



The California Youth Apprenticeship Model

Report of the California Youth
Apprenticeship Committee

2024

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I. Executive Summary

The California Youth Apprenticeship Committee (CYAC) was convened as called for by SB 191 to develop recommendations for the Division of Apprenticeship Standards (DAS) on how to implement youth apprenticeships for in-school and out-of-school youth in California. This report provides a roadmap that aligns systems, establishes education connected youth apprenticeship pathways, illustrates on ramps and off ramps to career progression, identifies resources and support for quality paid work-based learning opportunities available for youth, and connects those youth to better educational outcomes and improved economic opportunity. Recognizing employers are at the heart of an apprenticeship, this report aims to provide guidance to support business and industry leaders in establishing apprenticeships for the youth in California.

When young people can alternate between the workplace and the classroom, school becomes more relevant and purposeful, and access to economic opportunity more tangible. By allowing students the opportunity to apply classroom concepts at the worksite, classroom learning and work performance become mutually reinforcing. This is the essence of modern youth apprenticeship, a talent development strategy that can solve the modern paradox of the mismatch between educational pathways and workplace needs and help students persist and thrive in school. Solving this paradox can also help reduce California's societal inequities by nurturing talent everywhere—an especially promising prospect for both young people and businesses in California.

This report outlines a number of key recommendations from the CYAC in order to create a high quality, education connected, supported pathway into careers through youth apprenticeship for both in-school and out-of-school youth.

The **California Youth Apprenticeship Model** articulates that youth apprenticeship shall meet all the existing requirements of apprenticeship, but create some new program structures and supportive services within it to better serve youth age 16-24 at the time of starting the program.

Key recommendations include:

1. **Implement a connected approach to youth apprenticeship, with multi-systems supports for both in-school and out-of-school youth.**
2. **Establish a definition for youth apprenticeship that allows for the flexibility necessary for high school and college-connected implementation.**

Recommendations regarding an in-school implementation include:

3. **Create a new Career Apprenticeship Bridge (CAB) Program that initiates the youth apprenticeship journey starting in high school and integrates Career Technical Education (CTE) into the apprenticeship system.** This CAB program would be the first phase of a youth apprenticeship and include at least 300 hours of paid on the job training, along with 144 hours of related and supplemental instruction/CTE courses. A high schooler could complete the CAB phase of an apprenticeship within high school.

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4. **Establish a college-connected youth apprenticeship model with clear alignment of CAB to the California Apprenticeship Initiative.** A CAB completer could then matriculate into a college connected youth apprenticeship program and complete their apprenticeship while completing college coursework and degrees.
5. **Establish a program approval process for the proposed CAB pathways that will benefit both education and industry.** The approval process would require Program Sponsors to ensure flexibility and commit to supporting CAB program completers in finishing their full apprenticeship program after high school graduation.
6. **Explore how existing school-based programs such as Work Experience Education and WorkAbility can facilitate paid on-the-job training and connect all students to youth apprenticeship.**
7. **Align K-14 Career Education (CE) and Career Technical Education (CTE) systems and update CTE Model Curriculum Standards at least every five years to ensure LEAs have curricular guidance that supports youth apprenticeship integration.**

Recommendations for creating a supported onramp into youth apprenticeship for out-of-school youth include:

8. **Establish a model of youth apprenticeship that serves out-of-school and opportunity youth¹ and is supported by pre-apprenticeships, paid training opportunities and youth apprenticeships with robust supportive services.**
9. **Fund and maintain the newly created CA Opportunity Youth Apprenticeship (COYA) Grant Program.**

In order for a youth apprenticeship system to emerge and thrive, it is important that funding and policy mechanism encourage the development of apprenticeship program sponsor intermediaries. These intermediaries are the local agencies, workforce boards and/or organizations that convene the needed employer, educator, union and community-based organizations to create supported apprenticeship programs that are integrated into the education system and offer robust supportive services.

10. **Implement youth apprenticeships with the support of county, regional, and statewide sector intermediaries.**
11. **Align region definitions to facilitate the funding and emergence of regional apprenticeship intermediaries.**
12. **Adopt and/or develop occupational frameworks to serve as model program templates and support youth apprenticeship program development, pathway approval, and scalability.**

¹ "Opportunity Youth" refers to young people between the ages of 16 and 24 who are not engaged in education, employment, or training.

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Employers are at the core of all apprenticeships and youth apprenticeship is only viable if employers understand the benefits of fostering a talent pipeline in partnership with education. Employers must be supported in navigating regulations around youth employment and school policies. Therefore, to encourage more youth apprenticeship, it is essential that the state:

13. **Identify barriers for employers and make recommendations to support employers in implementing youth apprenticeship.**
14. **Establish public messaging campaigns to promote youth apprenticeship among employers.**

Critical to the overall effort to expand youth apprenticeship is an alignment and allocation of funding. Therefore,

15. **Evaluate current funding models and provide reliable formula and grant funding for employers, local education agencies (LEAs), intermediaries, and youth apprenticeship expansion efforts.**

Finally there are key areas of data and outreach that will be essential to the success of this overall effort.

16. **Establish a streamlined youth apprenticeship data system to promote data-driven decision-making.**
17. **Prepare a set of toolkits and convenings and establish public messaging campaigns to promote youth apprenticeship among youth and parents.**
18. **Review and align administrative workforce and educational policies and programs to effectively implement youth apprenticeship programs.**

By implementing these recommendations, California can craft a model of youth apprenticeship to be demonstrated and scaled, providing equitable access to high-quality career pathways for all youth, while meeting the talent needs of employers and fostering regional economic growth.

We can also expect positive trends along the following indicators:

- Increased accessibility and participation in youth apprenticeship programs for both in-school and out-of-school youth across California.
- Increased awareness of apprenticeship pathways and opportunities for youth, their families, and other relevant stakeholders.
- Improved youth outcomes, including better employment outcomes, strong workforce readiness and life skills, better academic outcomes and improved long-term career outlook through participation in youth apprenticeship programs.
- Economic growth and workforce development in California's priority industry sectors and in the CA Jobs First regions, especially for marginalized groups, as businesses gain access to a larger pool of skilled, diverse talent, at a younger age than the national age of current

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apprentices. This will lead to increased productivity and innovation, and the ability to create youth talent pipelines for staffing forecasts.

- A lower number of high school students dropping out by providing paid, career connected learning opportunities for youth.

II. Introduction

This report summarizes the recommendations of the California Youth Apprenticeship Committee (CYAC). The CYAC was convened as required by SB 191 to develop three sets of recommendations for the DAS: (1) possible new definitions of youth apprenticeship (2) advisory on the most effective deployment of the California Opportunity Youth Apprenticeship (COYA) Grant program and (3) how to best organize as a state to implement youth apprenticeships for in-school as well as out-of-school youth in California.

The recommendations included in this report are designed to address an important component of [Governor Newsom’s “Freedom to Succeed” Executive Order](#) and also support the education and workforce development goals of the [Governor’s Jobs First Initiative](#). The Executive Order charged key state education and workforce leaders to develop a Master Plan on Career Education to guide the state’s efforts to strengthen career pathways, prioritize hands-on learning and real-life skills, and advance universal access and affordability for all Californians through streamlined collaboration and partnership across government and the private sector. Furthermore, the Jobs First Initiative has supported the creation of Jobs First Collaboratives in each of the state’s 13 economic regions, with representation from a wide variety of community partners including labor, business, local government, education, environmental justice, community organizations and more. These Collaboratives have developed roadmaps, including a strategy and recommended series of investments, for their respective regions. By strategically aligning youth apprenticeship opportunities with the initiatives in the Jobs First regions, California will be in the position to support a younger and robust workforce for a more sustainable and stable future economy.

This report provides recommendations for statewide system and resource alignments to make work-based learning and youth apprenticeship opportunities widely available for in-school and out-of-school youth, and to connect apprenticeship with economic and workforce development initiatives in alignment with the Master Plan on Career Education. The proposed model for modern youth apprenticeship is designed to streamline access to employment for youth while connecting employers to the California education system to support industry-aligned career education and training.

The California Youth Apprenticeship Committee (CYAC) includes representatives from youth, youth-serving organizations, labor, employers of youth, K–12 schools, community colleges, government, and the public workforce system.

