

APPRENTICESHIP

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



CALIFORNIA APPRENTICESHIP COUNCIL

Second Quarter 2013

EMBRACING OPPORTUNITIES FOR EDUCATION & APPRENTICESHIP



Christine Baker, Director,
Department of Industrial Relations

How can we prepare to take full advantage of these new opportunities? Now is the time to think about establishing new apprenticeship programs

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Cover illustration images excerpted from Viktor Verhovod's recently unveiled indoor mural, "Power Line," at WECA's Apprenticeship & Training Program Sacramento Region Facility

The Labor and Workforce Development Agency (LWDA) and the Department of Industrial Relations (DIR) are fully committed to supporting education and training for workers. Education is defined as the act or process of imparting or acquiring general knowledge and generally of preparing oneself or others. The apprenticeship program offers a wonderful opportunity to provide on-the-job training. Unlike other educational settings, apprenticeship programs provide the opportunity to learn while working. In fact, working is part of the process of acquiring knowledge about the job.

The California economy is on the rise and will be creating new jobs. How can we prepare to take full advantage of these new opportunities? Now is the time to think about establishing new apprenticeship programs. It is also the time to give strong support to the programs we already have in place. In particular, growth within both the health care industry and the green economy provides important areas for expansion. For example, a new partnership between the Division of Apprenticeship Standards (DAS), California Public Utilities Commission (PUC), investor-owned utility companies (IOUs), and the California Workforce Investment Board (CWIB) will help highly skilled workers find well-paying employment in the green economy, by providing them with specialized job training.

Over the last year, DIR has revamped its website to be more user friendly for labor and management. The goal is to ensure that information is readily accessible. This project is a work in progress as we

continue striving to improve our website. For instance, divisional home pages now clearly present resources of interest to different stakeholders, so workers and employers can find the information they need more quickly.

Another important goal of the DIR has been public outreach and education, currently at a record high at the DIR. We believe that the most effective way to ensure compliance within California is to help employers and their workers better understand their legal responsibilities and rights. For instance, DIR has organized heat illness training, workers' compensation workshops, as well as labor law outreach programs throughout the state.

Partnerships with labor and management provide the best opportunity to improve our workplaces. The Commission on Health and Safety and Workers' Compensation (CHSWC), through its partnership with DIR, State Compensation Insurance Fund (SCIF), California Small Business Association (CSBA), and Small Business California, has designed a model training program, "Taking Action for Safety and Health." This program assists small business owners and managers throughout California in their efforts to reduce work-related injuries and illnesses by effectively developing and implementing their own prevention programs.

DIR has also placed a strong emphasis on comprehensive training for DIR staff, because we believe that this training is essential to high-quality enforcement and efficient case resolution.

AB 554 BRINGS TOGETHER APPRENTICESHIP & THE WORKFORCE INVESTMENT ACT



Diane Ravnik, DAS Chief

Recently, the Federal Office of Apprenticeship sponsored an excellent “webinar” encouraging greater collaboration between two of the Department of Labor’s major job training programs—formal registered apprenticeship, and the state and local Workforce Investment Boards. It makes such perfect sense, why hasn’t it been done before?

Every year, hundreds of thousands of dollars flow into California (and every other state in the nation) to implement the job training and employment goals authorized by the national Workforce Investment Act (WIA) to help youth, the disadvantaged, and others get the training they need to ease their transition into skilled jobs and lifetime careers—just what apprenticeship has always done with very little, if any, government support.

In California, employers are able to access so-called “Montoya” funds (specially-designated, categorical education funds) to help pay for classroom instruction at a local educational agency (LEA—a local community college or adult education provider).

Additionally, in the last year, California’s Employment Training Panel has created a new Apprenticeship Pilot Project, setting aside 10 percent of its annual funds to help apprenticeship program sponsors pay for classroom instruction costs.

But despite the fact that WIA is the nation’s most significant source of job training funds, it has been little used to support formal registered apprenticeship.

California is often a leader, trend setter and innovator, both socially and economically, and our state was truly in the forefront last year in enacting AB 554, which directs all the state’s Workforce Investment Boards (WIBs) to coordinate with local apprenticeship programs in all apprenticeable occupations.

