures. All standing committee chairs are listed at left.

Diane Ravnik, Chief of the Division of Apprenticeship Standards (DAS), organized a panel to discuss Senate Bill 56 (SB56). Cesar Diaz, Legislative Director of the State Building and Construction Trades Council of California, and Peggy Collins, representing Senator Ellen Corbett, author of SB56, highlighted new program accountability requirements for audits, reporting of records, digital reporting and

annual self-assessments. In relation to jobsite compliance, as contractors are awarded contracts, awarding agencies will be required to submit a PWC 100 form (Extract of Public Works Contract Award) indicating which body will be providing labor compliance—the Division of Apprenticeship Standards, a private firm, or a specific bond measure may be in place.

In regard to equal opportunities, each member of the apprenticeship community has a vital role:

- **Apprenticeship preparation programs** need to prepare applicants to meet apprenticeship program requirements.
- **Program sponsors** need to have fair and equal standard operating procedures for applicant entry and the maintenance of applicant pools.
- **Contractor associations** need to identify role models that can address our community, challenge contractors to work according to the Shelly Maloney Apprentice Labor Standards Act, and give new generations the same opportunities that were made available to them.
- **Contractors** need to request apprentices, which in turn will create jobs for our veterans, minorities, women, and those who are not able to afford a higher education.

If we all commit to these goals we will see positive results sooner than later. Let us empower this population to be productive wage earners and tomorrow's mentors!

APPRENTICESHIP HALL OF FAME MARKS 31ST ANNIVERSARY

At this April 2012 California Conference on Apprenticeship we proudly mark the 31st anniversary of the establishment of the Apprenticeship Hall of Fame, created by the California Apprenticeship Council April 23, 1981, to recognize those who have made significant contributions to apprenticeship in California.

Then Governor Jerry Brown marked the first Apprenticeship Hall of Fame by declaring the month of October “State Apprenticeship Month,” commending the California Apprenticeship Council and the DAS for seeking “to anticipate and meet this country’s ever-increasing need for a highly-skilled work force.”

In words as true today as in 1981, Governor Brown noted that the skills acquired in apprenticeship increase the employment opportunities of individual workers while providing the nation with a work force capable of meeting the challenges presented by growing scientific and technological knowledge.

The first two inductees to the Apprenticeship Hall of Fame were important to apprenticeship’s history: Samuel Gompers, the first President of the American Federation of Labor (AFL), and Archie Mooney, the first Chief of California’s Division of Apprenticeship Standards.

Throughout his career, Samuel Gompers was a staunch supporter of craft training through apprenticeship. Gompers, who helped build the foundation of the modern American labor movement, was indentured as a cigar maker apprentice at age 14. He later became the first registered member

of the Cigar Makers International Union and worked his way up through union ranks. In 1886, Gompers led the national organization of cigar makers to form the American Federation of Labor. He served as the first president of the AFL for 37 years until his death in 1924.

Archie Mooney, long recognized as the father of California’s apprenticeship system, began his craft training as a mill cabinet apprentice. Mooney pursued a career in the labor movement as a union official, organizer and lobbyist. In 1934 he was selected by then Governor Merriam to establish a system of formal apprenticeship training in California. As a member of the original California Committee on Apprenticeship Training, Mooney conducted a study of apprenticeship programs in foreign countries and, based on this study, established training standards for 65 crafts. He later served as the first Chief of the Division of Apprenticeship Standards.

Other notable recipients of the Apprenticeship Hall of Fame awards include California State Senators Jack Shelley and Thomas Maloney, authors of California’s apprenticeship law, the *Shelley Maloney Act of 1939*, as well as numerous members of the California Council on Apprenticeship, former Chiefs of the Division, apprenticeship program Coordinators and instructors.

On the following pages we are honored to celebrate the induction into the Hall of Fame of two remarkable Californians whose service to the apprenticeship community is legendary: Henry P. Nunn, III, and Jack Ventimiglia.



