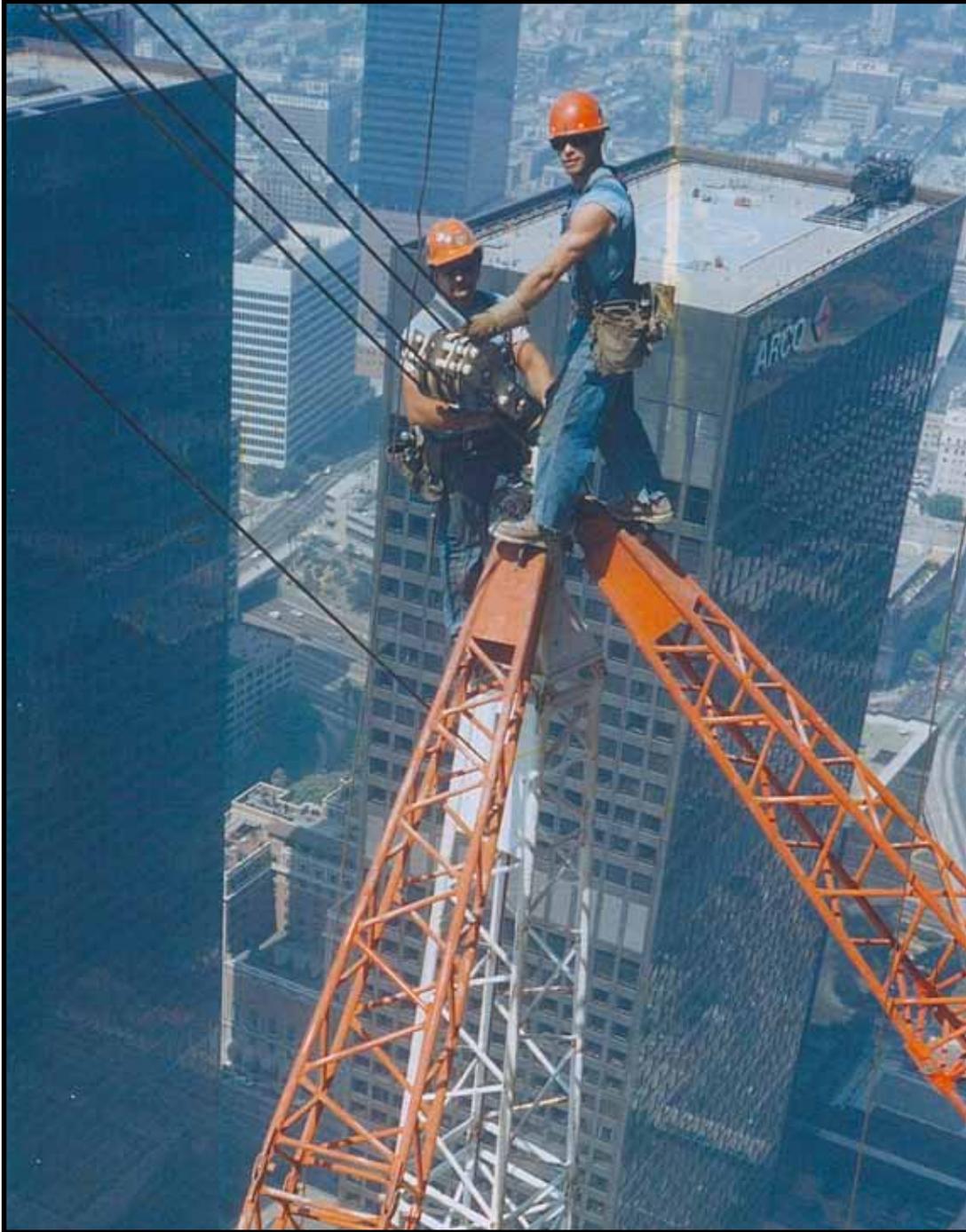


# APPRENTICESHIP

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



**CALIFORNIA APPRENTICESHIP COUNCIL**

*Fourth Quarter 2013*

# PARTNERSHIPS ARE BRIDGES TO EFFICIENT, EFFECTIVE WORKPLACE



Christine Baker, Director,  
Department of Industrial Relations

The Department of Industrial Relations (DIR) is striving to increase and create partnerships in many areas to improve our overall effectiveness. Apprenticeship is a prime example of partnership within the DIR, as it partners the department's Division of Apprenticeship (DAS) with education, industry, and apprenticeship program sponsors, while journeymen partner with apprentices.