In an exemplary effort to implement AB 554, the State Building & Construction Trades Council co-hosted regional forums in both Southern and Northern California with the DAS and the California Workforce investment Board. Representatives of local area WIBs and apprenticeship coordinator associations met to discuss how they could collaborate, particularly in pre-apprenticeship training designed to prepare WIB clients for apprenticeship opportunities in the building and construction trades.

In both the north and the south, representatives of local building and construction trade councils provided lists of numerous project labor agreements

recently negotiated with local awarding agencies that will provide opportunities for existing journeymen and apprentices, and create opportunities for future apprentices. The agreements often provide a

Implementing AB 554 brings together registered apprenticeship and the workforce investment system—and benefits both

chance for new apprentices to fill “local hire” provisions.

Various model pre-apprenticeship programs were described by panelists, including the national building and construction trades model “multi-craft core curriculum” (MC3) which exposes pre-apprentices to a wide variety of crafts in a single program and helps them decide which craft is the one they want to pursue.

Implementing AB 554 brings together registered apprenticeship and the workforce investment system—and benefits both.



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

LET'S FIGHT TO MAKE HIGHWAY WORK SAFER



Paul Von Berg, CAC 2013 Chair

The CAC has eight standing committees that meet each quarter to discuss issues and set of standards of performance, regulations, and equality in the Apprenticeship Community. These strong committees have formed the foundation for the CAC and the apprenticeship programs in California. During my short tenure as a commissioner and now as the Chair on the CAC, I have been able to sit in on each of these committees, and I am amazed at the time, effort and dedication given by the committee chairs and members.

All eight committees work hard to develop ideas, awareness, goals, and standards that apply to all the apprenticeship programs in our great state. If you normally attend just the CAC quarterly meetings, I suggest you come out a day early and attend one or two of the standing committee meetings; I am sure you will come away with a better understanding of how the CAC works, and an appreciation of the efforts of the commissioners. They are not there for the money, but because they believe in apprenticeship and in helping young people find a

lifetime career alternative to four-year college.

This quarter I'd like to focus on one committee that is particularly close to my heart: the Committee of Occupational Safety & Health. As an employer for over 45 years, I viewed worker safety as management's moral responsibility. I have always believed that the employer must provide a safe place to work and job-specific training so the work force can go home healthy at the end of each day.

As an employer for over 45 years, I viewed worker safety as management's moral responsibility

While that's what you might expect, unfortunately it's not the real world. During the past year in Southern California, eight workers ranging in age from 22-55 were killed in road work zones. These workers were trained, and were provided a safe place to work—except for one factor. They were killed by speeding drunk drivers that ignored work zone speed and lane restrictions. All of the incidents occurred in closed construction work zones late at night on Los Angeles area freeways. How can you protect workers from these irresponsible drivers?

CAC Commissioner and Chairperson of the CAC Occupational Safety & Health Committee, Richard Harris, is taking the lead to bring awareness of this problem to the apprenticeship community. While night-time highway construction workers make up a small percentage of the apprenticeship work force, the problem must be studied and corrected.

CalTrans has established the Work Zone Safety Task Force, a coalition of contractors, trade associations, labor, and other stakeholders, to look for solutions to this tragic problem.

Victor Salazar, who was appointed by CalTrans Deputy Director of Construction, Mark Leja, to head the Task Force, addressed the Occupational Safety & Health Committee at the January CAC meeting in Sacramento. The Task Force has already developed several recommendations to improve safety in construction work zones:

- Implement a uniform reduction in speed limits for all highway construction projects, similar to school zones
- Increase worker training
- Use transverse rumble strips for the approach to work zones
- Fully close more freeway work zones at night instead of closing one or two lanes
- Use more CHP officers for DUI and speed enforcement
- Develop a "Hit a worker, go to jail" law with a large fine

If you have ideas to improve road construction safety, please contact the CAC and we will pass the information on to the Task Force.

I'd like to thank Chairperson Richard Harris for bringing this important issue to our attention. And the next time you are driving through a highway work zone at night, remember—the employees working there may be someone's dad, mom, brother, sister, relative or ... apprentice.