Samuel Gompers

Governor Brown noted that the skills acquired in apprenticeship increase employment opportunities of individual workers while providing the nation with a work force capable of meeting the challenges presented by growing scientific and technological knowledge.



Archie Mooney

HENRY P. NUNN III: LAW, APPRENTICESHIP & LEADERSHIP



*Henry P. Nunn III
Former DAS Chief and
Apprentice Coordinator and
Apprenticeship Hall of Fame
Member*

In July 1999 Governor Gray Davis appointed him Chief of the Division of Apprenticeship Standards; during his tenure the apprentice population grew from 60,000 to over 70,000.

Henry P. Nunn III has been an exemplary member of the apprenticeship community for 26 years; his commitment to the field during that time has left a lasting impression on all of us.

Henry attended Utah State University on a football scholarship where he played intercollegiate football for a nationally-ranked team alongside Bill Munson, Lionel Aldridge, Jim Turner, Altie Taylor and Merlin Olsen, all of whom went pro. While there he majored in economics and minored in accounting.

in 1965, he attended the University of the Americas in Mexico as part of an exchange program. He was scouted by pro teams but decided to pursue his law career, graduating in 1970 from Howard University School of Law with a Juris Doctorate Degree. After law school, he worked as a staff attorney for the Legal Aid Society helping needy individuals unable to afford legal representation. In 1972 he moved to Berkeley Neighborhood Legal Services where he was in charge of the Landlord Tenant division.

He went to work in 1973 for the Bay Area Construction Opportunity Program where he worked with contractors to place hundreds of minority and women workers in the skilled construction trades.

In 1982 he became the Director of Apprenticeship Training for the Northern California Painters and Tapers Joint Apprenticeship Committee. During his 17 years there he developed new curriculum

for painters and tapers, changed the school's format from night to daytime training and increased the 10 Bay Area counties to 38 counties.

His outstanding record of service to the apprenticeship community has included: Chairperson of the Sacramento Valley Coordinators Association, 1984-85; two terms as Chairperson of the California Apprenticeship Coordinators Association, 1992-96; Federal Committee on Apprenticeship during the Clinton Administration, 1994-99; Chairperson of the California Committee on Apprenticeship, 1995-96; Chairperson of State Superintendent of Public Instruction Bill Honig's Ethnic Advisory Council 1998-92.

In July 1999 Governor Gray Davis appointed him Chief of the Division of Apprenticeship Standards; during his tenure the apprentice population grew from 60,000 to over 70,000. While Chief, he expanded the Public Works Department to enable staff to enforce violations of the law that had not been addressed in prior administrations, and implemented the Electrical Certification Program for the State of California.

In 2004 Henry became coordinator for apprentice carpenters and millwrights in San Francisco and San Mateo Counties, and served as Chairperson for the Bay Area Coordinators from 2005-2009.

After his long career of service to our community, Henry retired in 2009 to spend more time with his wife D'Arcy and his 3 Daughters Erin, Heather and Megan.

CAC Apprenticeship Hall of Fame

JACK VENTIMIGLIA: THE END OF AN ERA

The Loyd E. Williams Pipe Trades Training Center reached the end of an era recently when Jack Ventimiglia passed away just weeks after the announcement of his induction into the CAC's Apprenticeship Hall of Fame. We at the training center are deeply saddened; Jack taught here for 52 years and his plaque resides on the Training Center's Wall of Fame.

For over five decades apprentices, hungry to learn from a real master, eagerly filled the seats of his classroom each semester and Jack never disappointed. His combination of tough love, industry knowledge and meticulous preparation always resulted in a top notch learning experience for his students. The evaluations we received at the end of Jack's class always sounded like this: "He is the best teacher I have had"... "I learned more in this class than any other"... "Jack kicks a**!"... "The most real teacher I've had so far"... "He's an a** but he's thorough and I loved him"... "Mr. Ventimiglia is the man, the greatest instructor ever, knows his subject and knows how to handle the class"... "Toda la experiencia en esta clase esta bien. Aprendido mucho con el maestro." (All the experience in this class was good! I've learned a lot from the instructor.)

