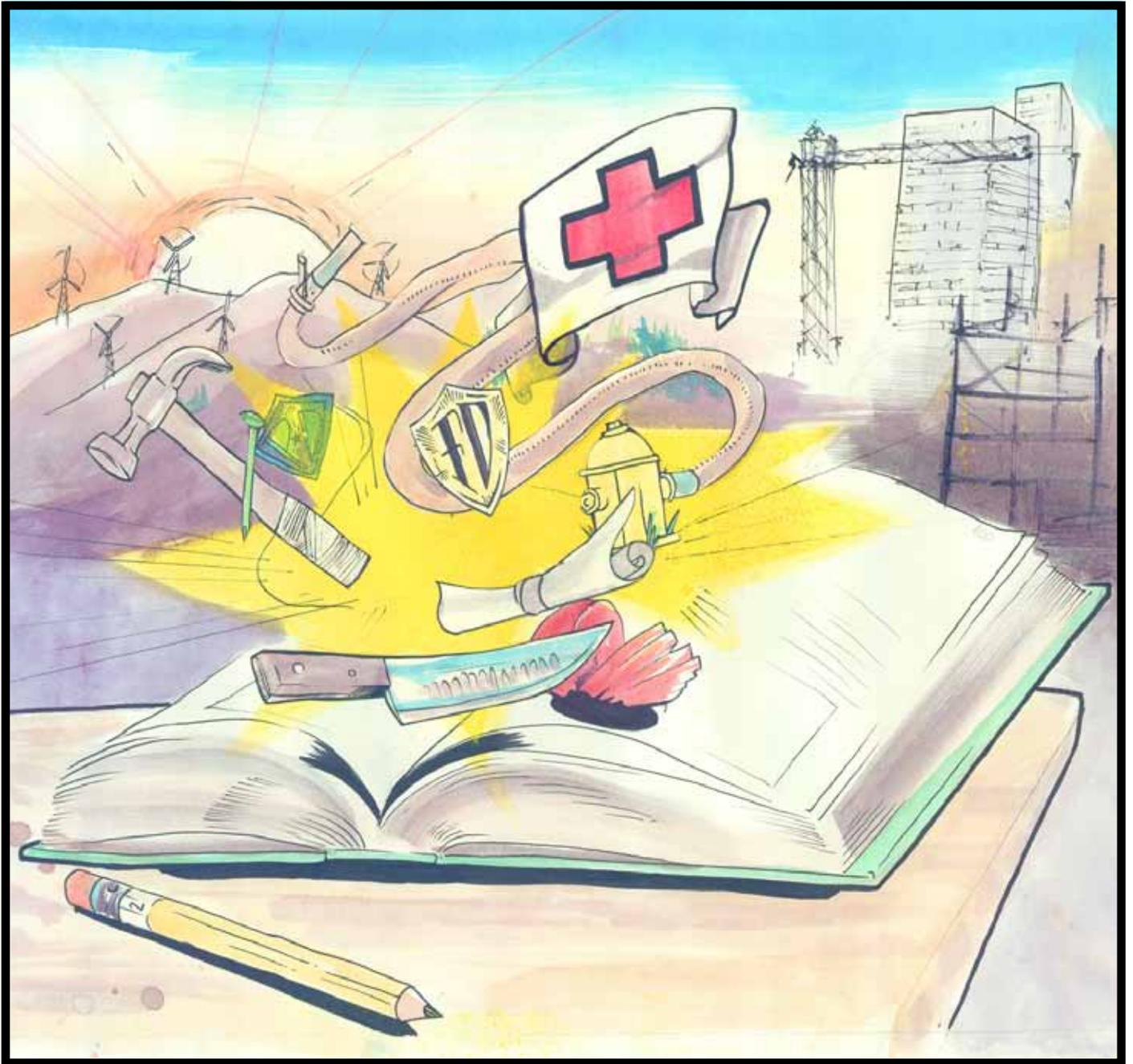


# APPRENTICESHIP

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



**CALIFORNIA APPRENTICESHIP COUNCIL**

*Fourth Quarter 2011*

# NEW HORIZONS FOR APPRENTICESHIP PROGRAMS

## Message from the Director



Christine Baker, Acting Director  
Department of Industrial  
Relations

*Apprenticeship plays a key role in preparing our workforce and developing highly skilled workers.*

Governor Brown, Secretary of Labor and Workforce Development Marty Morgenstern, my team and I are working hard to make California the best place to work, live and do business. Apprenticeship plays a key role in preparing our workforce and developing highly skilled workers.