A multitude of apprentices have received their education in California through this highly successful program. Many of them then go on to pursue meaningful, lifelong careers in numerous skilled occupations well-suited to the apprenticeship model. The apprenticeship partnership creates a powerful mechanism that is much greater than the sum of its parts. Working alone, none of the partners could as effectively develop the next generation of skilled workers.

So it is with DIR and the other partnerships that we are establishing to develop the most efficient, effective ways of operating in the current business environment. DIR has established partnerships in enforcement to fight the underground economy, improve workplace safety and health, and prevent unnecessary loss within the workers' compensation insurance system. These partnerships include unions, employers, insurers and other agencies.

The Labor Enforcement Task Force (LETF) is a DIR partnership created to fight the underground economy. The LETF is made up of the Labor Commissioner's Office, Cal/OSHA, the Employment Development Department (EDD), the Contractors State License Board (CSLB), the State Compensation Insurance Fund (SCIF), and other state, federal and local agencies. On September 3, 2013, this task force launched a partnership with labor, management, and industry members, both union and non-union, to form the Roofing Compliance Working Group (RCWG). Roofing is an inherently dangerous industry and is even more so in California because so many employers participate in the underground economy. Consequently, many roofers die or are severely injured in accidents that could be avoided, costing the state millions of dollars a year in loss of work and medical costs. To level the playing field for compliant employers and create safer work environments, the RCWG industry partners report lead referrals on jobs currently in progress, allowing partner agencies to begin investigations right away. The Labor and Occupational Health Program (LOHP) at the University of California, Berkeley, is also participating by providing sorely needed education in how to protect roofers from falls.

Another partnership the DIR recently created brings together Cal/OSHA; SCIF; the California Department of Public Health, Occupational Health Branch; Small Business California; the California Small Business Association; and LOHP to create a training project for small businesses called "Taking Action for Safety and Health" (TASH). The partners have formed an advisory group and are working on finding the best way to help small businesses create effective health and safety programs, primarily through developing and implementing Injury and Illness Prevention Plans (IIPPs). The partnership is consulting with the National Institute for Occupational Safety and

Health (NIOSH), the federal agency responsible for conducting research and making recommendations regarding the prevention of work-related injury and illness.

In addition, DIR and Cal/OSHA recently began a partnership with the insurance industry to prevent unnecessary loss and create safer working environments. DIR met with representatives of workers' compensation insurance loss control, risk management staff, insurance agents, and brokers to discuss common themes in loss control in California and other jurisdictions. The partners discussed the sharing of information and materials, challenges and best practices, and opportunities for partnering on outreach and education. DIR intends to reconvene subcommittees from the group in the near future to establish possible joint projects to promote injury prevention in policyholders' workplaces. The group is considering the following topics: outreach and education; research and measures for evaluating loss control programs; surveys of loss control activities among California workers' compensation insurers, agents and brokers; protocols for referrals and mutual support; and other partnership potentials.

Working together, labor, management, DIR and industry can make California the best place to work, live and do business. We thank all those who help create these partnership "bridges."

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## THE APPRENTICE – BRIGHT FUTURE AHEAD



Diane Ravnik, DAS Chief

In this issue of the CAC's Apprenticeship Newsletter we focus on "the apprentice." It is what we are all about, and are committed to the success of—whether it is the policy-making members of the California Apprenticeship Council, the DAS Chief and staff, charged to "foster, promote and develop the welfare of the apprentice," (L.C. 3073); our over 1000 individual program sponsors who make the commitment to employ and train the apprentices; or the community colleges and other local educational agencies and their instructors who provide the essential related classroom instruction for all apprentices—each of us, in our respective and interlocking roles—is focused on achieving and celebrating the success of each and every one of our 54,000 apprentices, and those to follow—as we have done in California for nearly 75 years now.