That last comment illustrates another quality Jack displayed: team player. When faced with teaching a class of residential plumbers in which 50 percent of the students spoke limited English, he adapted and got it done.

If there were an Olympic event for

chewing out apprentices, Jack would have won the gold medal every four years, but the apprentices didn't seem to mind. Apprentices have complained about abusive instructors, but never Jack's students. The reason was obvious: the apprentices would put up with just about anything from him because they knew he cared deeply about them and his concern was genuine—and they loved him for it, and said so on the evaluations. His approach was fatherly and the respect he received was like that due a patriarch.

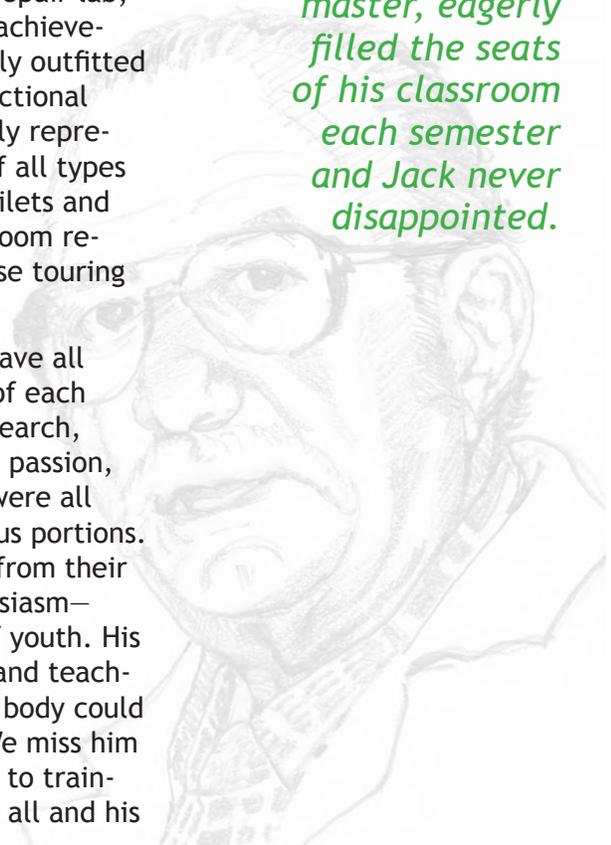
Jack gave his students the gift of his knowledge, experience and work ethic, presiding over their education as each entered the realm of his fixture and repair lab, another of Jack's major achievements. He single-handedly outfitted his classroom with instructional displays that painstakingly represented exploded views of all types of faucets and valves, toilets and water heaters. His classroom remains a highlight for those touring our facility.

Year in and year out he gave all he could to the training of each apprenticeship class. Research, preparation, supervision, passion, concern and dedication were all given freely and in copious portions. And in return Jack drew from their well of energy and enthusiasm—they were his fountain of youth. His commitment to training and teaching never waned, but his body could no longer support him. We miss him already. His commitment to training is an inspiration to us all and his memory will never fade.



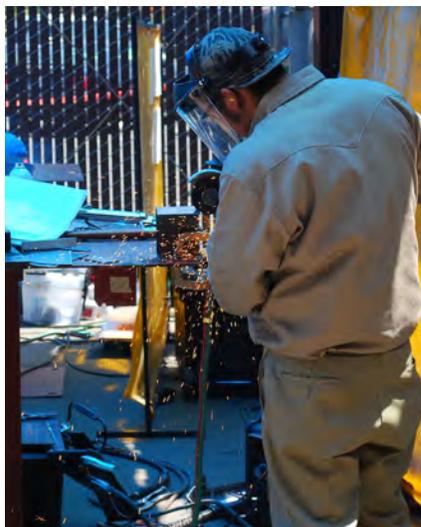
Jack Ventimiglia, Pipe Trades Training Center Instructor and Apprenticeship Hall of Fame Member

For over five decades apprentices, hungry to learn from a real master, eagerly filled the seats of his classroom each semester and Jack never disappointed.



