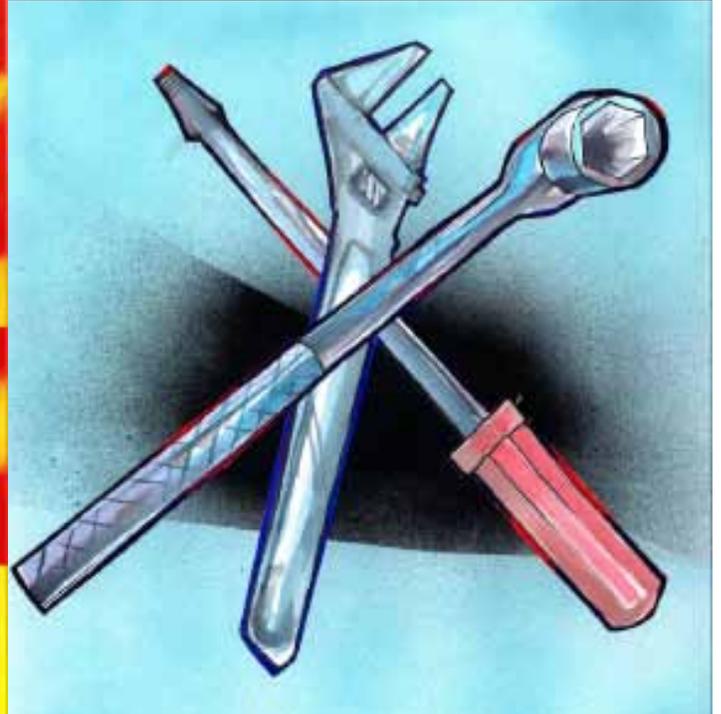


# APPRENTICESHIP

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



**CALIFORNIA APPRENTICESHIP COUNCIL**

*Third Quarter 2011*

# TABLE OF CONTENTS

---

Cover illustration  
by Nicolas Burgos

Letter from Christine Baker, <i>Acting Director, Department of Industrial Relations, Administrator of Apprenticeship</i> .....	3
Letter from Julia Dozier, <i>California Apprenticeship Council Chair</i> .....	4
A Word from the Apprentices .....	5
Featured Program, Employer & Apprentice: Automotive Apprenticeship.....	6
Contractors on Apprenticeship.....	8
Education and Apprenticeship .....	9
Woman-Owned Green Contractor .....	10
California Apprenticeship Council .....	11

## *Apprentice Statistics*

As of June 30, 2011

Number of active apprentices .....	54,898
Number of new registrations and reinstatements .....	3,778
Number of active women apprentices.....	3,595
Percent of active apprentices represented by women .....	6.5%
Percent of active apprentices represented by minorities .....	50.4%

# BRINGING BALANCE

---

## *Letter from the Administrator of Apprenticeship*



*Christine Baker, Acting Director  
Department of Industrial Relations*

**B**ridging the gaps in the workforce and preparing our youth for skilled jobs in California—now more than ever we are facing the opportunity and the need to expand training and apprenticeship programs in California. The need for skilled and sustainable labor is critical to improving the overall economy and the quality of life for the working population. The quality demands in agriculture, banking, teaching, and health care services are changing the requirements for a skilled and a long-term work force.

Research on the importance of training and preparing the workforce has encouraged businessmen and educators to rethink the economics of training and apprenticeship. Thinking of training as an investment suggests that long-term apprenticeships

enable employers to increase their investments in the skills of their workers. That, in turn, will improve the barriers facing the low-wage worker.

Currently, in this economic crisis, we need to think about the future of our workforce and the quality of life of our workforce. Now is the time to identify training funds and train for our current and future needs. We also will need to understand and consider the changing demographics and how we adjust our training needs to this factor. The changing demands and the exit of the “baby boomers” will require that we have a new and trained workforce in place.