—Paul Von Berg



To learn more about the California Apprenticeship Council, please visit www.dir.ca.gov/cac/cac.html

A Word from the Apprentices



“ While searching online for an apprenticeship opportunity, the Sound & Communication Apprenticeship caught my eye. The networking and data aspects really appealed to me; I had always been interested in the electrical field. The main reason I applied was I wanted a good career that I could really be proud of. The JATC is tirelessly working to keep me employed; not everyone can say they are employed full-time nowadays. I am learning aspects of the trade in the classroom that I can later apply on the job; when my foreman asks me if I know how to do a particular task, I can confidently tell him yes because of the great instruction I received in the classroom. The fact that I do not have to pay for any of the training has been huge; even the books have been given to us. I personally know people who have received vocational training elsewhere and they are still paying off the loans. Not even getting a job after the training they received, they have now joined the Sound & Communication Apprenticeship. I really enjoy the work I do now, as well as the classes and my fellow apprentices. I am treated well as an apprentice; I am trusted to get the job done; and I am treated like an adult. I also like being part of the IBEW Union; I attend every union meeting I can. I have and will continue to recommend the Sound & Communications Apprenticeship to friends.

Benjamin Painter, 2nd Year Apprentice, Local 332



“ I found out about the Sound & Communication Apprenticeship Program from a newspaper ad posted by Local 340 in Redding, CA. It has been an amazing educational experience; I have the most awesome Instructors and a great program to equip me with the skills and knowledge needed to be successful in the Sound & Communication trade. I previously had worked for a nonunion company doing voice and data as well as some other systems installations, but there was no opportunity to grow or receive any education. I really like the dedication of the instructors, and staff, and the amount of knowledge and experience you attain in a 40 hour class week. I'm very much a “hands on, challenge me” type of learner; I enjoyed and feel that I learned the most from our labs. The instructors are by far the best I have ever had; they really know how to bring life to the class and get you to really understand what it is they are teaching. My company has been supportive throughout my apprenticeship; my foreman is always there for me, always answers my questions no matter how many times I've had to ask. He's the best I've worked with in my five years in this trade. Also, being a part of the IBEW has opened a lot of doors for me as a single working mother.

Sarah Perkins, 3rd Year Apprentice, Local 340



“ I found out about the Sound & Communication Apprenticeship Program by going over to the Local 340 IBEW Union Hall and asking about the apprenticeship programs offered. I decided to apply because I knew it would be a good opportunity for me to learn about the trade. I really enjoy the hands on training; it is great to be able to get paid while you learn and build a good reputation; I know I am getting the skills needed to become the best Sound & Communication Technician possible. The instructors for the program really know the material; they are willing to give any one-on-one time that you may need to ensure you do not fall behind in the program. The on-the-job training is also good; you have to work hard, but you are learning the skills required to run a job yourself in the future. This program gives you some really good skills - not just skills for the trade, but life skills as well. It is the best program I have been part of, and I would like to thank the IBEW and the Sound & Communication Apprenticeship Program for selecting me as an apprentice.

Zequii Vanhook, 2nd Year Apprentice, Local 340

GOVERNOR PROPOSES SHIFT OF APPRENTICESHIP EDUCATION FUNDING



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

I would like to take this opportunity to address the Governor’s proposal to shift the administration of apprenticeship funding from the California Department of Education (CDE) to California Community Colleges (CCCCO).

While CCCCCO is not the driver of this proposal, we are tasked with creating effective and fair solutions to the challenges posed by such a shift. As a commissioner on the CAC and a federal appointee on the National Advisory Committee on Apprenticeship, I am a deeply passionate and committed advocate for apprenticeship as an effective model for developing skilled workers needed by employers.

How can we strengthen the community colleges’ apprenticeship programs, protect the CDE apprenticeship programs, and also meet the Governor’s intention to join the programs? We have convened a knowledgeable team of experts to help us answer this question.

To encourage collaboration to develop the best solution, it is important to put forth the facts for discussion. The issues include:

- Many CDE apprenticeship programs oppose the shift to the CCCCCO and want to maintain their current LEA relationships.
- Many CDE apprenticeship programs indicate that they do not want college credit.
- CDE programs are concerned about community college minimum qualifications for faculty and the curriculum approval process.
- If apprenticeship is moved to the CCCCCO, there are fears that funding will be flexed. The CCCCCO Apprenticeship program was put into flex through 2015 under the prior Governor’s administration when community college budgets were cut.
- The funding rate approved by the legislature is \$5.04/hour; however, due to state budget

cuts, funding rates are significantly different for the two segments.

- In the 2009 Budget Act, apprenticeship funding was cut 50 percent for the CCCCCO (\$7.2 million) and 22 percent for CDE (\$4 million).
- CDE serves apprenticeship programs statewide; CCCCCO serves apprenticeship programs through regional college districts.