We know that formal state-registered apprenticeship training offers great benefits and tangible "return on investment" (ROI) to the employers who employ and train apprentices—through the ability to customize training to meet each employer's specific

skill requirements—to grow their workforce or simply replace their retiring workers with the next generation of skilled workers; reduce employee turnover, increase retention and achieve a highly-skilled and productive workforce. But the federal Department of Labor (DOL) Office of Apprenticeship has recently issued a report detailing the comparative value to apprentices of their apprenticeship training. And that value is much more than the apprentice's ability to gain immediate employment and achieve nationally-recognized journey-level credentials—without incurring huge student loan debt—in stark contrast to their 4-year college counterparts. The study, "An Effectiveness Assessment and Cost-Benefit Analysis of Registered Apprenticeship" by Mathematica Policy Research, documents the ability to provide lifetime career opportunities to a diverse and inclusive workforce, the attainment of significantly higher wages than non-apprenticeship-trained counterparts and provision of substantial health and welfare and pension benefits.

Apprentices experience the value of registered apprenticeship from day one, which usually starts with basic safety instruction to keep them safe and productive throughout their careers. Their lifetime earnings are significantly higher than others in their chosen occupations who have not gone through a formal, state-registered apprenticeship program. Over the course of their careers, the report estimated the average earnings gain associated with

completing a registered apprenticeship program to be \$240,037. When benefits are added in, those completing registered apprenticeship programs gained an average of \$301,533 more in lifetime compensation than their non-apprenticeship graduate counterparts.

The social benefits (of added productivity of apprentice-trained workers, combined with their reduced use of government programs such as unemployment insurance, welfare and food stamps) are also addressed in the study, which concluded that registered apprenticeship had "strong, positive net social benefits," to the state and nation, yielding an average of \$124,057 in "net social benefits" over the course of an apprenticeship graduate's career.

For a view of apprenticeship from the perspective of some of California's current registered apprentices, see the many individual "apprentice testimonials" throughout this issue of APPRENTICESHIP (and as a regular feature, in most other editions.)



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](http://www.dir.ca.gov/das)

## Letter from the CAC Chair

# THERE IS NO SUCH THING AS A FREE LUNCH



Paul Von Berg, CAC 2013 Chair

**O**ur theme this quarter is to showcase individual apprentices and their stories of how and why they became apprentices.

There is no such thing as a free lunch; anything worthwhile in life requires effort and fortitude. Whether you are driving a truck or you are a pilot flying a super-secret military jet, you have to get your training somewhere.

I spent many years mentoring engineering students part-time on a major Southern California campus. I was an employer who went to colleges looking to hire the best engineering graduates we could find.

While I was successful in hiring good graduates, I often wondered about the students who did not graduate—the students who were not hired. Did they receive any career counseling in high school regarding alternatives to college? Maybe they should have at least considered an apprenticeship trade. Did they even know that apprenticeship training was available for all types of trades that provide a good living wage and a career to be proud of?

An apprenticeship allows the trainee to earn a salary while learning their trade; they get unique classroom instruction and on-the-job training. And they get paid for learning. How great an incentive is that!

My career background has been in construction. For the apprentice in the construction trades life can be difficult at first, and to a new person just starting out the industry itself can be intimidating. The work is usually big and it can often be dirty. Construction work for the most part is outdoors where you deal with the elements every day. It may be cloudy and cool or it maybe

*An apprenticeship allows the trainee to earn a salary while learning their trade; they get unique classroom instruction and on-the-job training. And they get paid for learning. How great an incentive is that!*

windy, sunny and 110 degrees—you have to deal with it. You may be lucky enough to find work near your home or you may drive 50 miles each day just to get to work. But if you work hard and are dependable you can have a great career building everything from homes to tunnels and dams.

Each apprentice has his or her own story. They may have just graduated from high school, they may be in their early 20's with a family, wanting to improve their life, or maybe a veteran just were released from the military and looking to restart civilian life.