We will need to find innovative ways to cover the cost of the training and apprenticeship programs if we wish to expand them. These programs must also be cost-effective to the employer so they can embrace the idea of supporting the program. Coordinating funding sources and developing a policy in the area of job training are both critical.

Apprenticeship can help prepare workers for future demand, as well as providing job opportunities in emerging industries. We need to be creative about incentives for employers and job opportunities for workers.

I am excited about the opportunity to bring innovation and coordination to the Department of Industrial Relations and I look forward to working with the key stakeholders to improve California for workers and employers.

*Apprenticeship can help prepare workers for future demand, as well as providing job opportunities in emerging industries.*

*Apprenticeship is a long-term investment.*

# Letter from the Chair of the California Apprenticeship Council

By Julia Dozier



*Too many people are waiting to get into these programs for them to have to tolerate anyone who isn't 100% committed. I have nothing but respect for every person who takes on this exciting challenge.*

*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 and Contract Education for the Chabot-Las Positas Community College District.*

Ten years ago, I was hired by my current community college district to serve as the liaison to a new group of companies creating their own apprenticeship program. The district was to serve as the local educational agency (or LEA), responsible for the quality of the classroom learning for the students. Having a background in policy development and implementation, mind you, not in an apprenticeable trade, however, I dove in and got a crash course in the world of California apprenticeships—and what a world it is!

There are dozens of programs throughout the State—some employer-driven, limited to a single employer, and some industry-driven, a group of companies form an apprenticeship program together. Either way, they work pretty much the same way: “journeymen” teaching “apprentices” a trade. The training involves classroom training, 144 or more hours, and hands-on training, 2,000 or more hours. The apprentices learn a concept; go put into practice what they learned while under the watch of a mentor, then build on that knowledge until the required skills and experience are obtained. Oh, and by the way—they get paid for those hands-on training hours, earning progressively more as they gain skill and proceed through the program.

Sounds simple, right? Well, in theory, it is. Each year, hundreds of Californians graduate from one of the different programs available. Although the concept is simple, the implementation takes time, dedica-

tion and persistence. Young men and women juggle jobs, families, transportation and financial issues while attending the classes and training required to become a state-certified journeyman. The rules of the programs are strict—unless you’ve got a good reason, you miss a class and you’re out. Too many people are waiting to get into these programs for them to have to tolerate anyone who isn’t 100% committed. I have nothing but respect for every person who takes on this exciting challenge.

As a member of the California Apprenticeship Council and as this year’s Council Chair, I am honored to work with the organizations that are training the next generation of California’s workers with a quality of excellence seldom seen today.

As many of us know, along with many other professions, most of California’s skilled craftspeople are quickly moving toward retirement. California’s apprenticeship programs are what I see as our salvation, especially for the skilled trades. However, along with all the other cuts to education, state apprenticeship funding has been severely cut over the last few years, which directly translates into reducing the number of people who can participate in these programs that include solar panel installers, organic farmers, firefighters, and healthcare workers along with carpenters and pipefitters. The reason why this apprenticeship has persisted for so long is plain: it works. We as a state must step up and renew the funding for these important programs and continue to plan for our future.

## A Word from Apprentices

---



“My construction readiness training at the Construction Tech Academy (construction-themed high school) helped me to be prepared for my entry into the Laborer trade. I journeyed out as a Laborer and I am now working toward my Carpentry Journeyman Certification. The Laborer training was an excellent experience for preparing me to be a Carpentry apprentice.”

*Scott Dobbs, Carpenter Apprentice, San Diego*



“My first class was a Concrete Removal and Replacement class, and it showed me the skills that I used on my first job. I had the task of shoveling concrete on a big pour. I have to admit that I was tired, but I could see the light at the end of the tunnel.”

Currently, Ms. Pipins is working on her sixth year with a prestigious concrete company and has managed to keep her position as Foreman of a small crew, earning a very decent wage with great health benefits.