After considering the needs of all stakeholders involved, our proposed solutions include:

- Maintain existing LEAs and not-for-credit curriculum for CDE apprenticeship programs.
- Use CCCCCO contractual authority to provide reimbursement for CDE apprenticeship programs.
- Remove CCCCCO apprenticeship programs from flex to support program alignment.
- Request that the legislature equalize funding for CCCCCO and CDE programs to support program alignment.
- Set up a framework for apprenticeship LEA selection not limited by regional boundaries.
- Move CDE apprenticeship staff with the program to CCCCCO.

Our goal is to have clear expectations as we come together to serve the needs of all parties, and most importantly to support the success of apprenticeship students. Let’s continue working together collectively as employers, educators and state administrators. For questions, please contact Cris McCullough, Dean of Policy Alignment and Outreach, at cmccullough@cccoco.edu.

Apprentice Statistics For the quarter ending March 31, 2013

Number of active apprentices	54,416
Number of new registrations and reinstatements	3,424
Number of active women apprentices.....	4,457
Percent of active apprentices represented by women	8.2%
Percent of active apprentices represented by minorities	50.6%

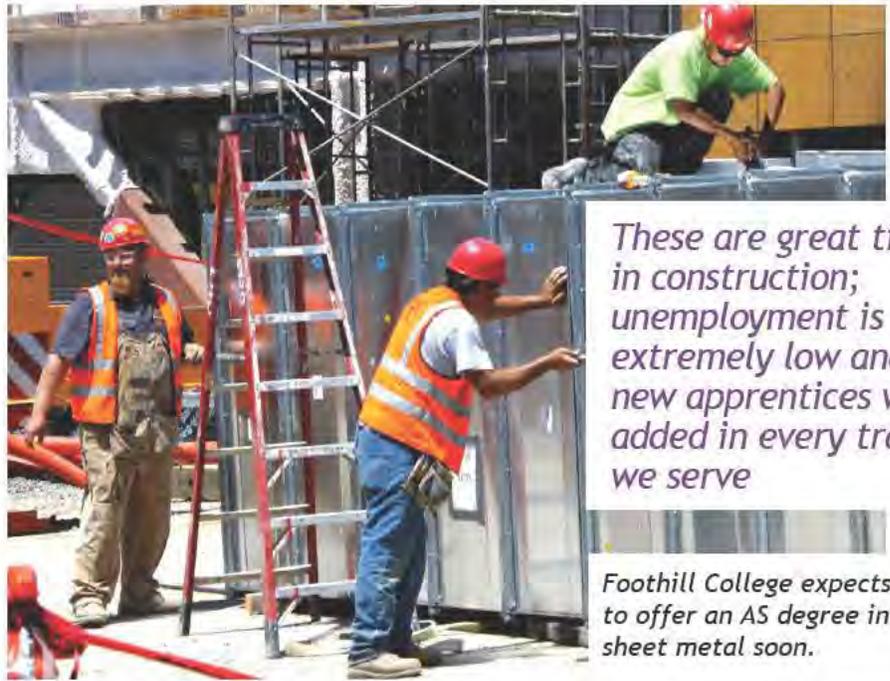
A TRAILBLAZER IN APPRENTICESHIP FOR HIGHER EDUCATION

Since 1980, Foothill College has played a significant role in vocational education through its close affiliation with the construction training centers. Students in registered apprenticeship apply for a number of job openings before taking a test, being interviewed, and being accepted by a program. Foothill's role is to ensure that approved faculty teach approved curriculum, and that schedules, enrollment and grades are completed so students earn a certificate.

Foothill is the second largest LEA (Local Education Agency) in the state in terms of hours reported each year. An LEA is an approved school that receives state funding to manage credit and non-credit related and supplemental instruction (RSI) hours. Dr. Fred Critchfield, a retired Dean of Occupational Education at Foothill College, is credited for his role during the 1970's in establishing the Education Code sections that provided the impetus for funding apprenticeship, commonly referred to as "Montoya" funds.



Nearly 2000 students are enrolled in Foothill's apprenticeship program this year.



These are great times in construction; unemployment is extremely low and new apprentices were added in every trade we serve

Foothill College expects to offer an AS degree in sheet metal soon.

