

Division of Apprenticeship Standards (DAS)

Apprenticeship Program Summary Sheet

To: Adele Burnes, Chief
From: Tony Pena
CC: DAS, Program Planning & Review Unit
Date: January 13, 2026

Program Name: Santa Ana College Educational Apprenticeship Program

Industry: Education

DAS File No.: 101248

Grant Awardee: ☐ No ☒ Yes 2023 CAI Grant: Early Childhood Education Apprenticeship Program and 2024 CAI Grant: Bilingual Educator Apprenticeship Program

Action(s):

- ☐ Proposed new apprentice program
- ☒ Existing apprenticeship program adding new occupations
- ☐ Existing apprenticeship program expanding area of operations
- ☐ Existing apprenticeship program changing work processes on approved occupations

Labor Organization(s) Representing Apprentices:

None

Request for Approval under Labor Code 3075:

Santa Ana College Educational Apprenticeship Program is not intended to train in the building and construction trades and is not eligible to dispatch apprentices to projects with public works, prevailing wage or skilled and trained workforce requirements within the meaning of Labor Code sections 1720 and 3075 and will not train or dispatch apprentices in the building and construction trades or firefighters occupations.

Comments:

In Orange County, around 60% of young children (ages 0-4) have both parents in the workforce. Quality childcare is paramount for children's emotional, social, and cognitive development; however, the demand exceeds the current capacity. Even if only a third of infants and toddlers required childcare, the licensed capacity would still only cater to 1 in 7 children. This underscores the urgency for initiatives like Rancho Santiago Community College District's (RSCCD) Early Childhood Education (ECE) Apprenticeship Program, which strategically addresses the shortage by training more quality childcare providers to meet the growing demand in the region. This unique opportunity allows participants to build on-the-job

learning (OJL) experiences centered around developmentally appropriate practices and various aspects of the child development field, including child supervision, early childhood curriculum planning, parent engagement and professional development. As apprentices progress through the program, they will engage in comprehensive child development and general education college courses. The structured curriculum enables the apprentices to accumulate the necessary units and experience for obtaining a California Child Development Teacher Permit—an indispensable credential for those aspiring to teach in state or federally funded child development programs.

Santa Ana College Educational Apprenticeship Program will oversee the apprenticeship program herein and seeks approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

Proposed Occupation, Wage Rate & O*Net Code:

- Bilingual Educator O*Net: 25-9042.00
 - Professional Worker Wage: \$22.40 per hour
 - Proposed Apprentice Wage: \$20.24 per hour
 - Proposed No. of Apprentices: 70

Currently Approved Occupation with No Changes to Jurisdiction or Work Processes:

- Preschool Teacher O*Net: 25-2011.00

Proposed Employers:

- Santa Ana Unified School District 1601 E Chestnut Avenue, Santa Ana, CA 92702
 - Occupation(s): Bilingual Educator

Santa Ana College Educational Apprenticeship Program Standards

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Article I Purpose and Policy

The parties hereto declare it to be their purpose and policy to establish an organized, planned system of apprenticeship, conducted as an education-sponsored, employer-based undertaking.

These standards have, therefore, been adopted and agreed upon under the Shelley-Maloney Apprentice Labor Standards Act of 1939, as amended, to govern the employment and training of apprentices in the trade, craft or occupation defined herein, to become effective upon their approval.

Article II Craft, Trade or Occupation, Related and Supplemental Instruction, Term of Apprenticeship, Ratio, Wage Schedule and Work Training

Occupation	O*Net Code	Attachment
Preschool Teacher	25-2011.00	B-1
Bilingual Educator	25-9042.00	B-2

Article III Organization

For each employer participating in this program, an "Employer Agreement" (See Attachment D) will be provided to specify the information particular to that employer as noted herein, including the option to waive or offer participation on the committee, employer committee members will be selected as outlined in the rules & regulations.