*Iris Pipins, Laborer Apprentice, Southern California*



“I came to California with my children and nothing else. I was scared for my children and our future,” shares Mary. Mary realized that while she was not working, the most important option for her was to invest in her training. She started building a good rapport with contractors. She was able to transfer previous work hours to a Laborers Union in Southern California where she was referred to the Laborers Training School and Apprenticeship Program. “I starting taking all the classes that were available while my children were at school, and before I knew it I was being dispatched to several different projects.”

*Mary Moon, Laborer Apprentice, Southern California*



“Before I joined the carpenters’ union I was fresh out of the Navy and must have had three or four jobs, and none of them were working out for me. I was just not happy working hard for a minimal amount of pay. When I joined the union they used to say, fair day’s pay for fair day’s work and man, was I surprised. I was starting to make the money I deserved and it has, and still is taking care of my family today. I like the camaraderie and the brotherhood you form with other members, and they are friends you will probably have forever.”

*Matt Dean, Carpenter Apprentice, Southern California*

# AUTOMOTIVE APPRENTICESHIP

By Paula Resa



*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.*

Whether we like it or not, Americans are dependent on their automobiles. When cars fail us it can wreak havoc on our schedules and livelihoods. And then there is the scariest part of all: how much is it going to cost me?

Fortunately there are still some automotive repair facilities that support training and apprenticeship. I interviewed Jon Fowkes, Coordinator for the Automotive Industry Apprenticeship of Northern California to get more information on this important program.

According to Mr. Fowkes, the program has been in existence for about 64 years. Besides training automotive technicians, the program also trains heavy duty highway truck technicians. Mr. Fowkes explained that the heavy duty truck classification seems to have a little more activity right now because trucks remain the primary mechanism to ship goods in this country. Even though the economy is down, goods still need to be shipped, and employers are keeping their equipment longer to cut costs.

People interested in participating as an apprentice in the automotive industry must be at least 18 years old and have a high school diploma or equivalent. They must also possess a valid California driver's license. It is necessary for them to pass both a mechanical and mathematical aptitude test. Once they have applied to the program and have passed the necessary exams, they need to find an employer who is signatory with the International

Association of Machinists (IAM) and who is willing to sponsor them into the program with a job.

The automotive apprenticeship typically lasts 4 years, depending on the classification the apprentice is seeking. During apprenticeship, students attend classes at a local community college that is serving as the program's Local Educational Agency (LEA). Most of the LEAs listed provide an opportunity for apprentices to continue their education toward receiving an AS degree.

There is no cost for students while they are enrolled in the apprenticeship program. Employers make payments to the apprenticeship training trust because they understand the

## Jon Fowkes



*Jon Fowkes, Coordinator, Automotive Industry Apprenticeship of Northern California.*

*Mr. Fowkes started out as a manager for the Customer Service Center of Cummins*

*West, a diesel-manufacturing distributor in Northern California. During his tenure there, he increased the number of apprentices working for the company. He also served on the local Joint Apprenticeship Committee, and through that position, eventually took over as full-time coordinator for the automotive apprentices.*

value of supporting structured apprenticeship programs. The automotive industry is still advancing at a rapid pace, and making sure that technicians work in the industry is vital to ensuring customer satisfaction and brand loyalty.

As with most apprenticeship programs, the downturn in the economy has created a few challenges for the industry. Compounding the problem is the impending retirement of the baby boomers. The Automotive Industry Apprenticeship program is relatively small; currently there are around 60 apprentices enrolled in the program. We can only hope that as the economy continues to improve and American car manufacturers gain more strength in the global market, the need for apprentices will grow.

Meanwhile, those who are interested in enrolling should apply to the program, and they are encouraged to stay in school and take any auto shop classes that are offered at their local community college. According to Coordinator Fowkes, “By taking classes at their local college the potential applicant gets a leg up on the competition for those coveted jobs, plus they will not have to take those courses over again once they are in the program.”

This program is just another example of the importance of supporting apprenticeship—it offers people a way to improve their own lives and the safety and peace of mind of those needing their services.