WHAT'S NEW AT THE CALIFORNIA DEPARTMENT OF EDUCATION THIS SPRING?

By John Dunn



Career technical education students framing, left, and welding at the SkillsUSA California State Conference.

Here is a sampling of the many things happening at the CDE:

SkillsUSA CA State Conference

The SkillsUSA California State Conference took place recently at the Town & Country Resort in San Diego. SkillsUSA is like FFA, but instead of agriculture, it is the Career Technical Student Organization (CTSO) that supports Building Trades, Culinary, Engineering, Manufacturing, Transportation and other similar industry sectors. High school and community college students nationwide take part in leadership training as well as competitive events held at the regional, state, national and also international levels. And without the support of employers, apprenticeship programs and others, these students would not have the opportunity to learn important leadership skills and showcase their knowledge in the competitions. Thank you to all of you in the apprenticeship community (like the San Diego Ironworkers Local 229 and others) that support SkillsUSA. If you would like to become involved, contact me at jdunn@cde.ca.gov for more information or visit the website, www.skillsusaca.org.

Time to Revise CTE Industry Sector Standards

Over 10 years ago the CDE put together CTE Standards for each of the 15 Industry Sectors in California, including the Building & Construction Trades, Engineering, Transportation, etc. Many of these sectors have students who continue on to apprenticeship programs after graduating from high school. Because so many new concepts (Green Construction?) have come along in that time, the CDE is now working to revise the standards to more closely match what is occurring in the real world. These standards are designed to help high school CTE teachers create their curriculum and course pathways (a three year series of classes that lead to a certification or further employment). CDE has enlisted the help of industry experts, teachers and others in the revision process; in the next few months you will have the opportunity to comment on the changes during the public comment period.

NCCER Instructor Training for CTE Teachers

As many of you know, quality CTE programs prepare students for careers following graduation, and one requirement schools must strive for is providing an industry standard certification for CTE students. For example, a student who passes American Welding Society certifications is able to show prospective employers and apprenticeship programs that they have achieved a certain level of competence or expertise. Perkins funding from the Federal government, used by high schools nationwide, strongly encourages schools to focus on industry standard certifications. Over the past 2 years, we have received an increasing number of inquiries about NCCER curriculum and certifications. Because of that interest and using Perkins funding, the CDE is now providing NCCER Craft Certified Instructor training to K12 CTE teachers, so they may then administer the written and hands-on skills testing for their students. Many of these K12 teachers are also asking about partnering with local apprenticeship programs looking for the best and brightest students from the local ROP or high school program. Over the next year, the CDE hopes to help facilitate those connections and partnerships to allow apprenticeship programs to more easily find qualified applicants locally.



John Dunn, Educational Programs Consultant, California Department of Education. Email him at jdunn@cde.ca.gov.

WORKING WITH PARTNERS TO BUILD A SKILLED WORKFORCE

Van Ton-Quinlivan was appointed Vice Chancellor of Workforce and Economic Development by Governor Brown in 2011. Within the California Community Colleges Chancellor's Office, Vice Chancellor Ton-Quinlivan oversees the administration of funds that bridge the skills and jobs mismatch and prepare California's workforce for 21st century careers. The Division collaborates with employers, organized labor, local communities, and their community colleges through programming to close the skills gap and foster successful student completion.

Developing a skilled workforce to meet the needs of employers requires multiple stakeholders working together around a single vision to improve jobs and the economy in California. Organized labor has been a long-standing partner to the community colleges in our mission to deliver career technical education. Over 25,000 apprentices are educated each year through programming supported by community colleges.