### New Effort

Marty Morgenstern has vigorously endorsed expansion of apprenticeship programs. He has asked the Workforce Investment Boards to add state registered apprenticeship programs to their Eligible Training Provider List. This potentially means more funds will be available on a local basis to state registered apprenticeship programs. The focus on job training while working is of obvious importance to this administration. The funds to apprenticeship programs help support the efforts of this administration's focus on getting Californians back to work using the vital resources the state already has.

### New to CAC and DAS

Congratulations and welcome to our new board members Yvonne De La Pena and Paul Von Berg. We at DIR are also pleased that Diane Ravnik has taken the helm of the Division of Apprenticeship Standards (DAS) with fervor and commitment. Renee Bacchini is continuing to support apprenticeship issues and other special projects in the director's office.

### New at DIR

We are also pleased to share with you that we have an emphasis on breaking down the silos and sharing information between the various divisions of DIR, other agencies and with the Department of Labor. The DAS 13 form will be transitioned into a new source document that will be available for submission online and it will be searchable for public works projects in a given county. This new document will be the PWC 100; it will assist us in improving enforcement. We expect that this source document will be key to our new public works compliance monitoring unit as well. We expect the new electronic submission for awarding bodies and searchable web page to go live the beginning of next year.

We continue to find ways to support apprenticeship particularly in the area of partnerships and outreach. We want to expand this effort as we move forward. California needs a trained workforce and apprenticeship is a logical answer to that need.

Cover illustration by Nicolas Burgos

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# PASSIONATE ABOUT APPRENTICESHIP

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## *Letter from the Chief of the Division of Apprenticeship Standards*



*Diane Ravnik, DAS Chief*

*It is that same pride and sense of accomplishment each of us feels every day when we look at the contribution our apprenticeship system makes.*

I am passionate about apprenticeship! But then, so is almost everyone who comprises California's unique apprenticeship community: the members of our California Apprenticeship Council (CAC) who set apprenticeship policy; the private industry employers and labor representatives who sponsor nearly 600 active apprenticeship programs in occupations ranging from biomedical equipment technician to carpenter, firefighter, psychiatric technician, barber and machinist; the program coordinators who administer those programs; the apprenticeship instructors at the community colleges and local adult schools of the Department of Education; our own statewide staff of the Division of Apprenticeship Standards (DAS) who work with local program sponsors to establish and maintain the programs' high standards; and the apprentices themselves, who see every day the benefits derived from their apprenticeship training, and the potential it holds for a satisfying and successful lifetime career.

Why is everyone so passionate about apprenticeship? Because it works—to create generation after generation of successful workers and build our California economy. I saw that pride and enthusiasm for California apprenticeship on display recently at an "Apprenticeship Career Fair" put on by the San Joaquin Area Apprenticeship Coordinators Association. The event captured

what apprenticeship is all about: the collaborative nature of joining employers, labor representatives, local educational agencies and government together to train the next generation of California workers.

Nearly 500 young students from 15 local high schools attended the day-long event at the IBEW/NECA Electrical Training Center, which, it was noted, is a Delta College facility. They had the opportunity to use the tools and equipment to experience for themselves what it would be like to be a pipefitter, carpenter, operating engineer or all the other trades and occupations represented.

They viewed current apprentices in our "I Built It" video describing the pride they felt in their work, especially at being able to point to the massive power plants, bridges, dams, skyscrapers and other iconic structures they had worked on and proudly proclaim, "I built it!"

It is that same pride and sense of accomplishment that each of us who play a role in growing and "building" California's apprenticeship system feels every day when we look at the contribution our apprenticeship system makes—both to the next generation of workers and to the growth of our California economy—and we, too, can say, "I built it!"

# Letter from the Chair of the California Apprenticeship Council Introducing Vice Chancellor Van Ton-Quinlivan

By Julia Dozier



Van Ton-Quinlivan,  
California Community  
Colleges Vice Chancellor



*Apprenticeships help people successfully build in-demand skills in a dependable and portable way*

*Van Ton-Quinlivan was appointed to the position of Vice Chancellor of Workforce and Economic Development by Governor Brown in May 2011. Within the California Community Colleges Chancellor's Office, Vice Chancellor Ton-Quinlivan oversees Career Technical Education, Economic and Workforce Development and, among other responsibilities, apprenticeship funding. Below are her comments:*

**A**s the nation's largest provider of training and education services, California Community Colleges make significant contributions to jobs and the economy in our state. Our community colleges are partnering at all levels—local, regional, statewide—to create training pathways that close the gap for in-demand skills, provide career advancement for students and existing workers, and offer educational opportunities so that low-skilled workers can move into and up career ladders.