I have been fortunate to have had the ability to visit a number of training facilities in a dozen different states, and what has impressed me at each site are the training opportunities that exist for the apprentice. From large earth-moving equipment to precise surveying tools, to welding and pipe-fitting machines, each school is different but all provide great training grounds for the future workers in our country.

Being a college student isn't always easy with reports and tests due all the time. College students don't get paid to go to school, so many take temporary and part-time jobs to make ends meet.

But being an apprentice isn't easy either—in the construction trades it usually means early morning travel to a far-away work site, and working outdoors in all kinds of weather. But at least you are getting paid for your work while you learn, and can look forward to a great career.

So as you read this edition of the *Apprenticeship* newsletter, I hope you enjoy the stories our apprentices tell; their enthusiasm and optimism are inspiring. These young people represent our hopes for the skilled work force of the future in California.



To learn more about the California Apprenticeship Council, please visit [www.dir.ca.gov/cac/cac.html](http://www.dir.ca.gov/cac/cac.html)

## A Word from the Apprentices



“ I used to work in an office as a customer service representative. I wanted a career change and started attending classes at a community college in construction. My instructor told me about the Carpenters Apprenticeship so I applied, joining May 19, 2012. After I completed the pre-apprenticeship in 2012 I got a job building concrete forms. I am learning so much more in the apprenticeship compared to the community college because of the hands-on experience I receive at the training center. Between the wages, benefits, and satisfaction of my work, I know I have found a career that I love.

*Eric Liang, 3rd period Apprentice Carpenter, Pre-Apprentice Graduate*



“ I wanted to work with computers but I wasn't good with programming so my school counselor recommended the physical side of computer technology; she told me to look into the Sound & Communication Apprenticeship Program. It was a big change for me but I have really learned to enjoy the program. I am learning much more and much faster than I had previously expected. There were three things I was looking for in a career—first, I wanted a job which forced me to get some exercise; second, the job needed to pay well; and third, I wanted to learn a skill I could use anywhere in the world at any time. This field had all three. I really like the professional level of training we receive every few months for a week at a time. I learn

a lot, but because it is only one week at a time, I don't feel overburdened. I never feel stuck in one area, since each day I could be working in a totally different place doing something completely different. That keeps me on my toes and helps to break up the monotony of the 40-hour work week. I have never retained so much information as I have being taught by the Sound & Communication Apprenticeship Program Instructors. Their knowledge base is far beyond what I expected, and the instructors' attitudes and personalities actually make classes enjoyable. Also, it is very nice to learn on the job and get paid for it at the same time. It's nice to be part of a professional organization, as opposed to just a small job in a dead end town. It gives me more drive to work hard because I feel more is expected of me. I would definitely recommend this to a friend—and I have to almost all my friends.

*Chris Conran, 1st Year Apprentice, Local 302*



“ A coworker at my previous employer informed me of the Sound & Communication Apprenticeship Program. I decided to apply because some of my coworkers had done so, and since I had work experience in sound & communication I wanted to join them. Overall I am very content with my decision. The education I have been receiving has been top-shelf; the lessons are very informative and well put-together. I enjoy the on-the-job training as well. Presently I am blessed with a wonderful and knowledgeable foreman who is willing to train me. This is my first union job, and I am learning more and more. I am proud of the choice I made to join the IBEW and the Sound & Communication Apprenticeship Program, and I would certainly

encourage a friend to join.

*Steven Hale, 1st Year Apprentice, Local 595*

JOINING FORCES TO SUPPORT & EXPAND APPRENTICESHIP OPPORTUNITIES

Once again the budget process has brought changes to the world of apprenticeship in California, and with those changes comes an opportunity to strengthen the connection between Local Education Agencies (LEAs), the community colleges, the Division of Apprenticeship Standards and apprenticeship program sponsors.

While most of the early focus in July was on the transfer of Related and Supplemental Instruction (RSI) funds from the California Department of Education to the California Community Colleges Chancellor's Office (CCCCO), perhaps more significant was the trailer bill language seen here:

*By March 15, 2014, the Chancellor of the California Community Colleges and the Division of Apprenticeship Standards of the Department of Industrial Relations, with equal participation by local educational agencies and community college apprenticeship administrators, shall develop common administrative practices and treatment of costs and services, as well as other policies related to apprenticeship programs.*

This directive provides us with the opportunity to work with community colleges and LEAs, the CCCCCO, DAS as well as program sponsors to determine what issues are currently impacting RSI funding, identify best practices in all areas and provide support to the apprenticeship community. We now have a working group comprised of representatives of those constituencies whose mission is to prepare a draft document for discussion at the California Apprenticeship Council (CAC) meeting and other public forums throughout November to receive input.