In 2010, Foothill went paperless and introduced its "Foothill Portal," which gives teachers both on and off campus the ability to access rosters, drop a student, enter grades, and submit hours online.

"Our plans are to offer at least one associate degree in each of the trades," says John Mummert, Vice President of Workforce Development and Institutional Advancement at Foothill College.

By completing general education along with their apprenticeship, students earn an AS Degree and eventually a Bachelor's degree from the National Labor College. This is the same concept as "stackable credentials," a hot topic throughout the state. The National Labor College recently signed an articulation agreement with Foothill College. Foothill now offers both the AS and BS degree combinations and expects to offer an AS degree in sheet metal soon; next will be an AS degree in the pipe trades, and so on.

"These are great times in construction," says David Ellis, Foothill College Apprenticeship Coordinator. "Unemployment is

extremely low and new apprentices were added in every trade we serve."

Javier Casillas, a 2011 recipient of the General Electrician AS degree says, "I went to college right after high school. I never thought I would be able to use those credits years later after I finished my five-year apprenticeship. The experience of receiving both my state certification and an AS degree at the same time has been rewarding; I now teach for the trades."

In academic year 2012-13, the apprenticeship program will serve close to 2000 students in Electrical, Plumbing, Heating Ventilation & Air Conditioning, Sheet Metal, Sound & Communication and Field Ironworking.

Located in the high-tech heart of Silicon Valley, Foothill College is recognized as one of the nation's outstanding community colleges. Foothill offers courses toward completion of an associate degree, specialized certificate, career training, or to fulfill general education requirements for transfer to a university. For more information, visit www.foothill.edu.

CONNECTING THE WIA & APPRENTICESHIP



Javier Romero, California Workforce Investment Board

Apprenticeship is quickly moving from one of the “best-kept secrets” to becoming central to California’s workforce development strategy. This movement can be credited in part to two converging events: the passage of AB 554 (Atkins) and the development of the California Workforce Investment Board’s *State Strategic Workforce Development Plan – Shared Strategy for a Shared Prosperity*.

We say “in part,” because we view these outcomes as a result of the long-overdue appreciation of apprenticeship’s unmatched ability to adapt to today’s volatile labor markets and respond to industry’s needs for highly-skilled workers.

The Governor’s Strategic Workforce Development Plan (State Plan) calls for a statewide strategy based on ongoing skills attainment focused on regional growth industry sectors and clusters. By better integrating multiple education, training, and employment services funding streams to support these sectors, we can both effectively address employers’ needs for a high-quality, appropriately skilled workforce and support workers’ needs for well-paid, steady work.



This strategy draws on lessons from the traditional joint apprenticeship model—providing workers maximum employment outcomes through mobility among multiple employers within an industry sector or cluster.

AB 554 (Atkins) was signed by Governor Brown last year. It amends UI Code Sec 14230 (e) and bolsters the intent of the Workforce Investment Act (WIA) that apprenticeship training is a priority option in connecting job seekers and unemployed workers to pathways to high-wage careers.

Our aim is to transfer best practices and catalyze new partnerships and new workforce development training strategies

Importantly, the legislation also ensures that when WIA dollars are invested in training for apprenticeable occupations (including pre-apprenticeship), there is direct connection to state-approved apprenticeship programs. The State Plan, and guidance to local workforce investment boards for developing required local plans, provides clear direction for greater WIA and apprenticeship coordination in California.

Our initial step in the implementation of AB 554 and related elements of the State Plan, was to co-host with the Division of Apprenticeship Standards regional meetings among local workforce board directors, union officials, and joint apprenticeship coordinators to talk through how to integrate WIA and apprenticeship.

Other key partners essential to pulling these events together were the State Building & Construction Trades Council, National Building Trades Council, Jobs For the Future (JFF), California Labor Federation, local building trades councils, and local workforce boards.

Thus far, we have convened regional meetings in Los Angeles in September and the Greater Bay Area in early February. These discussions centered on the potential use of WIA funds, the structure of state-approved joint apprenticeship training programs, and regional opportunities for partnership.

There are many great examples of local workforce boards and One-Stops working closely with state-approved apprenticeship, but much still needs to be done. Our aim is to transfer best practices and catalyze new partnerships and new workforce development training strategies. As mentioned above, California’s 49 local workforce boards are currently developing their 5-year strategic local plans, and these local plans must specify how the local boards will implement AB 554. We urge apprenticeship coordinators to reach out to local board business members, labor members, and executive staff. These plans are due to the California Workforce Investment Board by July 1, 2013.