Our recent collaboration in the Central Valley is yet another effort to deepen ties so that labor and education can deliver the requisite skilled workforce to contribute to jobs and the economy.

The High-Speed Rail program in the Central Valley brought labor and education in partnership to create a comprehensive workforce development plan so that as jobs are created, our local communities are well positioned to access them. Anne McMonigle, Project Coordinator of the California Federation of Labor, organized a full-day workshop earlier this year to bring together over 60 participants in order to grow relationships.

"I hope to continue collaborating as this project moves forward and in the future on other potential projects in a variety of sectors," says McMonigle. Many of the same

Central Valley community college faculty and deans attended the subsequent March conference of the California Federation AFL-CIO.

The efforts of the California High-Speed Rail Training & Education Coalition (CHSR-TEC) are intended to deliver benefits that directly and indirectly correlate to improving jobs and the economic outlook in the region including:

- Identifying skills needed within the high-speed rail industry;
- Job stimulation;
- Instructing and educating in the building of systems that reduce pollution and greenhouse gasses;
- Creating education capacity around high speed rail to improve our schools; and
- Directly teaching, training and educating those that will launch the nation's fastest high speed rail system.

While strategies around economic development are the purview of each region, community colleges are committed to working with partners to plan for regional workforce needs, and to supporting veterans, local, and underserved members of our community to better access jobs through building skillsets that are in demand by employers.



Van Ton-Quinlivan, California Community Colleges Vice Chancellor of Workforce & Economic Development

Our recent collaboration in the Central Valley is yet another effort to deepen ties so that labor and education can deliver the requisite skilled workforce to contribute to jobs and the economy.

FROM MARINE TO APPRENTICE TO BUSINESS OWNER

When Brian Alston's contract with the Marines was up, he knew what he wanted next for his career. Returning to his long-held desire to be an electrician, he became an indentured apprentice for Bergelectric Corporation, and chose the Western Electrical Contractors Association, Inc.'s (WECA's) Commercial Electrician Apprenticeship program for its convenient "two weeks, twice a year" classroom format.

Brian was a successful apprentice, passing the entry exams "with flying colors" and completing the five year program at WECA's San Diego Training Facility while continually employed with Bergelectric. Of WECA's electrician apprentice coursework, he says he most enjoyed the hands-on labs, particularly being able to "experiment with different ways that may or may not work, being able to ask why it didn't work. I



Brian Alston at WECA Commercial Electrician Apprenticeship Graduation, Class of 2011.

think that taught me more than learning from the book."

Brian's inquisitive nature and eagerness for experience also led him to participate in related volunteer projects. He joined WECA students and instructors on a project to rebuild the electrical service in the main structure at the San Diego Boy Scouts' camp known as the Mataguay Scout Ranch, which had previously been damaged by wildfire. "I love helping people," he explains. "I am always looking for opportunities to help others even if it costs me a little time, money or sweat."

Brian thrived at Bergelectric, and says that the company serves to this day as his model for how an electrical company should be run. "They taught me so much I wouldn't be able to tell you it all with one page," he says. The best way to run an electrical company is of particular interest to Brian. Since graduating from WECA's Commercial Electrician Apprenticeship program, Class of '11, he has acquired his C-10 Contractor's License and started his own company, "My Electrician Inc."

Brian's new company is doing well and he has plans for its future growth, applying the same drive, inquisitiveness, and problem-solving ethos to his new endeavor that he evidenced as an apprentice electrician. "WECA taught me a very valuable lesson in addition



Recent WECA Commercial Electrician Apprenticeship graduate Brian Alston, now a licensed contractor himself, finishes driving a ground rod on the Mataguay Scout Ranch volunteer project.

to the curriculum," he explains. "Concentrate more upon how and where to find the answer rather than the answer itself. How and where to find the answers are always consistent but the answers themselves change constantly. That has applied to my progress and made it so obtainable."