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California Youth Apprenticeship Committee Members:

- **Allison Frenzel**, Academy, Apprenticeship, and Internship Office, CA Department of Education
- **Anne Stanton**, Linked Learning Alliance
- **Bill Kelly**, Climate Action Pathways for Schools
- **Bina Lefkovitz**, Sacramento County Board of Education
- **Bob Lanter**, California Workforce Association
- **Chris Cagle**, South Bay Workforce Investment Board
- **Denise Tugade**, SEIU United Healthcare Workers-West
- **Elisa Nieblas**, InTech Center, Chaffey College
- **Eric Morrison-Smith**, Alliance for Boys and Men of Color (ABMoC)
- **Gary Adams**, Division of Workforce and Economic Development, CA Community College Chancellor's Office
- **Jeffery Wallace**, LeadersUp
- **Jonathon Vargas**, Youth Apprentice
- **Joseph Williams**, Inland Empire Community Foundation
- **Korena Downing Hazen**, CA Department of Social Services
- **Kristin Heidelberg**, United Food and Commercial Workers International Union (UFCW)
- **Pam Knapp**, San Joaquin County Office of Education
- **Rosalinda Rivas**, Moreno Valley College
- **Steven Rodriguez**, San Joaquin County Office of Education, County Operated Schools and Programs (COSP)

In the course of this work, the committee formed two working groups to look at the unique and different needs of in school and out-of-school youth (inclusive of opportunity youth). Both working groups worked to ensure that youth of California will have multiple pathways toward economic self-sufficiency and fulfillment, strengthened by a comprehensive state-wide system for career connected learning. Both working groups also considered the needs of special populations and examined systematic inequities that have prevented students from succeeding in the current system. The proposed plan intends to build an anti-racist and inclusive system for a continuum of career connected learning for all California youth through high-school and post-secondary education.

In School Youth: This working group is focused on developing accessible apprenticeship pathways that start in high school. The goal is to establish CTE and Work Experience Education (WEE) programs that combine meaningful, supervised, paid, on-the job work experience with aligned academic instruction. Additionally, the committee examined existing school-based

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programs such as WorkAbility and WEE which can provide support for on-the-job training (OJT) during the school day and over summer.

Out-of-School Youth: This working group is focused on developing accessible apprenticeship pathways for out-of-school and opportunity youth age 16-24. The goal is to identify crucial barriers, needs, and supportive services for disconnected youth in California, and to establish multiple on-ramps to apprenticeship. Additionally, the committee examined existing Workforce Innovation and Opportunity Act (WIOA) programs which provide support for intermediaries and employers working with opportunity youth.

The CYAC was facilitated and supported by members of both the Division of Apprenticeship Standards (DAS) and the CA Workforce Association (CWA), including Adele Burnes, Amie Bergin, Curtis Notsinneh, Eric Rood, Francene Kennedy, Glen Forman, and Paul Giacomotto from DAS and Brandon Anderson, Isis Orellana, and Vinz Koller from CWA.

III. Context

Students in California have been told for decades that only a straight path from high school to college will set them up for success and provide them with the best chance toward financial security. The wage premium for those with a college degree seems to convey the same message. And yet, fewer than half of California's 9th graders make it to college within 6 years and even fewer graduate with a degree of any kind.² Clearly the four-year college-for-all strategy is not working for all, but instead has exacerbated existing equity gaps and left many young Californians behind, especially those from socioeconomically disadvantaged communities and special populations.

When young people can alternate between the workplace and the classroom, school becomes more relevant and purposeful and access to economic opportunity more tangible. This is the essence of modern youth apprenticeship, a talent development strategy that can solve the modern paradox of the mismatch between educational pathways and workplace needs and help students persist and thrive in school. Solving this paradox can also help reduce California's societal inequities by nurturing talent everywhere—an especially promising prospect for both young people and businesses in California.

Modern youth apprenticeship addresses several additional concerns:

For Society:

- Lower unemployment rates among youth, especially opportunity youth.
- Improved educational outcomes.

² Ed100 analysis of available California and national data, 2021, by Sam Hiken and Jeff Camp. Rates of high school graduation, college enrollment, and college completion have risen significantly over time.

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- Economic stimulation by having younger earners, which injects hundreds of billions of dollars into an economy the size of California's. Local and regional talent pipelines, facilitating homegrown talent for local communities.
- Global competitiveness for an innovation economy whose lifeblood is talent.

For Youth:

- A multitude of debt-free pathways to skilled employment.
- Improved High School graduation rates.
- A positive return for apprentices who out-earn their peers by more than \$300,000 over the course of their careers.³
- A shortened training-to-career time.⁴
- Equitable access to career-connected training as part of a free and public education system.
- Hands-on learning for non-traditional learners and individuals with special needs.

For Employers:

- A flexible approach as useful in small businesses as in a multinational corporation.
- Opportunity to provide input into curriculum and ensure learning is career-relevant and current, and that supports the needs of the specific employer.
- A positive return on investment.⁵
- An opportunity to help produce rather than just consume (and compete for the same) talent with the mindset of "growing their own" future, long-term employees.

For Educators:

- Highly permeable connections between apprenticeship and academic paths, preserving options for further education.
- More engaged learners, fewer dropouts, and a more contextualized learning environment for everyone.
- More focused instructional time for educators without the burden of re-creating the world of work inside the classroom.

3 Debbie Reed et al., An Effectiveness Assessment and Cost-Benefit Analysis of Registered Apprenticeship in 10 States (Oakland: Mathematica Policy Research, 2012), <https://bit.ly/2Alvg6b>; Graduates of Registered Apprenticeship programs earn an estimated \$301,533 more than their peers over their careers, including wages and benefits.

4 Thomas Bolli, Maria Esther Egg, and Ladina Rageth, Meet the need—The role of vocational education and training for the youth labour market (Zurich: KOF Swiss Economic Institute, 2017), https://www.dcdualvet.org/wp-content/uploads/2017_ETH_KOF_meet-the-need-the-role-of-VET-for-youth-labour-market.pdf.

5 Samuel Muehleemann and Stefan C. Wolter, "Return on investment of apprenticeship systems for enterprises: Evidence from cost-benefit analyses," IZA Journal of Labor Policy 3, no. 25 (November 2014), <https://bit.ly/2PMF2Dt>.

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California, with less than half of one percent of its workforce in apprenticeships, lags behind global apprenticeship systems. The majority of youth in California encounter an obstacle course in their path from school to work, a pattern that reinforces racial and generational wealth gaps and disproportionately affects students with special needs. And, many high-quality jobs remain unfilled, which is a natural drag on productivity, innovation, and regional prosperity.

If California successfully scales youth apprenticeship, estimates suggest that the California economy could absorb at least 650,000 apprentices, or eight times the number that are currently being trained.⁶ The resulting \$300,000 increase in lifetime earnings per apprentice amounts to an injection of \$195 billion into the state's economy.

Apprenticeship is a powerful equity engine – and should be spreading exponentially. To spread and scale apprenticeship there will need to be an integrated approach to youth apprenticeship in California that ties education and workforce development together to make it a seamless system that educators, youth and their parents/guardians, and employers understand. Apprenticeship is not “the other” choice to college; it is a “both and” decision. Apprenticeship can map to a degree for a career. It's a thoughtful choice to career-connected learning and allows students to earn wages while they pursue training in a particular field.

CYAC identified numerous regulatory and structural impediments to seamless introduction of youth apprenticeship in the State:

- Employers face significant financial and administrative burdens when working with school districts and employing youth.
- There are artificial distinctions between college and career which reinforce stereotypes about who belongs in specific education and career pathways.
- Education and training programs with similar goals are funded through numerous agencies and via duplicative or overlapping grant programs (i.e., K-12 Strong Workforce Program (CCCCO), CTE Incentive (CDE), Golden State Pathway Programs (CDE), Regional K-16 Collaboratives Grants (DGS), High Road Training Partnership (CWDB).
- CTE/CE offerings do not adapt to a changing labor market or align across high school and community college systems.
- Agency and local control processes prevent the timely adoption of new programs and can take up to two years for approval.
- CTE Model Curriculum Standards lack timely industry input and are not aligned to occupation-specific skills, leaving educators with out-of-date instructional guidance.
- Students and workers don't always know which career opportunities support economic mobility and how to train for those positions. This information is not easily accessible.

6 Joseph B. Fuller and Matthew Sigelman, Room to Grow: Identifying New Frontiers for Apprenticeships (Boston: Harvard Business School; Boston: Burning Glass Technologies, 2017), <https://www.hbs.edu/managing-the-future-of-work/Documents/room-to-grow.pdf>.