If you need assistance in connecting with a local workforce board, please email me at Javier.Romero@cwib.ca.gov, or call 916-324-3277.

PRE-APPRENTICESHIP PREPARES VETERANS FOR CIVILIAN CAREERS

Mary Wolf, American River College,
Los Rios Community College District

Most organizations that require skilled workers are finding that their workforce is aging and there are not enough skilled workers to replace them. This is true in apprenticeship trades that build and maintain our infrastructure, including the utility industry which requires skilled electricians, linemen, and welders.

As we all know, apprenticeship is a big investment organizations make to properly train their employees, and all too often apprentices don't make it—for many reasons. Fortunately, pre-apprenticeship programs can provide training and industry knowledge to students who think they would like a career in the trades, while screening out the not-so-serious candidates.

American River College offers pre-apprenticeship certificated programs to help employers increase their pipeline of qualified and well prepared candidates.

One such program is PG&E's PowerPathway utility worker pre-apprenticeship, which has been very successful in helping veterans transition to civilian careers. It is a multi-dimensional program that requires committed partners; just like it takes a village to raise a child, it takes a community to build a first-class workforce. Contributing to this effort are PG&E, American River College (ARC), Sacramento Employment & Training Agency (SETA), Employment Development Department (EDD), Sacramento Municipal Utility District (SMUD),

and 12 regional apprenticeship programs. Each partner plays a critical role in the proper training and marketing of these students.

Students that make it into the pre-apprenticeship program receive 10.5 college credits as they complete an intensive eight-week program (approximately 280

hours). Training includes technical industry training, contextualized math, daily physical training, and soft skills that include business ethics, resume writing, and interviewing skills.

PG&E and ARC collaborated on the curriculum to meet both industry and college level standards. SETA provides comprehensive screening and selection from the applicant pool based on employer (PG&E) criteria. SMUD provides highly specialized utility training that includes pole climbing and substation work. All of the partners come together to prepare the students for employment success.

While PG&E and SMUD hope to hire students based on their workforce needs, they know they can't hire all of them and are willing to share the wealth of these highly skilled candidates with other employers in the region. Employers are invited to

participate in two events: the first one is to learn about the program and who these candidates/veterans are. The second



Utility worker trainees demonstrate their skills climbing power poles during PowerPathway course. (PG&E photo)

is to help the veterans enhance their resume and interview skills, by participating as interviewers in a mock interview event. Employers will provide feedback and encouragement to help students hone their skills.

Most of the 25 students from 2011 have launched successful careers in the utility industry. The current class of 34 students is showing great promise as members of our future workforce; they are disciplined, educated, physically strong, and eager for a great career. We are confident they will be the future highly-skilled journey-level employees every organization wants. Everyone wins; the veterans, the employers, the economy, and the State of California.

WolfM@arc.losrios.edu

UNDERSTANDING THE ROLE OF THE LEA IN APPRENTICESHIP

LEA Local Educational Agency

Don Simonich, San Joaquin County Office of Education

So you're ready to sponsor an apprenticeship program? When it comes to related and supplemental instruction (RSI), you might discover contrasting experiences and attitudes between local educational agencies (LEAs).

Some factors vary from one LEA to the next—like negotiations, funding, curriculum, instructor criteria and services. And the differences may be amplified when you compare K-12 LEA's under the California Department of Education (CDE) with those of the Community Colleges. This can occur when an approved apprenticeship program contracts with more than one LEA—but it can be challenging when contracting with both K-12 and a Community College.

Below is the perspective of a seasoned representative of CDE's K-12 system on the responsibilities of the LEA in establishing and managing an apprenticeship program.

What laws connect LEAs to apprenticeship programs?

One little paragraph in Section 3074 of the California Labor Code sets the stage for the participation of LEAs. Most California apprenticeship programs have centers to provide instruction and training, and may also provide pre-apprentice training, journey-level upgrade, and retraining. Some apprenticeship programs use public school facilities for RSI, and a small number use both a public school site and instructors employed by a school district.

Usually, RSI instructors are selected by the Apprenticeship Committee in concert with the LEA, but there can be many variables to each seemingly simple policy or procedure.

Where does DAS come in?