Article IV Jurisdiction

These standards shall apply to the employer and employee organizations signatory hereto; their members, to other employers who subscribe hereto or who are party to a collective bargaining agreement with an employee organization(s) signatory hereto, and to all apprentice agreements hereunder.

Area Covered by Standards: Orange County

Article V Functions

The functions of the apprenticeship committee shall be to:

- 1) develop an efficient program of apprenticeship through systematic on-the-job training with related and supplemental instruction and periodic evaluation of each apprentice;
- 2) serve in an advisory capacity with employers and employees in matters pertaining to these standards;
- 3) ensure the program's ability, including financial ability, and commitment to meet and carry out its responsibilities under federal and state law and regulations applicable to the apprenticeable occupation and for the welfare of the apprentice;
- 4) aid in the adjustment of apprenticeship disputes;
- 5) develop fair and impartial selection procedures and an affirmative action plan in accordance with existing laws and regulations and apply them uniformly in the selection of applicants for apprenticeship.

Article VI Responsibilities

The responsibilities of the apprenticeship committee shall be to:

- 1) supervise the administration and enforcement of these standards;
- 2) adopt such rules and regulations as are necessary to govern the program provided that the rules and regulations do not conflict with these standards;
- 3) conduct orientations, workshops or other educational sessions for employers to explain the apprenticeship program's standards and the operation of the apprenticeship program;
- 4) pass upon the qualification of employers and, when appropriate, to suspend or withdraw approval;
- 5) conduct on-going evaluation of the interest and capacity of employers to participate in the apprenticeship program and to train apprentices on the job;
- 6) make periodic evaluations of each apprentice's on-the-job training and related and supplemental instruction;
- 7) ensure safe work site facilities, skilled workers as trainers at the work site, and safe equipment sufficient to train apprentices;
- 8) determine the qualifications of apprentice applicants and ensure fair and impartial treatment of applicants for apprenticeship selected through uniform selection procedures;
- 9) file a signed copy, written or electronic, of each apprentice agreement with the Division of Apprenticeship Standards, within 30 days of execution, with copies to all parties to the agreement;
- 10) establish and utilize a procedure to record and maintain all records of the apprentice's worksite job progress and progress in related and supplemental instruction;
- 11) establish and utilize a system for the periodic review and evaluation of the apprentice's progress in job performance and related instruction;

- 12)discipline apprentices, up to and including termination, for failure to fulfill their obligations on-the-job or in related instruction, including provisions for fair hearings;
- 13)annually prepare and submit a Self-Assessment Review as well as a Program Improvement Plan to the Chief of the Division of Apprenticeship Standards;
- 14)ensure training and supervision, both on the job and in related instruction, in first aid, safe working practices and the recognition of occupational health and safety hazards;
- 15)ensure training in the recognition of illegal discrimination and sexual harassment;
- 16)establish an adequate mechanism to be used for the rotation of the apprentice from work process to work process to ensure the apprentice of complete training in the apprenticeable occupation including mobility between employers when essential to provide exposure and training in various work processes in the apprenticeable occupation;
- 17)establish an adequate mechanism that will be used to provide apprentices with reasonably continuous employment in the event of a lay-off or the inability of one employer to provide training in all work processes as outlined in the standards;
- 18)comply with meaningful representation requirements for the interests of apprentices in the management of the program where apprentices are at least equally represented on an advisory panel established by the apprenticeship committee responsible for the operation of the program;
- 19)adopt changes to these standards, as necessary, subject to the approval of the parties hereto and the Chief of the Division of Apprenticeship Standards.

Article VII Definition of an Apprentice

An apprentice is a person at least 18 years of age, who has met the requirements for selection under the selection procedures of participating employer, who is engaged in learning a designated craft or trade and who has entered into a written apprentice agreement under the provisions of these standards.

Article VIII Duties of an Apprentice

Each apprentice shall satisfactorily perform all work and learning assignments both on the job and in related instruction and shall comply with the rules, regulations and decisions of the apprenticeship committee.