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- There is no central directory of current, active registered youth apprenticeship programs.
- Competitive grant funding streams incentivize short-term pilot programs rather than supporting structural change and sustainability.
- Disconnected data systems do not allow for tracking of outcomes across workforce and education systems.
- The structure of the school day, state graduation requirements and difficulty finding qualified CTE instructors are just a few of the challenges K12 faces in supporting youth apprenticeships.

Access to meaningful career opportunities for California's out-of-school youth and opportunity youth is even more restricted. Opportunity youth often experience barriers such as poverty, lack of educational attainment, limited access to job opportunities, and systemic inequalities, which can contribute to their disconnection from mainstream education and employment systems.

IV. The California Youth Apprenticeship Model

RECOMMENDATION #1: Implement a connected approach to youth apprenticeship, with multi-systems supports for both in-school and out-of-school youth.

This report addresses the systemic challenges that have been raised by the committee with tangible solutions. The committee has identified several promising practices and youth apprenticeship models deployed in other US states and across the globe. Committee members, during the second half of 2023, took a virtual tour around the world and to several US States that had implemented versions of youth apprenticeship over the past decade, such as WA, CO, IN, MD, or - in the case of WI in the 1990s. They learned about their approach, success, and challenges in developing statewide systems. The following definitions and recommendations carefully consider the youth apprenticeship best practices that make sense for California's unique regions, government systems, and economies.

Youth apprenticeship can be a game changer in getting California high school and community college students career ready. While high school-based youth apprenticeship is already possible in California, the CYAC pointed out significant barriers to implementation ranging from graduation requirements to the burden placed on employers to adhere to school district specific insurance and/or fingerprinting requirements. To make it widely available to California youth, both in and out-of-school, the CYAC recommends the introduction of an interconnected approach to youth apprenticeship that acknowledges and proposes solutions to existing barriers and covers in-school and out-of-school youth populations as described below.

Unanimously, the CYAC was in favor of **maintaining the standing definition of registered apprenticeship**. Youth apprenticeship should follow the existing apprenticeship definition and not be "watered down" or lessened in rigor or minimum requirements. However, it is valuable to benchmark both the average age of apprentices in CA along with the number and percent

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of apprentices between the age of 16-24. There is a recognition that in maintaining the current definition of apprenticeship while allowing for flexible implementation, it is possible to have an apprenticeship that starts in high school. However, it would be logistically challenging for that apprentice to complete the apprenticeship during high school. **An apprenticeship program that started in high school would require at least an additional year after high school graduation for the apprentice to complete the full apprenticeship.**

Furthermore, the CYAC was interested in designing a tiered program model, with an initial phase that begins and ends in high school, but that incorporates the key elements of apprenticeship with paid work-based learning and aligned classroom instruction. Such a program would also need to be clearly linked to a full registered apprenticeship program to create a connected pathway from high school into apprenticeship opportunities and higher education.

RECOMMENDATION #2: Establish a definition for youth apprenticeship that allows for the flexibility necessary for high school and college-connected implementation.

CYAC proposes the following definition of youth apprenticeship for both in school and out-of-school youth:

A California **Youth Apprenticeship Program** is registered with the Division of Apprenticeship Standards and:

1. Fulfills all existing registered apprenticeship requirements.
2. Serves youth ages 16-24 at the time of enrollment but would not be limited to only that age group.
3. Offers Related and Supplemental Instruction (RSI) through advanced CTE courses, dual enrollment courses, or equivalent when possible and available.
4. Complies with labor laws for minors and offers flexible work hours to allow for students to begin on the job training (OJT) while in high school.

This description of youth apprenticeship would not require any statutory or labor code changes but would rather be a data label upon the Registered Apprenticeship Programs that meet the above criteria. While there are a few early adopters of apprenticeship programs that begin in high school – youth apprenticeship is difficult to scale. A strong contributing factor to both challenges is the current definition of apprenticeship does not account for the unique needs of youth. Additionally, the Division of Apprenticeship Standards requires that programs provide at least 1000 hours of OJT, and most programs include at least 2000 hours or more. For in school youth, it is impractical to complete these hour requirements in the confines of high school and therefore the program must be 3-4 years long, spanning the final 2 years of high school along with 1 to 2 years post high school.

In the early pilots, some apprentices have dropped out of the apprenticeship in favor of attending college full time. While this is certainly a good outcome, it is testament to one of the challenges for high school implementation, and the disconnect between education and

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workforce systems. The CYAC discussed a model that allows youth apprentices to complete OJT hour requirements through a college-connected (or adjacent) program and supports part-time employment while the apprentice finishes school. There was also an emphasis on the need for flexibility and potential “breaks” from OJT as the student moves through their education.

To be successful, the in-school implementation of youth apprenticeship cannot be a stand-alone effort. Instead, the CYAC recommends that it be an integral part of a work-based learning continuum for K-12 education that spans a range of experiences that integrate classroom learning with real-world work experiences, gradually increasing in complexity and depth as students progress through different grade levels.

At the elementary school level, students might engage in career awareness activities, such as career fairs or guest speakers, to explore various professions and develop an understanding of the world of work. In middle school, students may participate in career research projects, career-based, industry-led field trips and career exploration programs to gain exposure to different industries and occupations. As students transition to high school, they may have opportunities for short term exploratory internships that align with their chosen career pathway. Throughout the continuum, students receive guidance, mentorship, and support to develop essential workplace skills, explore career pathways, and make informed decisions about their future education and career options. This continuum aims to foster career readiness and prepare students for success in the workforce, higher education, and beyond.

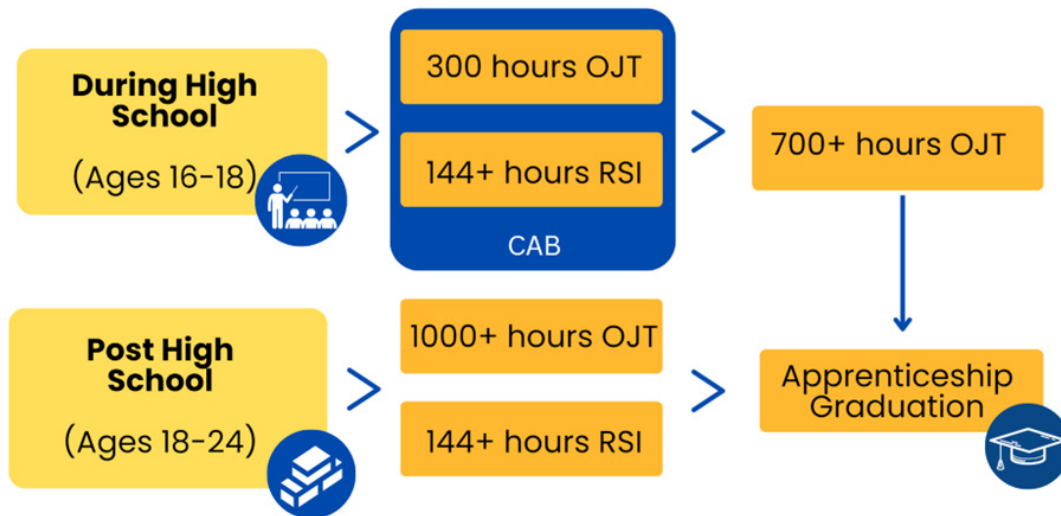
In High School, as a culmination of this work-based learning continuum, students should have broad access to CTE courses, pre-apprenticeships, youth apprenticeships, and the possibility of paid work-based learning experience aligned with their career interests and academic goals through a newly created Career Apprenticeship Bridge (CAB) Program. The CAB enhances the high school experience through paid OJT, honors students for reaching a significant apprenticeship benchmark, and can take place through a Work Experience Education program.

As a full system of youth apprenticeship is developed, it is also important to recognize that there are many youth that become disconnected from the education system both in the later years of high school and post high school graduation. Therefore, it is important to consider a wholistic approach to youth apprenticeship that considers both in school youth and out of school youth. The framework enclosed offers pathways for both youth in high school, starting the first phase of an apprenticeship through a CAB program, in addition to creating supported onramps into apprenticeship for those disconnected from the education system.

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FIGURE 1: YOUTH APPRENTICESHIP MODELS



A. In-School Youth Apprenticeship

RECOMMENDATION #3: Create a new Career Apprenticeship Bridge (CAB) Program that initiates the youth apprenticeship journey starting in high school and integrates Career Technical Education (CTE) into the apprenticeship system.