In my former role overseeing workforce development for Pacific Gas and Electric Company, I launched PG&E PowerPathway™, a White House recognized best practice model program in workforce development. We linked industry, the public workforce development system, the California Community Colleges, and organized labor to help military veterans and underserved populations prepare for and transition into energy sector pre-apprentice and apprentice level jobs. It was here that I saw the immediate value registered apprenticeships bring to employers

and how they enabled individuals to acquire industry-recognized skills and on-the-job experiences that today's competitive labor market demands.

Apprenticeships help people successfully build in-demand skills in a dependable and portable way, while helping local communities access living wage jobs with good career prospects. This is important work that needs to be continued.



*Julia Dozier is Chair of the California Apprenticeship Council, a member since 2009 and sits as a public member.*

*Ms. Dozier is the Executive Director of Economic Development & Contract Education for Chabot-Las Positas Community College District.*

## A Word from the Apprentices

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“ I AM A VERY FORTUNATE PERSON. When I graduated from high school in 1976 I had no idea how I would make a living. I had worked in just about every entry-level job since I was old enough to work—from landscaping to janitorial—you name it. And I knew I was not headed to college at that time.

When a friend, whose mother was a paper-hanger making good money, told me about a trade school in Southern California where I could learn the basics of the craft, I jumped at the chance. After completing the class on wallpaper installation and working for a year or so in the residential market, I heard there was a high demand for production paperhangers for the union, and about the wonderful benefits—medical, pension, annuity etc. I was fortunate enough to find a union contractor looking for a paperhanger apprentice in my area—the Bay Area. I signed up at my local union hall and started my three-year apprenticeship. I began to acquire every bit of knowledge I could pertaining to the painting industry, from basic brush, roll and prep to spray-painting, basic drywall repair and wood finishing. I found that if I truly showed an interest, the older craftsmen would give up the secrets they had learned along the way.

I worked for a number of painting contractors and tried to do my best work; if you don't do a good job you don't get invited back. I traveled to different states and even installed wall covering in Saudi Arabia. I found a home with a smaller San Francisco contractor, Guevel & Schwarz Painting & Decorating, and stayed with them for 20 years. It was with great pride that I saw both of my kids follow in my footsteps and join the trades. I always got a real charge when, at the end of the day, I was able to take a look at what I had accomplished and saw what a wonderful change that coat of paint or wall covering made to a building. As a proud 32-year member of the finishing trades, I can't tell you what a wonderful time I had, and now I find myself working as an instructor at our new state-of-the-art facility, able to pass on the knowledge that was passed down to me. I am truly a fortunate individual.

*Christopher Fallon, Finishing Trades Instructor*



“ The beginning of my construction career started when I asked my neighbor if he needed help digging a hole at his house. After we finished, he asked if I wanted a job—he was a Carpenter Representative. I worked in the Carpenters' Union for five years until my company went out of business. I started my apprenticeship as a union painter in 2009, thanks to my wife and kids' support even though my wages decreased. But after a year of painting, I was accelerated to a lead man, and now I'm a foreman.

*James Boster, Painter, Local 741, Northern California*



“ I'm from Hong Kong, 29 years old. I've been an apprentice for three years and currently serve on the executive board as the treasurer. I got into the trades through City Build. The glazing trade gave me a career with benefits, the apprentice program gives me an opportunity to learn skills that help me every day out in the field, and we get valuable certifications. I like the glazing trade because after you're finished with the job you can see what you have accomplished.

*Allen Wong, Apprentice Glazier, Northern California Local 718, San Francisco*

# SAN FRANCISCO PUC TAKES THE HIGH ROAD TO JOBS

*Infrastructure Project Provides Opportunities to Deserving Youth Build Workers*

By Paula Resa



*Mike Lopez credits Youth Build for teaching him skills vital to his success as an apprentice for Mountain Cascade.*

that they are in the process of improving water capacity for the city of San Francisco by laying over eleven miles of new concrete pipe. The project is estimated to cost over 4.6 billion and will be serving over 2.5 million local and bay area customers. Included in the cost is a state of the art water treatment plant and a new bridge.