“Jonas is going to be a star,” according to his manager, Neil Lucey. Jonas De La Mater is a recent graduate of the Alameda & Contra Costa Counties Automotive Joint Apprenticeship Committee (JAC) Program and is now a Journeyman for Cummins West, Inc. in San Leandro. When asked what stands out in his mind about his apprenticeship experience, Jonas immediately starts discussing the merits of the program with an obvious sense of pride.

“It was great to have an opportunity to take the classroom theory and apply it to a well-structured on-the-job training environment.”

He explained that learning the theory was great, but being able to apply it in a structured environment put it all together for him. He is now confident in his abilities and assured in the knowledge that he is a productive member of the Cummins West team. He looks around at his journeyman peers, both in the shop and out in the field, and it is clear to him that fellow journeymen who came through the apprenticeship program are the organization’s backbone. He believes that the program is a win-win situation for both technicians and the company, establishing a strong sense of cooperation and willingness to share expertise among themselves.

Jonas is delighted that Cummins’ new apprentice is receiving the same attention and assistance that he received from the program, and he is looking forward to being a mentor. “It is great to see Rene, a new apprentice, being comfortable both figuring out stuff on his own and asking for assistance when necessary.” It is the same combination that was extremely effective for Jonas.

# A Construction Company's Take on the Value of Apprenticeship in California

By Jamie Robison



Jamie Robison, Southwest Carpenters Training Fund.

Jamie began as a millwright apprentice in 1988, becoming an apprenticeship instructor in 1998. In 2007 she was asked to coordinate curriculum development and provide administrative support as Educational Services Facilitator (current position) for the Southwest Carpenters' Training Fund.

**“even people who start off pounding nails on a jobsite” can continuously grow and achieve management success**

DPR Construction “exists to build great things.” So it’s no wonder that the company has a deep commitment to learning and quality craftsmanship. According to Doug Woods, one of the company’s founders, “One way we measure success is by not letting employees down, and keeping people within the company challenged and moving up.” And in speaking with Regional Manager Mark Cirk-sena, it is apparent that he embodies that philosophy.

Mark Cirk-sena began his nineteen-year tenure with DPR with his nail bags on. His apprenticeship story begins as a laborer who decided early on that carpentry was his true calling. With this realization in mind, he approached his superintendent for a letter of support, and was indentured into the apprenticeship program. Mark recalls the training environment as a place for a newbie to hone skills, get tips and tricks of the trade from seasoned instructors, and just as importantly, as a forum to share stories and experiences with others like him just starting out in the construction industry.

While reflecting on his own experience, Mark believes that there is definitely an advantage to starting your career the right way—in an approved apprenticeship training program. In addition to the structure and building standards, there is

the family-style camaraderie, and the creation of bonds that foster strength and pride in craftsmanship. That’s the long-term difference; in the short term the newest to the trades benefit from the early start on handling tools and equipment and heads-up safety knowledge.



So what contributes to a career like Mark’s? With a desire to be the best, he turned out ahead of schedule and became a foreman and then superintendent with DPR. It testifies to the fact that any apprentice can succeed within an organization if they have the need to succeed and back it up with outstanding skills and commitment. Because DPR believes that “even people who start off pounding nails on a jobsite” can continuously grow and achieve management success.

DPR’s people practices says it all: “Who we build is as important as What we Build. The right people have been, and always will be, the foundation of DPR.”

# APPRENTICESHIP & the California Department of Education

By John Dunn

Three years ago I was fortunate enough to land a job working at the California Department of Education (CDE), in what was then the Regional Occupational Centers and Programs (ROCP) unit in Sacramento. My manager at the time explained to me that he wanted me to work on the “Apprenticeship Program.” Being a former high school teacher, I thought I understood what Apprenticeship was. Little did I know how much I had to learn about how Apprenticeship works in California and nationwide.