The CAB program would be the first phase of an apprenticeship, and offer students a way to gain paid work experience with aligned classroom instruction, which when possible, would confer early college credit while still in high school. It provides learners with an enhanced educational experience that embeds the apprenticeship model and allows them to start and complete a phase of their professional journey prior to high school graduation.

Career Apprenticeship Bridge (CAB) Program: is an apprenticeship-connected CTE program, registered with the Division of Apprenticeship Standards, that:

1. Has been approved through the Career Apprenticeship Bridge approval process;
2. Offers a minimum of **300 hours paid OJT** hours through a Work Experience Education program or equivalent;
3. Offers at least **144 hours** of occupation-specific apprenticeship related and supplemental instruction (RSI) as part of a CTE pathway or equivalent,
4. When possible, offers a minimum of one college enrollment course (or equivalent) so students can earn early college credits;
5. Establishes an agreement with, and/or is incorporated into, a new or existing regional or statewide Registered Apprenticeship Program that allows program completers to receive advance standing for the 300 hours of paid OJT and/or 144 hours of RSI accrued during the CAB.

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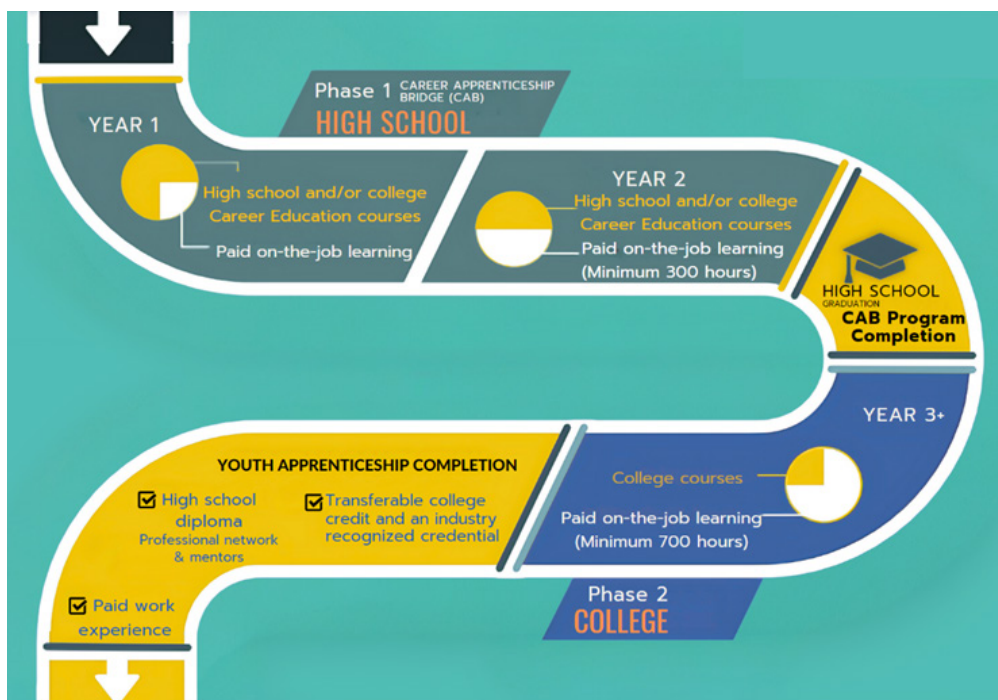
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The youth apprentices in CAB programs should receive the same rights as any active registered apprentice in their ability to advance through the apprenticeship after high school and CAB completion. For example, if an adult apprentice was in good-standing and completed 300 hours of OJT and 144 of RSI, the registered apprenticeship program sponsor would be obligated to keep them active and supported for the remaining OJT requirement, to complete the full apprenticeship. Therefore, CAB Completer should have that same ability to continue on in the apprenticeship that the CAB is connected to.

A CAB graduate will earn a recognition from the California Department of Education and the Division of Apprenticeship Standards for their accomplishment and have more options upon high school graduation. Through the experiential learning that happens in OJT environments, CAB graduates will have the opportunity to:

- Continue with their apprenticeship pathway with their existing program sponsor and/or;
- Work with their existing program sponsor to transfer to an adjacent apprenticeship program in cases where CAB completer leaves the region perhaps for college and wants to complete their apprenticeship and/or;
- Continue onto college on a full time basis and be better suited to select a college major based on the work experience gained through the CAB Program.

FIGURE 2: POSSIBLE CAREER AND COLLEGE CONNECTED PATHWAY FOR CA YOUTH



Source: [Visualizing the Youth Apprentice's Journey](#)

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The graphic above describes career and college connected pathways which would start while in high school and continue in college. This model puts forth an interconnected system which embraces a continuum of learning and embeds work experience and training in the public education system. It creates more opportunity for youth to jumpstart their careers and elevates both higher education and on the job training as equally beneficial to a student's future.

By comparison, a CTE connected **pre-apprenticeship** program is linked to a registered apprenticeship program through a memorandum of understanding and DAS linkage agreement, but is primarily a classroom-based training program and typically does not include paid on the job training. Pre-apprenticeships provide hands-on training to individuals in a simulated lab experience or through volunteer opportunities that accurately simulate industry and occupational conditions while observing proper supervision and safety protocols. While pre-apprenticeship programs often link to paid internships or educational stipends, Labor Code 3100 states that experience cannot supplant or reduce the compensable work of paid employees. Therefore, many pre-apprenticeships cannot offer paid OJT in the same way as CAB programs. For this reason, the CYAC found it necessary to establish a new model for school-based implementation.

RECOMMENDATION #4: Establish a college-connected youth apprenticeship model with clear alignment of CAB to the California Apprenticeship Initiative.

Once CAB completers graduate from high school, they have several options. They could remain registered and employed by their CAB program sponsor to complete their apprenticeship. In this option, the program sponsor would continue to support the CAB completer with part or full time OJT while in college connected course work. In such a scenario, a CAB completer would advance into a College Connected Registered Apprenticeship Program.

College Connected Registered Apprenticeship Program (CC-RAP): is an apprenticeship program that is connected to college and registered with the Division of Apprenticeship Standards, and may also:

- Allow CAB program graduates to have advanced standing in the college-connected apprenticeship programs;
- Allow CAB program graduates to complete apprenticeship programs while in college;
- Offer remaining paid OJT hours where students are earning while also gaining Work Experience Education credit or equivalent;
- Support apprentices in obtaining a career-specific degree, transfer requirements and/or CE Certificate in alignment with their RSI.

The related instruction component of CC-RAP may be provided through participating California Community Colleges, or, depending on the occupational pathway, other institutions of higher learning, such as California State Universities or Universities of California.

As of 2023, 51 of California's 115 Community Colleges already have one or more apprenticeship programs affiliated with their college. This expansion of college connected apprenticeships is due largely to the strong and sustained investment into the CA Apprenticeship Initiative (CAI) Grant

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Program. With the growth of apprenticeship across many sectors, and the funding available with CAI, there is a strong and growing postsecondary career-connected apprenticeship network across California. The CAB programs would be developed in collaboration with this growing system of college-connected registered apprenticeships.

The interconnected approach can bridge CAB programs to this existing network and allow students to complete their youth apprenticeships while in certificate or degree programs. In addition, the objective would be for CAB programs to establish agreements with college connected and CAI funded programs in their districts, to guarantee program alignment and award CAB completers credit for the OJT and RSI completed in high school, streamlining the path to full registered apprenticeship completion.

In addition to CAI programs, the Chancellor's Office is expanding baccalaureate degrees in applied learning, which are CTE/CE in content and perfectly positioned for apprenticeship credentialing, through the Apprenticeship Pathways Demonstration Project. Currently, 50 of 116 colleges offer these baccalaureate programs and this represents another critically important pathway extension for apprenticeship students.

If a CAB completer leaves the region to attend college elsewhere in the state, they could have the option of continuing their apprenticeship pathway in the same occupation by applying for an apprenticeship placement with a registered apprenticeship program connected to another college, which was/is likely funded by CAI. Those apprenticeship program sponsors could then grant advanced standing to CAB completers upon acceptance. The overall objective would be to create supported pathways for the youth of CA to advance through a career connected education pathway, charting their path into the workforce.

RECOMMENDATION #5: Establish a program approval process for the proposed CAB pathways that will benefit both education and industry.