Article IX Apprentice Agreement

- 1) Each apprentice agreement shall conform to the State law governing apprentice agreements, and shall be signed by the employer, by the program sponsor, and by the apprentice and must be approved by the apprenticeship committee.

- 2) Each apprentice shall be furnished with a copy of or be given an opportunity to study these standards before registration. These standards shall be considered a part of the apprentice agreement as though expressly written therein.

Article X Termination and Transfer of Agreements

- 1) During the probationary period, an apprentice agreement shall be terminated by the apprenticeship committee at the request in writing of either party. After such probationary period, an apprentice agreement may be terminated by the Administrator by mutual agreement of all the parties thereto or cancelled by the Administrator for good and sufficient reason.
- 2) If an employer is unable to fulfill his/her obligations to train under any apprentice agreement or in the event of a layoff, the apprenticeship committee may, with the approval of the Administrator, transfer such agreement to any other employer if the apprentice consents, and such other employer agrees to assume the obligation of said apprentice agreement.

Article XI Lay-off

- 1) If for any reason a lay-off of an apprentice occurs, the apprentice agreement shall remain in effect unless cancelled by the Administrator. However, credit for related instruction shall be given when the apprentice continues such instruction during the lay-off.
- 2) There shall be no liability on the part of the employer, the program, or the committee for an injury sustained by an apprentice engaged in schoolwork at a time when the apprentice is unemployed.

Article XII Controversies

All controversies or differences concerning apprentice agreements that cannot be adjusted locally by the apprenticeship committee or otherwise shall be submitted to the Administrator for determination.

Article XIII Certificate of Completion

- 1) In addition to previous on-the-job training and related school instruction, which is of an approved nature, the Apprentice shall have completed not less than an additional six (6) months as an apprentice under the laws of the State of California and demonstrated mastery of the skills and knowledge of the prescribed program.
- 2) In recognition of unusual ability and progress, the apprenticeship committee may decrease the term of apprenticeship for an individual apprentice not more than twelve and one-half percent (12½%).

- 3) Upon evidence of satisfactory completion of apprenticeship, and upon the recommendation of the apprenticeship committee, each apprentice will be issued a Certificate of Completion by the authority of the Chief of the Division of Apprenticeship Standards and the Interagency Advisory Committee on Apprenticeship.

Article XIV Equal Opportunity in Apprenticeship

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation or veteran or military status.

Santa Ana College Educational Apprenticeship Program will ensure selection procedures meet objective standards and maintain a fair and equitable selection process for all applicants.

Article XV Written Applications

Applicants may express interest via the form located on the website sac.edu/division/hst/cdes/apprenticeship or email directly at CDESApapprenticeships@sac.edu. Applicants will be contacted via email Monday – Friday, 8:00 a.m. – 5:00 p.m.

Article XVI Records

All records will be maintained, in written or electronic form, for five (5) years and kept at:

Santa Ana College Education Apprenticeship Program
1530 West 17th Street
Santa Ana, CA 92706

Article XVII Annual Compliance

Santa Ana College Educational Apprenticeship Program will submit an annual compliance report to the Division of Apprenticeship Standards as requested by the Division.

Santa Ana College Educational Apprenticeship Program agrees to accept electronic signatures for these Standards and all related Division of Apprenticeship Standards documents.

The foregoing standards are hereby agreed to and adopted by Santa Ana College Educational Apprenticeship Program on December 12, 2025 (Committee approval date).

Employer Organization

Santa Ana College Education Apprenticeship Program
1530 West 17th Street, Santa Ana, CA 92706

Annebelle Neary, Ph.D., President Santa Ana College

Date

The foregoing apprenticeship standards, being in conformity with the applicable California Labor Code, California Code of Regulations and Federal Regulations, are hereby approved

(DAS approval date)

Adele Burnes, Chief

Division of Apprenticeship Standards

Date

Attachment B-2

Training Schedule and Working Conditions

Santa Ana College Educational Apprenticeship Program

Occupation

Occupation: Bilingual Educator

O*Net Code: 25-9042.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2,000 on-the-job training (OJT) hours, 342 related and supplemental instruction (RSI) hours, and completed within approximately 24 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be six (6) months.