The SFPUC is working with community-based organizations in the area to recruit and hire graduates. I had the opportunity to interview three young men who graduated from the Stockton Youth Build program and are now working on the pipeline. According to Todd Kyger, a representative with the SFPUC who works in a division of the organization called Labor Relations and Community Programs, “The SFPUC has recently entered into a two-year grant agreement with the San Joaquin County Office of Education’s Youth Build Program to ensure that socioeconomically disadvantaged residents of the San Joaquin county and other counties in the service territory have opportunities to qualify for pre-apprentice and apprentice-level construction-related jobs created by the Commission’s Water System Improvement Program.”

The General Contractor Mountain Cascade, a construction company based in nearby Livermore, has the final authority on who the company hires to work on the massive project. The company has created work opportunities for three Stockton Youth Build graduates, Mike Lopez, Danile Alfiche and

There is a feel-good term that politicians and workforce development experts like to throw around a lot these days. That term is “high road job.” From what I understand, it means that the jobs pay a person a living wage plus benefits. Everyone knows that it is expensive to live in California and so the need for “high road jobs” is especially important.

The San Francisco Public Utilities Commission (SFPUC) is a shining example of an organization that is working within local communities to create and sustain high road jobs. I was able to visit the SFPUC’s pipeline project that is currently under construction in the Central Valley. The General Contractor Mountain Cascade graciously arranged a tour of portions of the enormous construction site. Project Manger Ricky Arslanian explained



*Paula Resa started her apprenticeship in 1979. She worked as journeyman carpenter for 30 years, the last 10 with Northern California Carpenters Training Center as program manager for Pre-Apprenticeship. She is committed to apprenticeship and is a regular contributor to the CAC newsletter.*

*When community groups, labor organizations and employers come together to create opportunities for deserving individuals, we can all feel that our state is on the right path to recovery*

Ruben Rizo. All three of the young men are members of Laborers' Local Union 73. The program has partnerships with both the Laborers' and the Carpenters' Training Committee for Northern California. Ms. Chau Nguyen, a program worker with Stockton Youth Build, and Laborer Business Representative Carlos Bedolla Jr., introduced me to the young men who took time out of their lunch hour to answer a few questions.

MIKE LOPEZ IS A STOCKTON RESIDENT and a proud graduate of the Youth Build program who graduated from the program a few years ago. Mike is a ninety percent apprentice and has been working for Mountain Cascade for over three months. He feels that participating in the Youth Build pre-apprenticeship program helped him develop good safety habits that have transferred to the jobsite. He was also able to complete his high school diploma while in the Stockton Youth Build program. Mike is twenty years old and enjoys working as a laborer.

TWENTY FOUR YEAR OLD RUBEN RIZO graduated from the Stockton Youth Build program in May, 2011. Ruben joked that until he completed the program he was a "menace to society." Ruben's father steered him toward the Youth Build program. He joined the Laborers' Union and was dispatched to the project in late July. Ruben admitted that because of the heat and rugged conditions his first day



*Ruben Rizo*

was a bit rough, but he soon acclimated. Ruben praised the Mountain Cascade crew for immediately making him one of the team. Their sound advice for Ruben was to work safe and stay busy. He feels that the soft skills he learned in the program such as time management and responsibility have helped him adjust to the challenging schedule of a construction worker. The most pleasant surprise to date was the size of his first paycheck. Now rather than being a "menace," he is contributing to society and working on a historic state infrastructure project.

LABORER APPRENTICE DANIEL ALFICHE was referred to the Stockton Youth Build program by his father, who is also a construction worker. Daniel had to drop out of high school for economic reasons, but was able to finish his diploma while participating in the

Stockton Youth Build program, which helped him become more focused on his future. He completed his diploma while attending construction technology classes and gaining valuable hands-on experience. The program taught him responsibility, and he has a well-deserved sense of pride in all he has accomplished.

Brian Thomas, a community labor coordinator with the SFPUC who helped arrange the tour, works tirelessly to help young men and women gain access to the "high road" jobs that the SFPUC has to offer. We can only hope that this is just the start of many successful partnerships to come. When community groups, labor organizations and employers come together to create opportunities for deserving individuals, we can all feel that our state is on the right path to recovery.