The California Youth Apprenticeship Committee supports a streamlined and efficient program approval process for youth apprenticeship. For example, program sponsors registering new apprenticeship programs or updating existing registered programs would indicate their willingness to serve youth, agree to the program guidelines, and facilitate CAB programs as part of their program approval process with DAS. To make apprenticeship pathways accessible to most high schools in California, existing approval processes and timelines should be evaluated and modified to align better with the US Department of Labor approval processes and timelines.

Therefore, to ensure quality and improve equitable access to career pathway opportunities, CYAC proposes that CAB programs are supported by registered apprenticeship program sponsors. High schools initiating CAB programs must work with program sponsors and their LEA partners to demonstrate curricular alignment to related and supplemental instruction benchmarks. Program Sponsors could submit a CAB Appendix when submitting their Standards for approval which would serve as a Memorandum of Understanding with school partners. To scale CAB, LEAs can leverage WEE and take advantage of the existing network of WEE programs across the state.

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Program sponsors would manage CAB participant registration, provide support to schools, and submit CAB graduate data to CDE so CAB graduates could receive a seal on their diploma, like the [State Seal of Biliteracy](#) and the State Seal of Civic Engagement.

RECOMMENDATION #6: Explore how existing school-based programs such as Work Experience Education and WorkAbility I can facilitate paid on-the-job training and connect all students to youth apprenticeship.

Paid work-based learning provides real life career preparation that equips students with essential skills and competencies necessary for success in their future careers. Additionally, it promotes financial independence by allowing students to earn income while completing their education, supporting them in covering educational expenses and contributing to their financial well-being.

The [Work Experience Education](#) Model is a course of study which may be established by the governing board of any school district or charter school, or other specified local educational agency (LEA) in accordance with the provisions of the California Education Code Section 51760 and the California Code of Regulations (CCR), Title 5, Section 10070-75. WEE is designed to be the work-based learning component for career pathway programs, running concurrently with CTE pathway programs to provide oversight of worksite paid and unpaid experiences and enhance career and industry sector specific job skills of students. According to the CDE:

“The operational plan of the WEE program combines an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experiences. Students’ success in WEE programs depends on the quality of classroom instruction, effective collaboration between employers and the WEE coordinators, and the degree of involvement by the students and their parents or legal guardians.”

Per California Labor Code 1391, 1391.1, and California Education Code Section 49116 exceptions exist that allow WEE students to work during school hours. Additionally, they are allowed to work more hours per day, more hours per week, and later at night than other students.

The [WorkAbility](#) I (WAI) model per California Education Code (EC) sections 56470–56474 is funded and maintained by the CDE and serves students eligible for special education services. The Workability model utilizes WEE to place students at worksites and work during the school day. According to the CDE:

“The WAI program offers students with an Individualized Education Program (IEP) the opportunity to complete their secondary education while also obtaining marketable job skills. WAI provides secondary students with an understanding of job-seeking and job-keeping skills. The employability of students improves through occupational class training and on-the-job subsidized or unsubsidized work experience.”

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By enhancing and leveraging the current CTE/CE, Work Experience Education (WEE) and WorkAbility models, we can address disparities around access to career opportunities for youth from diverse backgrounds and special needs, leveling the playing field and promoting social mobility. WEE and WAI can serve as a vehicle to provide students an on ramp to youth apprenticeship, scale CAB, and ensure equity and access to work-based learning opportunities for all learners in CA.

RECOMMENDATION #7: Align K-14 CE and CTE systems and update CTE Model Curriculum Standards at least every five years to ensure LEAs have curricular guidance that supports youth apprenticeship integration.

The alignment of career education and workforce systems is essential to the success of youth apprenticeship in CA, yet they often exist independently. For example, the California Department of Education's (CDE) CTE system does not directly align with the Chancellor's Office for Community College (CCCCO) CE system, making it difficult for CTE/CE programs to map to each other and to apprenticeship across K-14. Furthermore, the CTE Model Curriculum Standards, which are supposed to provide instructional guidance to CTE programs, have not been updated in over ten years.

In addition, approval for any courses or curriculum taught on a community college campus is locally controlled and approved by faculty. This process can sometimes take more than two years. Each district has local rules around dual enrollment, courses, curriculum, articulation, and credit for prior learning.

The CYAC emphasizes the need to align across education and workforce systems and to develop up-to-date skills-based guidance that can serve dual purposes: support an industry-informed educational model for CTE/CE and youth apprenticeship. **High school and community college systems should offer a continuum of CTE/CE learning by using a shared vocabulary, shared instructional and curricular guidance, and shared assessment protocol**, and by creating more opportunities for early college credit through articulation, dual enrollment, and/or concurrent enrollment.

Additionally, **it is recommended that LEAs are supported with updated instructional and curricular guidance for mapping CTE/CE with youth apprenticeship across K-14.** California should establish a timeline for aligning the CTE/CE systems, updating the CTE Model Curriculum Standards on a regular basis, and providing supplemental industry skills guidance to LEAs (secondary and post-secondary) who intend on providing related and supplemental instruction (RSI). There should also be a way to fast-track apprenticeship-aligned course approval processes, so course offerings stay up to date.

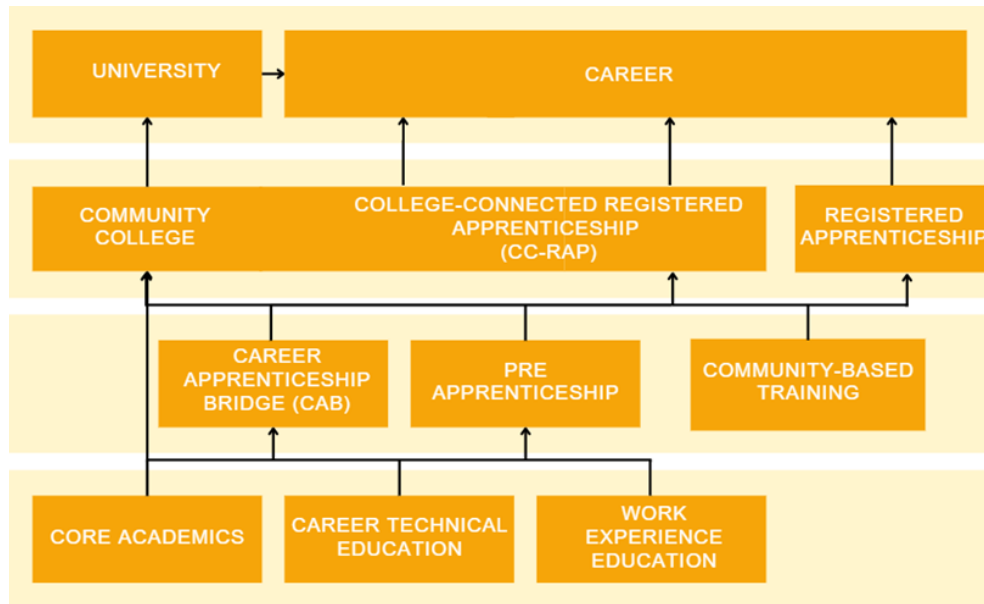
Finally, dual enrollment is central to the CCC Chancellor's Vision 2030 Strategy, with numbers already increasing and significant expansion planned. Students should be supported with a continuum of learning specific to their career focus and applicable to the entire secondary and post-secondary system.

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With these efforts to combine and align systems, this overall framework can create a California Youth Apprenticeship Ecosystem that builds positively upon much of the existing system, and creates a strong earn and learn pathways starting as early as age 16. Potential program types and participant flows through this Youth Apprenticeship system include:

FIGURE 3: CA YOUTH APPRENTICESHIP PARTICIPANT FLOW



B. Connecting Opportunity Youth and Out-of-School Youth to Youth Apprenticeship

RECOMMENDATION #8: Establish a model of youth apprenticeship that serves out-of-school and opportunity youth and is supported by pre-apprenticeships, paid training opportunities and youth apprenticeships with robust supportive services.

Opportunity youth are individuals from **16 to 24 years of age** who are at risk of disconnection or are disconnected from the education system or employment, unhoused, in the child welfare, juvenile justice, or criminal legal systems, living in concentrated poverty, or are facing barriers to labor market participation. Opportunity youth in most cases cannot afford to not be earning and thus the pathway that youth apprenticeship can offer into a career is particularly important to make accessible. However, opportunity youth also often need more support and training in order to access apprenticeship opportunities, which fundamentally are employment.

In preparation for the launch of the SB 191 funded California Opportunity Youth Apprenticeship (COYA) Grant Program, CYAC and DAS collected input from stakeholders throughout California on the specific challenges and needs of opportunity youth in California.