*Once again the budget process has brought changes to the world of apprenticeship in California*

To ensure that this effort focuses on the priority issues, given the short time frame to accomplish this task, the following were determined by the working group to be the main objectives for developing "common administrative practices and treatment of costs ..." per the Education Code:

- Ensure proper oversight of California tax dollars being used for Related and Supplemental Instruction.



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

- Agreement that apprenticeship as a training model should be more readily available to current and future workers in California.
- Creation of a document that will set guidelines to enable the apprenticeship training model to grow and thrive in California, regardless of craft or LEA affiliation.
- Provide equitable funding opportunities for current and emerging crafts in all industry sectors, in order to expand apprenticeship as a training model while supporting existing programs.

The process began in late July and is progressing smoothly. While the focus will remain on the legislated directive, we will also collect input that will provide additional guidance for the future based on the public comments and feedback received over the next several months.

If you have any questions regarding the process, contact John Dunn at [jdunn@cccco.edu](mailto:jdunn@cccco.edu) or 916-445-8026.

*Apprentice Statistics* For the quarter ending September 30, 2013

Number of active apprentices .....	55,679
Number of new registrations and reinstatements .....	4,401
Number of active women apprentices .....	3,309
Percent of active apprentices represented by women .....	5.9%
Percent of active apprentices represented by minorities .....	51%
Number of active veteran apprentices .....	3,705
Number of veterans registered in 2013.....	685
Number of those veterans who have completed apprenticeships.....	299

## Stanford & SEIU Higher Education Workers Forge Joint Effort

# APPRENTICESHIP PROGRAM DRAWS FROM STANFORD'S VISION

On-the-job training over a four-year period, being mentored by the best and brightest, an experience that prepares you for a long-term career opportunity. Sound like getting a degree at Stanford? It's actually a new Apprenticeship Program for staff, a joint effort between Stanford and the SEIU Higher Education Workers (HEW) Local 2007. The program started in August 2012, and the desired outcomes echo Leland and Jane Stanford's decree that their University would prepare its students for "direct usefulness" in life.

### About the Program

Planning for an Apprenticeship Program began in 2009, with a contract agreement between Stanford and the SEIU HEW Local 2007. University Human Resources' Employee & Labor Relations studied requirements and made the decision to pursue state-certification. Lands, Building & Real Estate (LBRE) and Residential & Dining Enterprises (R&DE) leaders sponsored the first four apprentices, and the SEIU HEW Local 2007 made a one-time contribution for the required classroom training.

Over 250 applications were received from internal and external candidates vying to secure a paid, benefits-eligible, full-time apprentice position. The apprentices selected in January 2013, and all feel this is a unique opportunity to learn about—and do—work that will uniquely prepare them for a career like nothing else they've done before.

*It's a win-win for everyone, with highly motivated apprentices willing to learn the entire operation*



*Chris Garcia and Don Ioane are the apprentices in LBRE's High Voltage area.*

### Residential & Dining Enterprises (R&DE): Student Housing

Steve Trinh is an apprentice working in Student Housing, and enjoys the new sense of camaraderie with co-workers. "I didn't feel part of a team at my previous job, but I definitely like it better here. I've also learned things I never dreamed I would, including about architecture and building construction—a real bonus!"

Mark McBirney, Associate Director for Maintenance in R&DE, stated a long-term goal: "This program creates a talent pipeline, so we can train the next generation of employees to take the reins when our highly skilled workers retire."

### Lands, Building and Real Estate (LBRE): HVAC & High Voltage

Three apprentices are in LBRE, including Benjamin Buenrostro in HVAC (Heating Ventilation and Air Conditioning). Benjamin enjoys helping to fix problems, and stated that juggling his work responsibilities with the required evening classes has been tough, but he wouldn't change a thing about participating.