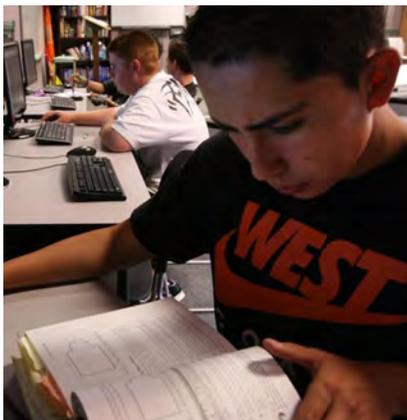
As he works to grow his own company, Brian plans to always keep in mind the philosophy he learned as an apprentice: "I plan to stay motivated, keep asking questions, keep on making progress, and keep on seeking wisdom from those who have already been through this experience," he says.

HIGHEST TEST SCORE JUMP OF ALL CALIFORNIA CHARTER SCHOOLS

The North County Trade Tech High School is now in its fourth year as a charter high school. The school, located in Vista in North San Diego County, was designed in partnership with construction industry members. Students work regularly with professionals who co-teach in the classroom or provide internships in the construction community.

Students at Trade Tech no longer need to choose between “college prep” and “career prep.” Trade Tech offers real-world preparation for college and 21st century careers, with a focus on high-skill, high-wage professions in the building and construction industry, including engineering, architecture and green building technologies.

A school’s API (Academic Performance Index) shows how much a school improves from year to year; the API is a number that ranges from 200 to 1,000, calculated from the results for each school’s students on statewide tests. The state has set 800 as the API target for all schools in California by 2014.



Trade Tech HS Instructor Eric Miller is responsible for curriculum development and instruction for Green Building, Sustainability and Integrated Design.

Last year’s spring test results are in—Trade Tech jumped 159 API points—the highest jump in all of California’s Charter Schools.

We all know that learning is more interesting when you have an application for academic theory, like construction. Trade Tech’s incredible test increase is direct evidence that relevance can be a very powerful influence on teaching and learning.

Traditional high schools have been eliminating career/technical classes in exchange for more

Last year’s spring test results are in: Trade Tech jumped 159 API points—the highest jump in all of California’s Charter Schools.

two-dimensional “book” classes. Public educators need to pay close attention to the great learning outcomes that are being produced by programs that integrate academic and career/technical standards.

Apprentice Statistics For the quarter ending March 31, 2012

Number of active apprentices	53,376
Number of new registrations and reinstatements	3165
Number of active women apprentices.....	3,598
Percent of active apprentices represented by women	6.7%
Percent of active apprentices represented by minorities	50.3%