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The California Youth Apprenticeship Committee (CYAC) was tasked with providing recommendations to DAS on the implementation of an SB 191 funded Apprenticeship Program for Opportunity Youth, with an emphasis on out-of-school youth ages 16-24. The program is intended to address the structural barriers faced by opportunity youth who have limited access to education and employment opportunities, particularly for those in areas with limited job prospects and facing other economic challenges. To address these challenges, comprehensive strategies are needed, including education and skills training, removing barriers to employment, increasing access to support services, and promoting inclusive economic development initiatives aimed at creating well-paid job opportunities for all youth.

CYAC identified the following challenges specific to opportunity youth:

- Difficulty in accessing pathways to family sustaining careers.
- Significant service gaps for out-of-school youth.
- Limited access to high quality education and training.
- Challenges in identifying and recruiting opportunity youth into programs that are designed to address their socio-economic needs.
- Costs associated with necessary education and training.
- Difficulty navigating employment opportunities.

Respondents also made specific recommendations on the type of systemic and programmatic issues that needed to be addressed to implement youth apprenticeship programs for out-of-school youth and opportunity youth in ways that provide tailored support, skill development, and opportunities for meaningful employment.

Specific recommendations included the following:

A. Program Design and Implementation:

- Inclusive, culturally responsive programming.
- Participatory grant-making processes, involving youth and community-based organizations.
- Prioritizing organizations with established community relationships.
- Sustainable support, including mentorship, life skills, tutoring to help youth gain needed academic skills to work in certain careers, and socio-emotional development, beyond job placement.

B. Equity and Accessibility:

- Focus on equitable access and diverse representation in decision-making.
- Removing systemic barriers and fostering inclusivity.
- Broadening the target demographic to include all youth in vulnerable areas.

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C. Focus Areas and Strategies:

- Emphasizing foundational employment skills, that may include tutoring to bring students up to speed on core academic skills(reading and math levels).
- Effective equity outcome measurement tools.
- Collaborations among educational institutions, social service and probation agencies, nonprofits, and businesses.

D. Youth Advocacy and Support:

- Cultivating youth advocacy skills and strengths-based programming.
- Targeted outreach to marginalized communities.
- Ongoing support for candidates and availability of apprenticeship programs.

E. Grant Mechanics and Effectiveness:

- Improving grant implementation effectiveness.
- Reducing administrative burdens and focusing on relationship-building.
- Flexible success measures focusing on outcomes.

F. Additional Considerations:

- Importance of communication and community coordination.
- Developing more BIPOC-led intermediaries and culturally competent approaches.
- Accessibility in apprenticeship programs, including for undocumented youth.
- Emphasis on supporting development of cultural and linguistic competence.
- Importance of equity outcomes with a focus on comprehensive planning and addressing systemic barriers.

These recommendations were incorporated into the design of the [COYA grant program](#) and also inspired the design of multiple onramps in the design of the California Youth Apprenticeship system described in this report.

RECOMMENDATION #9: Fund and maintain the newly created CA Opportunity Youth Apprenticeship (COYA) Grant Program.

The [COYA grant program](#) was launched in February 2024 opening up the first round of solicitation for proposals and then in July 2024, DAS announced 51 awardees totaling \$31 million in grant funding to program in healthcare, education, advanced manufacturing, information technology, public sector, transportation and more.

The COYA Grant program will be used to pilot multiple onramps and develop a support mechanism to maximize program and participant success. Based on public input, the COYA implementation will specifically contain the following features to address the unique needs and circumstances of opportunity youth:

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1. **Outreach and Engagement:** Targeted outreach efforts to reach out-of-school youth through community organizations, foster youth and other youth-serving agencies, juvenile justice programs, and alternative education programs.
2. **Flexible Program Structures:** Flexible structures to accommodate the diverse needs and schedules of out-of-school youth, including part-time, evening, weekend, or alternative scheduling options to allow youth to participate in work-based learning while balancing other commitments such as employment, caregiving responsibilities, or personal obligations.
3. **Wraparound Support Services:** Comprehensive wraparound support services to address the barriers that may prevent out-of-school youth from participating in work-based learning programs to include transportation assistance, childcare support, mental health services, academic tutoring, and case management.
4. **Alternative Education Pathways:** Alternative education programs, adult education providers, County Offices of Education, and workforce development agencies to create alternative education pathways that integrate work-based learning opportunities that include credit-bearing or credentialing options to incentivize participation and provide tangible outcomes for youth who may be seeking to earn a high school diploma, GED, or industry-recognized certification.
5. **Trauma-Informed Approaches:** to support the mental health and well-being of out-of-school youth who may have experienced trauma or adversity that creates a supportive and inclusive learning environment that prioritizes cultural and emotional safety, trust, and empowerment.
6. **Youth Voice and Leadership:** Empower participants to actively participate in the design, implementation, and evaluation of work-based learning programs. Incorporate youth voice and leadership opportunities into program activities, decision-making processes, and advisory boards to ensure that programs are responsive to the needs and preferences of the youth they serve.

Under the grant, services are expected to be delivered principally through collaborative, mission-driven, community-based organizations with experience in providing services to opportunity youth and with connection with education and workforce system partners to leverage resources and build bridges to further career and educational opportunities. The 51 awardees kicked off their funded activities starting in July 2024.

C. The Role of Intermediaries

RECOMMENDATION #10: Implement youth apprenticeships with the support of county, regional, and statewide sector intermediaries.

Expansion of youth apprenticeship needs economies of scale in program implementation. In any given labor market, it can be challenging for employers to establish partnerships and interact with every single school district or community college to recruit apprentices or coordinate RSI. The CYAC therefore supports a model of county, regional and sector apprenticeship program sponsor intermediaries that support local implementation of youth apprenticeship and act as high-touch conduits between employers, educators, the apprentices, and the state.

County Intermediaries

County Offices of Education (COE) are well suited to serve as program sponsor intermediaries in their regions. One great example is the San Joaquin County Office of Education, which has a model program where they serve as the intermediary for local school districts (employers of youth apprentices) and support apprentices from schools across the county. COE are also ideally situated in connection to the K-12 system and therefore could be key implementation partners for CAB programs that bridge to college connected apprenticeships.

Regional intermediaries

Regional intermediaries can support apprenticeship programs spanning across several counties in a region. Regional intermediaries can offer scaled apprenticeship programs across a region and thus convene multiple employers, LEAs and community-based organizations to serve many individuals across multiple occupations in pursuing apprenticeships. An example of a Regional Intermediary is LAUNCH, which started in the Inland Empire and emerged from the community college regional consortium, and today serves multiple occupations with multiple colleges, K12s and employers feeding into and supporting those apprenticeship programs. Another example is South Bay Workforce Investment Board, which now serves a variety of occupations and also works with multiple LEAs to run its scaled program.

Sector Intermediaries

Sector intermediaries focus on a particular sector and can support a statewide approach to youth apprenticeship by serving as program sponsors for statewide implementation, identifying specific credentialing requirements and professional pathways, creating sector-specific program guidance, facilitating employer engagement for employers serving multiple regions. One example of a sector intermediary is Early Care and Education Pathways to Success (ECEPTS) which specifically serves the early care and education sector and has established programs across the entire state with multiple LEAs and employers and serves hundreds of apprentices every year. Another example is California State Society for Opticians (CSSO) Training Program, which runs an optician apprenticeship program that serves multiple employers in the state with one focused occupation.

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In a highly functioning system of Regional and Sector Intermediaries:

For employers, intermediaries take the mystery and guess work out of establishing a Registered Apprenticeship Program (RAP) by offering comprehensive services to support their participation in apprenticeship programs. They assist employers in recruiting and selecting apprentices, develop training plans and curriculum tailored to industry needs, and administering the program, completing required data reporting, and ensuring compliance. Intermediaries and their partners also facilitate mentorship programs, offering guidance and support to employers in mentoring apprentices effectively. Additionally, they foster networking opportunities among participating employers, promote the benefits of apprenticeship programs, and recognize employers' contributions to workforce development. Intermediaries can support a consortium of employers and help navigate public funding, employer incentives, and other needs. Regional intermediaries establish systems for employers to cluster and develop local apprenticeship pathways that meet the needs of the local economy and residents of local communities.