Chris Garcia and Don Ioane are the apprentices in LBRE's High Voltage area. Tasks range from fixing one of the university's 3,400 street lights to repairing an electrical transformer providing a building's energy. Their supervisor, Carlos DeAnda, had wanted experienced journeymen but now sees that having apprentices is advantageous. "The guys are invigorated and excited to teach and mentor; plus, it helps them think objectively to explain how to do key tasks to the apprentices."

### The Future of the Program

Kathy Mertens, HR Programs & Compliance Analyst in Employee & Labor Relations, thinks the collaboration is a model for other universities and their labor unions. "It's a win-win for everyone," she states, "with highly motivated apprentices willing to learn the entire operation and existing employees getting to teach and mentor the next generation of workers. Leland and Jane Stanford would be proud!"



The roar of power tools mixed with shrill giggles might seem like an unlikely combination of construction sounds—unless it’s coming from an all-girls construction camp.

For the last five summers in Southern California, high school-aged young women have been exploring careers in the construction trades at a week-long summer camp. MAGIC, “Mentor A Girl In Construction,” is the venue sponsored by chapters of the National Association of Women In Construction.

Summer 2012 found 104 young ladies from Ventura, San Luis Obispo, Orange County and San Diego joining forces with experts from industry skilled trades to learn basic construction skills in a variety of trades ranging from electrical, carpentry, painting, sheet metal,

surveying, masonry and heavy equipment. These intense summer camps cast a glance at what the construction industry has available for today’s women and the many career paths available.

MAGIC is construction teamwork at its best. Structures constructed or renovated during the camps are minute in comparison to projects built by our industry, yet they encompass the true spirit of the construction industry. It starts with a business (NAWIC) finding investors (area construction companies and skilled trades) to form a joint venture. The tools brought to the table are the industry trade people and contractors to teach, financial sponsors to cover the costs, businesses to donate materials and volunteers to provide the labor to supervise, mentor and assist in the projects. Of course, most important are the workers—the young women!

Although simple in words and structure, the completed small projects speak volumes in teamwork, cooperation, generosity and legacy—in industry collaboration at its best.

A typical day at camp for a first year student includes a tailgate safety talk, training in the tools of that day’s trade, and hands-on completion of a take-home project. The girls have learned how to change out toilets, make solar lamps and ovens, lay block, lay tile, construct sheet metal tool boxes and bird houses, install eye wash stations, build small tables, paint structures, lay flooring, wire lamps, construct block benches, survey, operate construction equipment and much, much more.

At the San Diego camp, girls expand on the skills learned their first year by returning for a second or third year to build actual structures that are donated back to the school. A solar greenhouse, an athletic field snack shack, and storage sheds are among the projects successfully completed. These structures are a constant source of pride for the students involved!

The goal of MAGIC Camp is to facilitate the development of self-confidence and self-esteem while creating a fun environment to discover job skills and to encourage a career choice in which they can make a decent living.



## Spotlight on Vasko Electric

### APPRENTICE DEREK BENSON: GREEN ENERGY PROJECTS IN THE ELECTRICAL INDUSTRY

Current trends in the electrical industry indicate strong movements toward the implementation of green technologies in the field. Energy efficiency for future generations is of utmost importance to contractors like Jay Taylor at Vasko Electric, one company that is leading the way with their green energy projects.

Jay Taylor is field superintendent for Vasko Electric, monitoring the quality of manpower and installation on each project. He is “the eyes and ears” for the management team, foreman, and project manager.

Incorporating green technologies in the electrical field has both immediate and long-term goals. “We are taking steps forward to make a better place for our children and their children,” explains Taylor. “It’s exciting to work with new technologies—green technology continues to develop quickly and each project is different from the last. The entire construction team has to learn a new and more efficient product each time we install a new system,” he continues.