'Acoustic Installer 'Activity Director 'Aerospace Engineer 'Aerospace Engineering & Operations Technician 'Air Balance and Testing Tech 'Air Balance and 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
 'Stonemason 'Bricklayer (Construction
 Service Engineer 'Bus Mechanic 'C N C
 Patrol 'California Highway Patrol Office
 'Carpet, Linoleum & Resilient Floor L
 Technician 'Cement Mason 'Chainma
 Builder 'Communication & Instrumen
 Technician (GC) 'Computer-Controlle
 Equipment Operator 'Construction Gr
 'Control Technician 'Correctional Co
 'Culinarian 'Decking, Siding and Metal
 'Dredge Operator 'Drywall Finisher 'D
 'Electrical Lineman (Electronic Prod
 Construction) 'Electrical Utility Linem
 'Electrician (Inside Wireman) 'Electric
 'Electrician Construction 'Electrician
 'Electromechanical Technician 'Elect
 Engineer Technician 'Electronics Tech
 Mechanic 'Equipment Operator 'Excav
 and Ranchers 'Fastener Technician 'F
 Captain, Correctional Institution 'Fire
 'Fire Inspector 'Fire Marshal 'Fire Me
 Electronic Security Technician 'Firebr
 Technician 'Gas Technician (General C
 Material Specialist 'Hazardous Materie
 'Heating, Ventilation, Air Conditionin
 Repairer 'Heavy Duty Repairer and Pa
 Mechanic 'Hydroelectric Plant Opera
 Maintenance Carpenter 'Industrial Mai
 Maintenance Sheetmetal Worker 'Indu
 (Electrical Instrument Repair) 'Instru
 Transportation Systems Installer 'Iro
 'Landscape & Irrigation Fitter 'Landscape and Irrigation Fitter 'Landscape and Irrigation Fitter (Laborer) 'Landscape Gardener 'Licensed Vocational Nurse 'Licensed
 Vocational Nurse - Geriatrics 'Line Erector 'Line Mechanic 'Lineman 'Lineman (GC) 'Lineman (LRV) 'Lineman (Wayside) 'Lineman - Transmission 'Lineperson/Cablesplicer
 'Local Transportation Systems Technician 'Locksmith 'Locksmith I 'Machine Repair Maintenance 'Machine Tool Rebuilder 'Machinist 'Machinist (Material Control) 'Machinist
 (Steam Generation) 'Machinist - Welder 'Machinist General 'Machinist, Assembly 'Machinist, General / Precision 'Machinist, Inspector 'Machinist, Machine Repairer
 'Machinist, Metal Former 'Maintenance Machinist 'Maintenance Carpenter 'Maintenance Electrician 'Maintenance Machinist 'Maintenance Mechanic 'Maintenance Mechanic
 (Can Line) (Press Line) (Coater) 'Maintenance Mechanic (Special Products) 'Maintenance Painter 'Maintenance Plumber 'Maintenance Plumber (Service and Repair)
 'Maintenance Repairer Factory 'Maintenance Repairer, Buildings 'Maintenance Technician 'Maintenance, Service and Repair Plumber 'Manager Cemetery 'Manager
 Procurement Services 'Marble Finisher 'Marble Mason/Setter 'Marble Setter 'Marine Electrician 'Martial Arts Instructor 'Mason Finisher 'Master Machinist 'Master Maintenance
 Mechanic 'Measurement & Control Mechanic 'Meat Cutter 'Meat Cutter Retail 'Mechanic Rigger (Steam) 'Mechanical Draftsman 'Mechanical Engineer 'Mechanical Equipment
 Service & Maintenance 'Medical Technical Assistant 'Metal Fabricator, Precision Welder 'Metal Forming Set-Up Technician 'Metal Worker (Maintenance) 'Meter Technician
 'Meter Tester 'Metering System Technician 'Meterman (Electric Meter Repairer) 'Meterperson 'Mill & Cabinet Maker 'Mill Cabinet Maker 'Millwright 'Mobile Concrete Pumps
 Operator 'Mobile Vertical and/or Horizontal Drilling Machine Operator 'Model Makers, Metal and Plastic 'Modular Furniture Installer 'Mold Maker 'Mold Maker-Tool Maker
 'Mold, Die & Metal Surface Finisher 'Neon Sign Electrician 'Non-Icensed Operator (Nuclear Operator) 'Nuclear Power Plant Senior Reactor Operator 'Offset Press Operator
 'Operating and Maintenance Engineer (Stationary Engi
 Maintenance Technician IV (Mechanical) 'Packaging Tech
 and Decorator 'Paramedic 'Parking & Highway Improve
 'Patternmaker Wood 'Pavement Striper 'Photovoltaic In
 Mechanic 'Plant Operator 'Plaster Tender 'Plaster Tend
 Service, Repair & Remodel 'Plumber/Pipefitter 'Pointer
 'Power Lineman 'Power Plant Control Operator 'Power
 'Printer 2 'Protective Signal Installer 'Psychiatric Tec
 'Refrigeration & Air Conditioning Mechanic 'Refrigeratic
 (Residential and Commercial) 'Refrigeration & Air-Conditi
 Fitter 'Refrigeration Fitter & Air-Conditioning Mechanic
 'Refrigeration Unit Mechanic 'Registered Nurse 'Reinfor
 Service Technician 'Residential Wireman 'Residential/L
 Gravel 'Rodman/Chainman 'Roofer 'Roofer & Waterprc
 Erector 'Screw Machine Operator 'Security Officer - H
 'Security Police Officer III 'Senior Electronics Technici
 'Sheet Metal Service Worker 'Sheet Metal Ship Yard Wor
 Worker Residential (Single & Multi-Family) 'Shingler 'Sh
 Systems Installer 'Sound and Communications Systems Installer (Voice-Data-Video) 'Sound Technician 'Special
 '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 Steel Painter 'Substation Electrician
 'Substation Electrician (Utility) 'Surfacer 'System Operator 'System Operator (Hydro) 'Taper 'Telecommunication Installer (VDV) 'Telecommunications Installer
 'Telecommunications Technician 'Television Cable Installer 'Terrazzo Finisher 'Terrazzo Installer 'Terrazzo Layer/Setter 'Terrazzo Worker 'Test Technician 'Test, Adjust &
 Balancing Technician 'Tile Finisher 'Tile Layer 'Tile Setter 'Tool & Die Maker 'Tool Maker 'Tractor Mechanic 'Tractor Technician 'Traffic Control Painter 'Traffic Signal
 Electrician 'Transmission Mechanic 'Transmission Mechanic (Gas Plant Repair) 'Transportation Systems Electrician 'Truck Body Repairer 'Truck Mechanic 'Truck Technician
 (Forklift Or Industrial) 'Truck Trailer Repairer 'TV News Photographer 'Utility Craftsworker, Water Resources 'Utility Pipeline Installer 'Vocational Nurse 'Wastewater
 Treatment Plant Operator 'Water & Sewer Service Worker 'Water System Servicer 'Water Treatment Plant Operator 'Water/Sewer/Service Worker (City) 'Weatherization
 Installer & Technician 'Welder 'Welder (Electrical Maintenance) 'Welder (General Construction) 'Welder (Hydro/Steam) 'Welder / Fitter 'Welder, Combination 'Wildland
 Fire Fighter Specialist 'Wire E.D.M. & Conventional Technician 'Youth Correctional Counselor 'Youth Correctional Officer '