Article II Wage Schedule

Professional Worker Wage:

\$ 22.40 per hour effective 10/16/2025.

Apprentice Wage and Advancement Schedule:

In no case shall an Apprentice receive a starting wage that is less than the applicable federal, state or local entity (city or county) minimum wage, whichever is higher for the county or city where the apprentice is working. The applicable minimum wage law shall establish the effective date of the minimum wage.

To advance from one period to the next, the apprentice shall have met the following requirements:

1st period	0-6 competencies	\$ 20.24 /hour
2nd period	7-13 competencies	\$ 21.29 /hour
3rd period	14 competencies	\$ 22.40 /hour

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

The workday and workweek and all other conditions of employment for apprentices shall conform to all applicable laws and regulations and shall not be greater than for those of a professional worker.

Overtime shall not be allowed if it will interfere with or impair the training or be detrimental to the health and safety of the apprentice.

Article III Work-Training

1. The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
2. Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
3. The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:

Competency Checklist

Demonstrates Fundamentals: Apprentice can perform the task with some coaching.

Proficient in Task: Apprentice performs task properly and consistently.

Completion Date: Date apprentice completes final demonstration of competency.

Detailed Work Activities: Initial and date each task when Competency Check List has been completed.

Professional Competencies and Performance Areas**1) Development Across Ages and Stages**

- Understand and implement positive child and youth development practices that create age-appropriate, youth-centered learning experiences.
- Align lessons with quality academic standards, youth development principles, and healing-centered practices.
- Encourage positive peer interactions and collaboration among young people.
- Establish guidelines, teach appropriate behavior, and address disciplinary issues when necessary.

2) Expanded Learning/Out-of-School Time Foundational Knowledge

- Use curriculum-planning processes to develop individual and group learning plans.
- Plan daily schedules that meet regulatory requirements and support the learning and development of young people.
- Incorporate strategies that support learning and development in all domains, including STEM education, physical fitness, and social-emotional skills.
- Collect data, assess program impact, and create a culture of continuous quality improvement.
- Maintain accurate records and documentation required by the organization.

3) Establishing A Safe & Supportive Environment

- Promote the physical health and safety of program participants.
- Foster a positive emotional climate and build trusting relationships with peers & participants.
- Create a sense of community and provide recognition for participation and accomplishments.
- Understand and frequently practice relevant safety and emergency procedures.

4) Communication & Relationship Building

- Utilize multiple forms of communication.
- Build strong adult teams across individual and group identities.
- Practice patience and empathy.

5) Planning & Implementation

- Prepare academic support & enrichment offerings in advance.
- Incorporate time management techniques & engagement strategies
- Support the meaningful inclusion of young people of all abilities.

6) Social & Emotional Learning and Wellness

- Recognize the impact of change, stress and transition on social and emotional development.
- Implement strategies to develop young people's social-emotional skills.

7) Cultural Competence (Diversity, Equity, Access, and Inclusion)

- Create an inclusive environment that promotes respect, equity, and cultural diversity.
- Ensure accessibility for all participants, regardless of language fluency or physical and developmental abilities.
- Facilitate, implement, and connect specific supports for dual-language learners.
- Promote the development of both home languages and English proficiency.
- Facilitate, implement, and connect specific supports for dual language learners.
- Ensure Access and Foster Inclusion.

8) Teamwork & Collaboration

- Facilitate cooperative activities in which participants share roles and work toward a common goal
- Coordinate with co-teachers and program staff to plan activities and divide responsibilities, communicating through established channels (e.g., handoff notes, staff meetings)

9) Problem Solving & Adaptability

- Anticipate potential challenges and adjust plans, activities, or groupings in response to participant needs.
- Follow established procedures during emergencies and critical incidents, and complete required incident documentation.