Vasko sees the benefits of implementing green technologies in the electrical field and is involved with multiple large-scale green energy projects. “We recently completed two projects with solar: Cosumnes River College, and the California Highway Patrol in Grass Valley. We are also working on the third digester—it takes anything biodegradable and turns it into natural gas and sends energy back to the utility company’s grid,” explains Taylor. Vasko’s emphasis on green tech-



*Second year WECA Apprentice Derek Benson’s first experience with green energy was installing solar panels and learning how the system works.*

nologies allows their apprentices to receive up-to-date training in the field while working on such projects. Second year WECA Apprentice Derek Benson’s first experience working with green energy involved installing solar panels and learning how the photovoltaic system functions.

Benson enjoys working with green technologies for the same reasons as Taylor. “What I like most about working with green energy is knowing that it’s conserving energy for future generations and that I’m gaining knowledge for future green energy projects,” Benson continues.

Both Taylor and Benson mention the importance of educating and training electricians in green technologies to future success in the field. At WECA, apprentices learn about green energy in the classroom. “While studying at WECA, I’ve learned that when using solar panels the energy produced by the sun can be inverted

from direct current to alternating current,” explains Benson.

Says Taylor, “WECA apprentices are educated in the classroom to better understand green energy so they can apply it on the job.”

Vasko Electric will “continue to work on green energy projects and help promote knowledge to our employees,” Taylor says in closing. “As electricians, we will see more and more green projects. The first step is to get a basic understanding of what green technology is.”

*What I like most about working with green energy is knowing that it’s conserving energy for future generations and that I’m gaining knowledge for future green energy projects*

## MOVING UP THROUGH APPRENTICESHIP

**A**lma Marcial grew up in San Diego, graduated from Mission Bay High School and studied Business Administration at San Diego State University, but quickly



*Alma Marcial, Third-Period Apprentice, Spiniello Construction Company*

realized that finding a job in that field would not be easy. With four children depending on her and her husband, she went to work at a produce warehouse, which helped sustain her family—until

she was laid off. Alma visited the Local Union in her area, and Laborers Local Union 89 referred her to the San Onofre Nuclear Power Plant, which soon sponsored her.

Once she completed the program at San Onofre, the Local Union referred her to the Laborers Apprenticeship Program where she successfully applied and completed the Candidate Physical Agility Test and Mandatory Orientation.

At Alcorn Fence Company, Alma was able to get hands-on experience performing a variety of work such as steel framing, wire stretch and post hole digging. That's when Alma realized the physical

challenges she would face in the construction industry.

But she is grateful that her experiences in the field have been positive; she always receives encouragement and support from her superiors and co-workers. Currently, Alma is a third-period apprentice and is pleased that she has remained busy and employed. Having taken several of her required apprenticeship courses, she most enjoys the OSHA courses and hopes to be a Safety Officer one day. Her most recent employer is Spiniello Construction Company where she hopes to acquire enough knowledge and experience to quickly move up.

“ In January 2006 I was court-ordered to attend AA; little did I know that my life was about to change for the better. At one of the meetings I met a man who worked in carpentry on a steady basis and I asked him how he got his job. He told me to show up at the Granite Myers Rados (GMR) yard each day and ask if they were hiring. So, for two straight weeks I did just that.

In early February 2006 I found myself completing a week-long boot camp at the Laborers Apprenticeship Program. It was me and 24 others—all men. As the only woman in the group I immediately heard comments like “she is not going to make it; she is a woman; she does not belong here.” This made me even more determined to continue.

One by one I saw strong, able men drop out, and there I was in the thick of it all. This was five eight-hour days of grueling, exhausting physical endurance; at the end of this long, never-ending week, only 14 men and I were left. I then had to take a written test on different types of machines and tools for construction, which I passed with a score of 84, and I received 96 percent in my oral interview. At this point I was very proud of myself—out of twenty-four people, there were only five who completed the entire process, and I was one of them. I was ready for work!

My first job was with McCarthy—it was one day of pouring concrete. Then I went to JF Shea at the Fountain Valley Water District and worked from March 8-25, 2006. On March 27, 2006, I began my career with GMR, where Scott Titus mentored me as a Flagger. Within five months I became a Cone Setter and then a Main Line Driver. During this time I was working and attending school. At every opportunity, I went back to school and completed my required training. I started as a first period apprentice and graduated to journeyman status in approximately one year.