DIR's Division of Apprenticeship Standards has two main functions when it comes to RSI:

1. To ensure that every California approved apprenticeship program has an affiliated LEA, verified by an LEA's "will serve" letter; and
2. To request a copy of the course outline for each occupation as shown in the apprenticeship standards. (The "will serve" letter doesn't assure RSI funding for the program unless it is so stated.)

DAS also conducts program reviews to verify that RSI is being provided to the apprentices, and notifies the LEA with any concerns about RSI.

ESA Educational Services Agreement

How is the ESA drawn up?

Before contracting with a new or existing program, the first task is to determine who is going to do what, when, where and how. Only after these questions are answered can an educational services agreement (ESA) be drawn up. An ESA is sometimes referred to as a memorandum of understanding (MOU).

Considerations include:

- Will RSI be provided at the LEA's site, the apprenticeship committee training center, or another site?
- Who will pay the rent, if applicable?
- How many hours of RSI will be needed each year and for at least five years in the future?
- Who will pay the instructor(s) wages?
- Will credentials of instructors or instructor applicants be the minimum selection criteria?
- What other criteria will be used?

Please note that credentials are not required for K-12 RSI instructors, but we encourage RSI instructors to become credentialed, and we encourage apprenticeship programs to sponsor instructors who want to be credentialed.

RSI Related & Supplemental Instruction

CDE California Department of Education

MOU Memorandum of Understanding

What happens next?

The LEA must review the course outline and curriculum, and then notify the apprenticeship program of its approval. Some questions might be:

- Will the RSI classes be in the evening or on a “concentrated basis” (full time/8 hours a day/ for a week or more/periodically)?
- How many RSI hours are shown in the approved apprenticeship standards?
- Are the RSI hours in the standards adequate for an apprentice to become a qualified journey-level worker?

An LEA may also review and comment on RSI lesson plans.

How will the program be funded?

The next step relates to money—will the ESA provide a dollar amount for each RSI hour provided, or a percentage of the hourly state-allocated RSI funding rate? The latter is most common in California Apprenticeship.

Excess costs must be addressed, and insurance must be discussed, with requirements, amounts and beneficiaries set forth in the ESA.

What else does the ESA cover?

The ESA should cover the following subjects, with school districts deciding what’s most important. At minimum, an ESA includes:

- Approximate number of RSI hours for apprentices each year
- Approximate number of apprentices
- Total RSI allocation for the program for the fiscal year
- Outline of RSI responsibilities
- RSI facilities
- Instructional materials and supplies

- Staff requirements
- Attendance and invoice requirements
- Liability and other insurance requirements
- Workers’ compensation; payments either direction
- Excess costs
- Site visitations and assessments
- Audits/reviews
- Apprenticeship verifications
- Agreement term and agreement cancellation.

Activating the RSI

The RSI is activated following all the basic planning and paperwork. Many assume that’s it; no more work except annual contract renewals and processing invoices for attendance, some conversation and an occasional meeting.

Wrong! Now the real work starts!

In addition to processing invoices for attendance, now the LEA must do the following:

- Meet and consult periodically with the training director/coordinator.
- Attend at least one apprenticeship committee meeting annually, or as requested by the apprenticeship committee, or as necessary to assure compliance and adequate education of apprentices.
- Require a written notice of class changes, site changes or additions, so you can visit classes.
- Observe classes and instruction, then prepare and file reports with the apprenticeship committee. Visit each class at least once a year to see if adequate

RSI is being delivered.

- Review attendance records; verify that all apprentices listed for RSI are registered with the State Division of Apprenticeship Standards at the time of the RSI.
- Compare attendance records with sign-in/out sheets to assure accurate attendance reporting.
- Prepare and maintain assessment reports.
- Assist in the selection of instructors where needed and/or requested.
- Review and approve revised course outlines; review and comment on lesson plans and curriculum as needed.
- Make sure apprentices are receiving at least 50 minutes of RSI for each hour of RSI reported, and that meal break time is not included in RSI hours invoiced.
- Verify that apprentices are not receiving excess RSI.
- Ask to be notified prior to field trips; verify field trips.
- Review apprentice RSI test scores as necessary.
- Check for safe and adequate environmental conditions at class sites.
- Make appropriate deductions, or apply sanctions for noncompliance.
- Other duties as required . . .

An LEA should follow these procedures to ensure that state-allocated funds are properly spent. At least this is the perspective of one representative of an LEA in apprenticeship.