Working with the Division of Apprenticeship Standards, attending California Apprenticeship Council meetings, and providing support to the Local Education Agencies (LEAs) that partner with JATCs has opened my eyes with regard to how apprenticeship can positively influence high school students after they graduate. As I learned more I began to hear about how the Apprenticeship community in California has partnered with local schools and districts to support Career Technical Education classes as well as academic instructors.

One of my goals in the upcoming year is to create a “How To” guide for JATCs that are willing to bring in K12 teachers, counselors and administrators for a one to three day internship at their training center. A few JATCs are doing this independently (or have in the past) and several more have indicated that they would be happy to participate. In speaking with a math

teacher who participated in an internship, she explained that she had learned many things that week that she could take back to her classroom and use during the course of the year to create more relevant Algebra 1 and Geometry lessons.

Here is what the internship might look like at this time:

- 1-3 days at a training facility, observing classroom and lab/shop activities.
- Participating in an entry level lesson designed by the JATC that can show educators how rigorous Apprenticeship training is.
- Creating 2-3 lessons that can be used in their own classroom (either a CTE class or academic class, such as Algebra).
- A follow-up visit by a JATC instructor and/or apprentice to the teacher’s school to teach a lesson and talk to students.

If you have suggestions or have put together an internship for teachers in the past, please let me know. My other responsibilities here at the CDE include providing professional development training for CTE teachers, and these internships could be a part of those efforts. I firmly believe that the more we expose teachers, counselors and administrators to the Apprenticeship system, the more they will support local CTE programs and send some of their best students to Apprenticeship training programs after graduation.



*John Dunn,  
Educational Programs  
Consultant with  
the Department of  
Education*

*[jdunn@cde.ca.gov](mailto:jdunn@cde.ca.gov)*



# WOMAN-OWNED GREEN CONSTRUCTION COMPANY

## *Synergy Electric of San Diego*



*President Diane Keltner founded Synergy Electric in 1990. She is the sole owner and shareholder.*

*Apprentices were crucial to the success of the project, taking part in all phases . . .*

*Apprentices are integral to Synergy's projects, and are very important to the electrical industry and the construction industry as a whole.*

Synergy Electric of San Diego has completed multi-million dollar contracts throughout California, Arizona, and Nevada, acting as both a prime and subcontractor, working both the public and private sectors.

Synergy Electric has an outstanding safety record. All superintendents and project foremen are OSHA 30 trained, many of them EM-385 trained as well as Quality Control Manager certified. All Synergy electricians are IBEW trained, assuring the most skilled and safest workforce in the industry. At Synergy Electric all employees, from the President to the apprentices, share the same attitude toward safety.

The Box Canyon Photovoltaic System was recently completed and a ribbon cutting was held on Feb 3, 2011, to commemorate the historic Marine Corps project. The design-build project was awarded to Synergy Electric by NAVFAC Southwest with a contract value of \$9.4 million. The project will produce 1,480 KW of DC electricity which is converted to 12KV and ties back into the Camp Pendleton Grid—one of the largest photovoltaic systems to date on a Marine Corps Base. The project is very unique because it was built atop an abandoned landfill that was covered several years ago—a very good use for the land. Synergy was unable to penetrate the ground on the project, so they designed a self-ballasted system that included (900) 3,400 lb concrete blocks to keep the array from sliding or moving. There were many other challenges, including environmental constraints, but with Synergy's vast design-build experience they were



able to overcome the challenges and construct the project on time and within budget.

Synergy was the recipient of a Star Award for safety on the project, which was built using IBEW local 569 skilled labor, including almost 5,000 hours of IBEW apprentice labor. The apprentices were crucial to the success of the project, taking part in all phases, including layout, racking systems, PV module installation, conduit work, wiring, terminating, underground work and all other miscellaneous work to complete it. Apprentices are integral to Synergy's projects, and are very important to the electrical industry and the construction industry as a whole.

## *What is the California Apprenticeship Council?*

**E**stablished 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.