For educators, intermediaries provide support with industry-aligned curricula and training materials, provide professional development opportunities to enhance instructional practices, and assist with program coordination and logistics. They also offer student support services, including mentorship and academic assistance, to ensure students' success both in the classroom and the workplace. By facilitating partnerships with industry stakeholders and providing technical assistance on program administration, intermediaries help educators integrate apprenticeship opportunities into their curriculum effectively. Additionally, they promote apprenticeship programs, raise awareness about work-based learning benefits, and provide resources to support educators in maximizing apprenticeship opportunities for their students. This role requires coordination and alignment with other roles in the K-14 system with similar responsibilities, including: K12 Pathways Coordinators, Guided Pathway Coordinators, Career Technical Education Incentive Grant (CTEIG) Coordinators and sector-outreach specialists managed by the California Community College Regional Consortia through the Workforce and Economic Development Program.

For youth, they offer a comprehensive array of services to support youth participants in apprenticeship programs. They may guide youth through career exploration, helping them identify interests and understand the skills needed for various occupations. Hubs will ensure that youth are matched with pre-apprenticeship and apprenticeship opportunities that align with their interests and goals, providing support services to address any barriers to participation. Throughout the apprenticeship, hubs and their partners may offer mentorship, coaching, and peer support to help youth navigate challenges and develop essential workplace skills. They also facilitate academic and career advancement, offering opportunities for earning academic credits or industry certifications. Post-apprenticeship, the hubs assist youth in transitioning to further education or employment, providing resources and guidance to support their continued success.

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The above is a description of highly functioning intermediaries but as the system develops there is great variation in implementation. The term apprenticeship intermediary has been used very broadly to describe organizations with wide reaching functions and indeed there can be variations on the type of functions offered by different apprenticeship intermediaries. There are many activities that go into launching and running any apprenticeship program including youth apprenticeship. The following is a taxonomy of the different activities that an intermediary may offer, and this list breaks down the two primary types of activities as falling under the categories of Program Sponsorship and Technical Assistance:

Intermediary Program Sponsors:

- Must ensure the apprenticeship programs include the following functions:
 - Convening of employers to identify, articulate and register occupations
 - Convening of LEA(s) to curate/develop curriculum for RSI and clearly articulate LEA role
 - Registration of Apprenticeship Programs with Joint or Unilateral Apprenticeship Committees with DAS/DOL
 - Registration of apprentices
 - Establishment of plans and resources with education and employer partners that support the apprentice through their apprenticeship journey
 - Documentation, and provision of, on the job mentoring and training
 - Regular convening of the apprenticeship committee to administer the apprenticeship program
 - Case management, performance monitoring, and maintenance of records and documents pertaining to apprentices
- Additional functions may include:
 - Convening community-based organizations (CBOs)
 - Engaging with the union of the represented occupation to include them in the apprenticeship committee
 - Coordinating with high schools to setup and administer CAB Programs (if established)
 - Serve as employer of record, potentially for apprentices in high school through a CAB or Youth Apprenticeship Program
 - Providing and coordinating supportive services to apprentices such as:
 - language and other tutoring,
 - transportation support,
 - housing services,
 - mental health services,

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- childcare,
- legal support,
- career coaching.
- Recruit apprentices from a wide variety of communities, perhaps through collaboration with CBOs, education partners, or social media
- Apply for and administer funding to fund activities and amongst apprenticeship committee partners
- Train and educate apprentices through RSI
- Coordinate industry/occupation specific certifications/credentials

Technical Assistance Intermediaries

- Technical Assistance Intermediaries by comparison will offer consulting and technical assistance on certain key areas such as:
 - Employer engagement
 - Local Education Agency setup and connection
 - Grant writing
 - Aligning with DOL and DAS registration requirements
 - Improving diversity and representation
 - Setting up new supportive services
 - Expanding a program to serve youth, possibly through the creation of a CAB Program

The services of a Technical Assistance Intermediary are provided for a period of time to support a program. Meanwhile, an Intermediary Program Sponsor commits for the life of the program. Intermediary Program Sponsors are therefore a core part of the needed ongoing infrastructure for a sustained youth apprenticeship system in California. This section of the report is primarily focused on Apprenticeship Intermediary Program Sponsors. While technical assistance is a valuable service, for the sake of this report, the focus is on the intermediaries that directly register and support high school, youth and adult apprentices.

The formation of any apprenticeship program, including a youth apprenticeship and a CAB program, requires bringing together many different stakeholders and many different organizations into a committee to both setup and administer the apprenticeship program. Of the above list of activities of intermediaries, while it is possible that one organization does all these functions, it is more likely that a set of partners each cover one set of activities and together will cover many or all of the above listed activities. In addition, many different organization types have stepped up to play this convening program sponsorship role, including:

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- Labor Management Partnerships Organizations, Unions
- Public Educational Institutions: Community College, K12, Adult Education, County Office of Education, California State Universities, Universities of California, Regional Occupational Program
- Workforce Development Boards
- Non-Profits
- Private for-profits
- Public Sector Entities
- Industry Associations

In California, the required initial partners for any apprenticeship program are at least one employer, at least one Local Education Agency and if the target occupation has a collective bargaining in place, then the union representing those employees must be in a Joint Apprenticeship Committee, otherwise a Unilateral Apprenticeship Committee is formed. However, any of the organizations above could play the convening role and thus serve as the Apprenticeship Intermediary Program Sponsor.

Intermediary Program Sponsors consider the entire journey of apprentices, aiming to create pathways that guide them through different stages of their apprenticeship experience and work to establish bridges between entities serving apprentices along their journey. Intermediaries can also collaborate to support apprentices that move from one region to another to pursue higher education. Finally, an intermediary structure allows for an employer consortium model and relieves the administrative burden of reporting that comes with a registered apprenticeship program. Intermediaries can support multiple employers with recruitment services, support LEAs in program mapping and make it easier for employers to offer OJT to youth by carrying appropriate insurance and interfacing with schools directly.

RECOMMENDATION #11: Align region definitions to facilitate the funding and emergence of regional apprenticeship intermediaries.

The CYAC acknowledges that existing funding initiatives across multiple state agencies have unintentionally put local entities and apprenticeship program sponsors in direct competition with one another rather than fostering collaboration. The CYAC recommends an evaluation of existing regional consortiums and planning units to better understand the current landscape and define a regional intermediary approach. Some examples of existing and somewhat duplicative efforts include the K14 Strong Workforce Technical Assistance regions (CCCCO), CA Jobs First Regions (GO BIZ & LWDA), WIOA Regional Planning Units (CWDB), CA Regional K16 Collaboratives (DGS), and Golden State Pathways Technical Assistance regions (CDE). While regional apprenticeship structures are still developing across the state and are in the early stages, state agencies and policymakers should be nurturing this development by consolidating regional hubs and establishing shared geography for regions.

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To the extent possible, intermediaries can be aligned with California Jobs First and support the \$450 million [Regional Investment Initiative](#) (formerly the Community Economic Resilience Fund, or CERF) to create high-quality, accessible jobs and help build resilience to the effects of climate change and other global disruptions impacting the state's diverse regional economies. This investment has supported the creation of [Jobs First Collaboratives](#) in each of the state's 13 economic regions, with representation from a wide variety of community partners including labor, business, local government, education, environmental justice, community organizations and more. These Collaboratives have developed roadmaps, including a strategy and recommended series of investments, for their respective regions.

RECOMMENDATION #12: Adopt and/or develop occupational frameworks to serve as model program templates and support youth apprenticeship program development, pathway approval, and scalability.

CYAC members emphasized the importance of establishing adoptable pathways to expedite approval processes and allow youth apprenticeship to easily scale. This will align youth apprenticeship expansion with priority industry sectors and occupations as determined by the California Labor and Workforce Agency alongside business and industry. Scaling youth apprenticeship will be possible if employers see the benefit and return on investment. It is important to remove barriers for employers while also centering worker voice, health, and safety. The CYAC recommends establishing or adopting occupational frameworks to ensure maximum permeability, to expand apprenticeship connected learning, and to streamline pathway approval processes.

Sample frameworks may be drawn from [US DOL's Standards Library](#). Occupational frameworks contain components such as a general introduction to the occupation, including alternative job titles and any apprenticeship prerequisites as well as a work process schedule that outlines the major job functions, competencies, and hours an apprentice completes in a registered apprenticeship program. By adopting occupational frameworks, California can offer a library of model youth apprenticeship programs and aligned model course outlines for program sponsors, schools and employers to adopt, customize and register.

D. Employers

RECOMMENDATION #13: Identify barriers for employers and make recommendations to support employers in implementing youth apprenticeship.