*Daniel Alfiche*

# NEW APPRENTICE PROGRAM STRENGTHENS WORK FORCE

## *Alphatec Spine, Carlsbad*



*Alphatec Spine apprentices (from top) Christian Duran, Britney Heil, and Austin Goodbody*

*Alphatec creates, designs and builds most of their products here in California, and best of all, now has one of the newest apprenticeship programs approved by DAS.*

*By John Dunn*

**M**any people in California and beyond believe manufacturing jobs have left our state and are no longer being created here. But Alphatec Spine of Carlsbad, California, a manufacturer of surgical equipment and tools, might argue with that assumption. Alphatec creates, designs and builds most of their products here in California, and best of all, now has one of the newest apprenticeship programs approved by DAS.

In late July, 2010, Alphatec's Sean Tillet contacted San Diego DAS consultants Richard Robles and Cindy Schmidt to ask about creating an apprenticeship program at the facility to better train machinists. Cindy began working with Sean and Alphatec, but due to education budget shortfalls, they were hard-pressed to find a local education agency (LEA) that could take on a new program. Fortunately, Grossmont Adult School, of the Grossmont Unified School District, agreed to act as the LEA. Moving forward and working with Grossmont's Steve Niemeyer, Cindy and Sean began working on standards development, creating a committee, and developing work processes.

Steve said, "Grossmont decided to take on another apprenticeship because we want to support local businesses that need skilled employees. Alphatec's Sean Tillet really made it all come together."

In January, standards were sent to DAS for review, and by March were approved by Acting Chief

Glen Forman. In July, 2011, the first group of apprentices were indentured and the first committee meeting was held.

Through this new apprenticeship program, Alphatec Spine has created a training plan to ensure they have highly qualified machinists who can work closely with their design team to quickly and efficiently bring new products to the medical field. Alphatec Spine, according to their website, [www.alphatecspine.com](http://www.alphatecspine.com), is "a medical device company that designs, develops, manufactures and markets products for the surgical treatment of spine disorders, primarily focused on the aging spine." As such, their manufacturing processes must meet a higher standard of quality and cleanliness than in other industries, thus the need for a specialized apprenticeship training program.

In addition to their role as a high-tech manufacturing company in the San Diego area, Alphatec is working with local school districts to create more opportunities for high school students to learn about the manufacturing industry. Grossmont Adult is an integral part of this approach, and with future assistance from the California Department of Education, local ROP and CTE programs can be continued or expanded.

If you have questions about this new, high-tech program, please contact Cindy Schmidt at DAS, Steve Niemeyer at Grossmont Adult School or John Dunn at CDE.

# EDUCATION & APPRENTICESHIPS: TEACHER INTERNSHIPS

## *Win-win for industry, educators*

By John Dunn



When I was teaching high school technology courses many years ago, it became (painfully) obvious that my lack of industry experience was limiting the quality of instruction I could provide students in my class. I was competent in the technical areas, but having

had so little experience working in the field, there was a gap in my knowledge base. What I needed at the time, and was unable to find, was a short-term internship with an industry partner who could allow me to observe and participate in real world on-the-job training.

Recently, I became aware of an internship program sponsored by an organization in the Sacramento area that brings high school teachers into industry situations during the summer months. These teachers spend several days visiting and participating in training programs as well as in the workplace. They are then asked to put together a number of lesson plans based on what they have learned. These lessons take what is sometimes dry academic content and infuse it with real world examples of how that knowledge will be used.

The teachers, some of whom have never been employed outside the educational system, come away with an increased appreciation of the real

world application of their own academic or CTE content. And while I have not confirmed this, I'm inclined to believe that the industry partner also gains important insights into the educational system that will provide their future employees.

This type of internship invigorates the teacher, improves networking between the business and training communities, and provides students with a better understanding of how the classes they take in school relate to jobs and careers in the real world. And for those teachers who already have industry experience, it's an opportunity to "catch up" on some new developments they may not have been aware of—sort of a Journeyman upgrade program.

One of my goals in the coming months is to begin working with apprenticeship training programs to determine if they are participating in a similar project, or are interested in starting one. There are several different models that could provide training, experience and/or knowledge to CTE teachers in California. In addition, we have several projects at CDE that might provide stipends for teachers who participate, and hopefully increase the number of internship opportunities for teachers. If you would like to be involved, or are already involved in a similar program, please contact me at [jdunn@cde.ca.gov](mailto:jdunn@cde.ca.gov), or call 916-319-0460.