10) Teaching & Learning

- Provide opportunities for participants to exercise voice and choice, and adjust instruction based on their responses and progress
- Deliver lessons and activities using a variety of instructional strategies that engage all learners

11) Leadership & Management

- Manage assigned program areas, materials, and participant supervision, reinforcing expectations consistently
- Model professional conduct—punctuality, preparedness, and respectful communication—for participants and peers.

12) Professional Development

- Participate in required trainings, workshops, and coaching sessions, and apply the strategies learned in practice.
- Set professional goals with a supervisor or mentor and track progress toward them.

13) Partner Engagement

- Communicate with families, school-day staff, and community partners using respectful, culturally and linguistically appropriate methods.
- Share participant progress with families and partners, and adjust practices in response to their feedback

14) Visioning & Strategic Thinking

- Allocate program time, materials, and space to meet activity goals within available resources.
- Connect daily activities to the program's broader goals, and recommend improvements based on observed outcomes

Article IV Related Instruction

Related and supplemental instruction (RSI) will be provided and/or overseen by the Local Education Agencies (LEA) whose confirmation of such has been affixed to these Standards for this occupation.

Any significant difference in sample related and supplemental instruction (RSI) listed below, and the related and supplemental instruction (RSI) provided by the Local Education Agency (LEA) will be detailed and included with the Local Education Agency's (LEA) confirmation letter and submitted to the Division of Apprenticeship Standards for review.

Time spent in related and supplemental instruction may not be compensated.

Class	Hours
Child Growth and Development	54
1. Explain children's development from conception through adolescence in the physical, social, emotional and cognitive domains 2. Identify cultural, economic, political, and historical contexts that impact children's development. 3. Apply knowledge of development and major theoretical frameworks to child observations, child abuse and frameworks	
Child, Family and Community	54
1. Describe socialization of the child focusing on the interrelationship of family, culture, teachers, and the community. 2. Describe strategies for collaboration with families to support children's development and learning that are respectful, reciprocal, and engaging. 3. Identify community resources to support children and their families.	
Introduction to Children with Disabilities or Delays	54
1. Recognize children's various disabilities or delays and identify interventions based on the developmental continuum. 2. Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with disabilities or delays.	

3. Collaborate with families and community members in supporting the inclusion of children with disabilities or delays.

Tutoring Reading in Elementary Schools 18

1. Demonstrate the role, responsibilities, and limitations of a reading tutor.

School-Age Child Care and Recreation Activities 54

1. Apply the terms and principles of school-age childcare to prepare a developmentally appropriate enrichment program using appropriate content area framework. Apply the terms and principles of school-age childcare to prepare a developmentally appropriate enrichment program using appropriate content area framework.
2. Define creative ways to collaborate with parents, schools, and the community to work together to create successful integration and establish a network of support and services for the children in their care.
3. Plan an effective learning and social-emotional environment, including the organization and care of indoor and outdoor facilities conducive to appropriate ways for adults to be involved in the child's activities.

Introduction to Elementary Classroom Teaching 54

1. Demonstrate understanding of curriculum, classroom management, assessment, and technology in the 21st Century classroom.
2. Examine governance, ethics, and legal influences on the educational system.
3. Compare and contrast the evolution of school and the traditional and educational schools of philosophy while formulating a personal educational philosophy.
4. Demonstrate how society's influence impacts the teaching profession and differentiates today's student population.
5. Describe the rewards, complexities, and challenges in teaching.

Proficiency in Educational Technologies for Teachers 54

1. Plan for and design an effective blended learning classroom that addresses national academic and technology standards, uses technology to promote learning, increases communication, collaboration, human presence online, and provides flexible learning opportunities for authentic assessment, creativity, and remediation.

TOTAL: 342 Hours

Article V Ratio

The ratio of apprentices to professional workers shall be:

- 1) Ratio #1: Each professional worker may supervise 1 apprentice(s)