A combination of my own determination, my Local Union support, my mentor Scott Titus, and the training I received during my apprenticeship have all contributed to my success. My journey is on the right path now—the path to a successful career.



*Yvonne Miranda, 2007 Graduate, Local 652*



*Carpenters  
Training  
Committee*

## MILLWRIGHTS TRAINING IN NORTHERN CALIFORNIA

**M**illwrights are experts in the installation and maintenance of all types and sizes of industrial equipment, machinery and instrumentation. This highly technical field requires a high degree of precision; millwrights assemble and install pumps, compressors, conveyors, and generators, as well as robotics used in scientific, automotive, food processing, power generation and bulk material handling industries.

There are over 160 millwright apprentices in the 46 counties of Northern California; they must complete 17 week-long classes during four years of training. Apprentices learn a different aspect of the trade during each week of training they attend. Classes are progressive in skill, so the apprentice is constantly challenged learning new techniques, skills, and practices. Millwright classes range from basic tool safety to math, rigging, layout, welding, precision instruments, blueprint reading, monorails, conveyors and turbines (gas and steam).

Proper training in these skills would not be possible without skilled instructors. T. Vincent, (*above left*) known as “T”, has been a millwright for over 26 years, and for the last 10 years she has been

a Millwright Instructor for the Carpenters Training Committee working at our Pleasanton Training Center. T also worked with the Carpenters International Training Center in Las Vegas to develop curriculum for millwrights throughout North America.

T gives credit to her father, also a millwright, for showing her his skills and passing them on to her long before she became a millwright. “I loved hanging out with my dad in the garage as a kid.” T said. “Even though I was a girl, he showed me everything he was doing.” When asked what she loves about being a millwright, she said “I love building things, especially relatively big things. When a millwright finishes a project the result is something productive and touches a lot of lives, although most people do not even know about our trade.”

Which is a good point.

This unknown trade is responsible for assembling high-tech machinery such as refineries that produce fuel; power plants that produce electricity; airport conveyors that get you and your luggage to and from the plane; and the automotive plants where your vehicle was assembled. That’s why it’s so important to keep a steady stream of apprentices learning these skills.

### *Quick Facts About the Millwright Apprenticeship:*

- 4-year program
- 17 one-week classes: apprentices are scheduled to attend one class every three months
- Paid on-the-job training
- We accept applications year-round; applications are available online at [www.ctcnc.org](http://www.ctcnc.org)

John Carter (*above right*) has been a millwright apprentice for just over three years. A millwright friend of John’s encouraged him to join the apprenticeship. With his previous military service, John was able to enter the millwright trade through the “Helmets to Hardhats” program. Since then has worked at Tesla installing a car press, at SunSweet installing conveyors, at PG&E on control valves, and a Milpitas, CA water purification plant. The job challenges are why he loves his craft. “I enjoy the variety of work and the journeymen on the jobs have been very welcoming.” He continues, “Plus the pay and benefits of being a union millwright are a huge bonus.” As far as his training goes, John stated, “Even with all my past experience and on-the-job training, I continue to learn new skills in class. I also enjoy the hands-on training approach offered at the Training Center.”

*By Matt Rowlett, Training Officer,  
Carpenters Training Committee for  
Northern California (CTCNC)*

# Save the Date!

## California Conference on Apprenticeship

Celebrating the 75th Anniversary of the  
Shelley-Maloney Apprentice Labor Standards  
Act of 1939

April 29 - May 1, 2014—San Diego, CA

**Biennial Conference Benefitting  
Apprenticeship in California**

Full 2-Day Conference Fee \$250.00  
Early Registration Starts August 1, 2013  
Location: Hilton San Diego Resort and Spa

**Please share this event with others  
interested in learning more about  
apprenticeship!**

- ◆ Nine Informative Workshops
- ◆ Shelley-Maloney Act Historical Presentation
- ◆ Hall of Fame Honoree Banquet & Entertainment
- ◆ 2 Networking Events (April 29, 2014)
- ◆ Vendor Exhibits



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**California Conference on Apprenticeship Committee  
In Association with the California Apprenticeship Council**