*John Dunn is an Educational Programs Consultant at the California Department of Education.*

### *Apprentice Statistics* For the quarter ending September 30, 2011

Number of active apprentices .....	54,672
Number of new registrations and reinstatements .....	3,933
Number of active women apprentices.....	3,536
Percent of active apprentices represented by women .....	6.5%
Percent of active apprentices represented by minorities .....	50.7%



*“We have had great success with WECA apprentices. They have all had the desire to learn as much as possible and make safety a top priority.”*



System 3, Inc. is a Carmichael, California-based specialty electrical contractor, primarily serving clients in the areas of Wind Energy, Solar, Utility, General Industrial, and Commercial Public Works.

They specialize in the construction of new wind energy towers and large-scale solar plants, including the construction of over 30 electrical substations used to provide wind power over the past 10 years. They’re on the forefront of both commercial and utility-scale installations, and are a major installer for the Sacramento Municipal Utility District (SMUD). SMUD is a leader in providing its customers with the option of replacing fossil fuel energy with electricity generated from photovoltaic cells located on community rooftops. System 3 is also on the forefront of harnessing the tremendous power of natural water sources to generate electricity.

As a green industry leader, System 3 has some insight into their success in this niche, and into the

future of green. “The demand for alternative energy sources is driving many large electrical utilities to consider wind, solar and hydroelectric power as a “green” power source,” System 3 states, adding, “California and Texas currently have the most producing megawatts (MW), and currently nationwide there are projects in the pre-construction phase of approximately 23,000 MW. The need is continually growing for alternative energy as more and more states require utility companies to go green.”

System 3 knows the important role of apprentices on major green projects. “We will soon complete a large wind farm project where two of our Western Electrical Contractors Association, Inc. (WECA) apprentices worked for the duration of the project, which began in October of 2010.” System 3 has been a member of WECA since 2002, and has employed WECA apprentices throughout their tenure with the association. They share, “We have had great success with WECA apprentices. They have all had the desire to learn as much as possible and make safety a top priority. A few of the apprentices, after completing the WECA program, have gone on to be great superintendents for us. Their ability to work as mentors for our current apprentices has enabled us to have a great learning relationship with them.”

With an eye toward future trends, a keen understanding of the green industry, and a commitment to the continued employment of apprentices, System 3 continually moves forward to meet the needs of current and future customers. They demonstrate their commitment by powering their own facility with solar energy. You can visit them at [www.system3inc.com](http://www.system3inc.com) to learn more about their projects.

# LOVE FOR COLLEGE & CAREER

## *Construction Tech Academy, San Diego Unified School District*

ROSIE VERGARA AND CHRIS ATILANO both graduated from San Diego's Construction Tech Academy (CTA) in 2007. CTA was designed as an independent high school that prepares students for college and careers. All course subjects are linked with construction projects. Students wanting to attend a four-year university engineering program take the same curriculum as students who want to enter a construction apprenticeship program.

Both Rosie and Chris are having great success in their post-secondary training. Rosie will be graduating with a Construction Engineer B.S. degree in 2013 from San Diego State University's Filanc Construction Engineering & Management program. Chris is a seventh-period Sound Technician Apprentice at the IBEW/NECA San Diego Electrical Training Center, and will become a journeyman this year.

Chris and Rosie are living proof that we can prepare high school students for a career and a full range of postsecondary options, including apprenticeship or



*Rosie Vergara and Chris Atilano, CTA 2007 graduates*

a two- or four-year college or university. It is critical—and it just makes sense—to integrate a robust career and technical curriculum with the traditional “college prep” curriculum that is usually the only option for our future workforce.



*Debbie Burton is an electrical foreman on the San Diego Federal Courthouse project. She works for Laser Electric and is a 2001 graduate of the San Diego Associated Builders & Contractors Apprenticeship Training Class. Debbie has taught apprenticeship classes at ABC and also serves as a guest speaker.*

“The women in my family were very hands-on; if something broke, they fixed it. I was given a flyer for the ABC San Diego Apprenticeship Training Trust program at a party by a guy who had just finished the program. It sat in a drawer for two years. Then I drove over there, and asked, “How many girls do this?”

*I've come a long way. I want to lead by example. There are a lot more females in the trades now and I'm happy to see that. There are about 30 women at our courthouse project; they work really hard. They are electricians, welders, plumbers. Everyone can do it. Learn everything you can and get that piece of paper. But don't pull the girl card!*

## 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



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)