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 comprised 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



California Division of
 Apprenticeship Standards

The 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.

www.dir.ca.gov/das

'Maintenance Technician IV (Electrician) 'Operations &
 e: 'Painter, Decorator Paperhanger 'Painter, Paperhanger
 & Institution) 'Parts Person 'Pastry Cook 'Pattern Maker
 Pipefitter/Steamfitter 'Plant Equipment Operator 'Plant
 'Plumber (Maintenance) 'Plumber Residential 'Plumber,
 e Mechanic (Generation Mechanic) 'Power Line Mechanic
 Machine Tool Mechanic 'Precision Machining Technician
 or Repairman 'Refrigeration & Air Conditioning Fitter
 nance 'Refrigeration & Air Conditioning Service & Repair
 efrigeration and Air Conditioning Mechanic 'Refrigeration
 ration Mechanic 'Refrigeration Mechanics and Installers
 esidential Sheet Metal Worker 'Residential Sheet Metal/
 nue Maintainer II 'Rigger/Crane Operator 'Rock, Sand &
 y Health Technician 'Sausage Maker 'Scaffold & Shoring
 rial 'Security Police Officer I 'Security Police Officer II
 service Technician 'Sheet Metal Experimental Mechanic
 al Worker / Energy Management Technician 'Sheet Metal
 file and Composition Roofer 'Sound and Communications
 Inspector 'Sprinkler Fitter 'Sprinkler Fitter Apprentice