Employers face significant challenges and costs associated with working directly with schools and employing youth. Current policy has impeded work-based learning for minors in California. For example, Senate Bill 531 (Ochoa Bogh 2023) made it explicit that all employers supporting work-based learning and CTE programs in California are required to adhere to the fingerprinting requirement established by the Assembly Bill 130 (Education Omnibus Trailer Bill) language. AB 130 first made fingerprinting a requirement for work-site placements, mandating that all

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employees working in the company are fingerprinted, regardless of their direct interaction with students. SB 531 maintained the fingerprinting requirement for employees in direct contact with the student, and also included a list of nearly every type of work-based learning that exists in statute, creating a new challenge for employers to engage with schools and provide paid and unpaid work-based learning services. AB 130 and SB 531 have created a significant barrier for employers and halted work-based learning for many LEAs.

Additionally, while Education Code Section 51769 states that all insurance for unpaid internships and work-based learning must be covered by the LEA, most LEAs apply blanket vendor insurance requirements to work-based learning providers, requiring employers to pay for and carry their own insurance policies. Employers of youth have significant expenses when accounting for workman's compensation and additional liability coverages for employing minors. Employers are also often responsible for paying for fingerprinting and Tuberculosis testing before engaging with students. For these reasons, many employers have opted out of youth apprenticeship in California.

Employers are at the core of all apprenticeships, and current policies and costs make it extremely difficult for industry to engage with schools. Therefore, to encourage more youth apprenticeship, it is essential that the state supports employers by examining these barriers and recognizing the cost of employer facilitated OJT. These costs include implementing and monitoring competencies, implementing custom learning and development plans, administration and reporting, correspondence with program sponsors, LEAs, and Workforce Boards, and providing ongoing mentorship for apprentices.

While CA has made a significant investment in funding LEAs through the CAI grant, employers and program sponsors are ineligible for CAI funds and in many cases, LEAs lean on employers to facilitate highly specialized RSI as well as paid OJT. While the Apprenticeship Innovation Funding has allowed program sponsors, who are also employers, to get reimbursed for some of the apprenticeship costs, many employers work with intermediaries and that funding is not always passed onto employers. For these reasons, the current system does not directly financially incentivize employers to adopt registered apprenticeship, nor does it provide significant support to offset the additional costs for employing youth and working with schools as stated earlier in this report.

The CYAC recommends that California work with industry groups, such as the Northern and Southern California Apprenticeship Network (NCAN/SCAN) to identify specific barriers for employers and reduce barriers for employers as part of organizations' talent solutions. Using findings, California can provide input to the legislature around employer needs to better support the apprenticeship ecosystem.

RECOMMENDATION #14: Establish public messaging campaigns to promote youth apprenticeship among employers.

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In addition, CYAC proposes that the state conduct a market research study with employers to test messaging and branding strategies and launch a peer-to-peer campaign among public and private sector employers. This would inform an outreach, awareness, communications, and public engagement plan to counteract misperceptions about apprenticeship. Additionally, it would elevate and promote intermediaries such as colleges, workforce boards, industry associations, community-based organizations, unions, and others who can work with employers and other stakeholders to expand the use of apprenticeships.

E. Funding

RECOMMENDATION #15: Evaluate current funding models and provide reliable formula and grant funding for employers, local education agencies (LEAs), intermediaries, and youth apprenticeship expansion efforts.

The state of California has invested hundreds of millions of dollars towards bolstering apprenticeships and workforce initiatives, with over \$221 million earmarked in the 2023-2024 state budget alone. While the current funding streams have made a significant impact on the apprenticeship ecosystem in California, there is a need to establish key performance indicators, evaluate the impact of these programs, and collect data on accessibility of these funds for key stakeholders.

There are a number of funding sources that could be leveraged and aligned for the implementation of youth apprenticeship and DAS has summarized and linked many of them on the [Funding Resources](#) page. The following are a few of the major funding sources that could be utilized towards youth apprenticeship.

- [California Apprenticeship Initiative \(CAI\)](#): Launched by the California Community College Chancellor's Office in 2016, this grant program supports the development of apprenticeships in nontraditional sectors such as healthcare, education, and technology to name a few sectors, and boosts diversity, equity, and inclusion in apprenticeship. For the 2024-2025 budget year, the program has \$30 million available in grant funds to support apprenticeship planning, implementation, and expansion for secondary institutions and community colleges.
- [Apprenticeship Innovation Funding \(AIF\)](#): Introduced in 2022 under the Interagency Advisory Committee on Apprenticeship (IACA) to help sustain and grow new and innovative apprenticeship. This fund has allocated \$95M to date and reimburses apprenticeship program sponsors at a rate of \$3500 per apprentices per year for supporting apprentices and an additional \$1000 per apprentice completion. AIF also funds local education agencies for training apprentices at a rate of \$9.98/training hour for the apprentices trained in 2023. Rates are updated annually.
- [Related and Supplemental Instruction Reimbursement Program \(RSI\)](#): For the 2023-2024 budget year, this program had \$93 million in funding for CCCCO to reimburse LEAs for the hours of instruction they provide to apprentices at a rate of \$9.98/training hour. AIF-T and

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RSI are benchmarked to each other, and LEAs can only fund the training of apprentices through RSI, AIF-Training or Full Time Equivalent Student Funding (FTES), but cannot double collect across these categories.

- **California Opportunity Youth Apprenticeship Grant (COYA)**: Established under the 2023's [California Senate Bill 191](#) and is dedicated exclusively to serve opportunity youth. The program earmarked \$40 million for pre-apprenticeship and apprenticeship grants to serve youth who are disconnected from the education, employment, and housing systems. The first grant awards were announced in July 2024. The grant program is described in greater detail in section B of this report.
- **K-12 Strong Workforce Program**: Commencing with the 2018–19 fiscal year, \$150 million was allocated to CA Community College Chancellor's Office on an annual and ongoing basis to K-12 local education agencies (LEAs) through the K12 Strong Workforce Program (K12 SWP) to create, support, or expand high-quality CTE at the K-12 level (Education Code, Section 88827), which can include pre-apprenticeship and apprenticeships.
- **Golden State Pathways Program**: In 2022, the California legislature passed the Golden State Pathways Program Grant Act (California Education Code 53020–53025). The purpose of the Golden State Pathways Program (GSPP) is to provide K-12 local educational agencies (LEAs) with the resources to promote pathways in high-wage, high-skill, high-growth areas, including technology, health care, education, and climate-related fields that, among other things, allow pupils to advance seamlessly from high school to college and career and provide the workforce needed for economic growth. \$500 million was allocated in 2024, with \$470 million going directly to LEAs.
- **CTE Incentive Grant** California Career Technical Education Incentive Grant Program (California Education Code 53070 - 53076.4) is a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of the competitive program is to encourage, maintain, and strengthen the delivery of high-quality career technical education programs. \$300 million was allocated in the 2023-24 school year.
- **California Partnership Academies**: The California Partnership Academies ([California Education Code \(EC\) sections 54690-5469](#)) is a high school reform movement that is focused on smaller learning communities with a career theme. Academy components include rigorous academics and career technical education within a career focus, a committed team of teachers, and active business and post-secondary partnerships.
- **California Adult Education Program (CAEP)**
- US Department of Labor and the Employment Training Administration also runs rounds of the [Workforce Pathways for Youth](#) and [YouthBuild](#) Grants each year.

In reviewing the existing landscape of funding, CYAC has identified a few alignment considerations to advance Youth Apprenticeship. For example, the California Apprenticeship Initiative grant has funneled millions of dollars to LEAs to develop apprenticeship programs,

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but program sponsors and employers are not eligible to directly apply for this funding for program planning and implementation. As a result, many employers have not directly received state funding for apprenticeship unless an LEA opts to offset employer costs with grant funds, or the employer is also the apprenticeship program sponsor and thus can be a direct recipient of AIF.

Another funding source, the Related and Supplemental Instruction funding program does not have any clear onramps for LEAs launching new apprenticeship programs. Additionally, many youth apprenticeship programs serving minors will not have access to AIF because it is contingent on an Employment Training Panel aligned wage structure that often does not apply to the standard for youth employment.

For these reasons, CYAC has recommended that existing funding programs are evaluated for alignment with the youth apprenticeship goals put forth in this report. Any new funding streams should ensure eligibility criteria includes all youth apprenticeship stakeholders, including intermediaries and employers. Furthermore, formula funding with embedded accountability and streamlined reporting measures (rather than one-time competitive grant programs) would support a sustainability model for scaling youth apprenticeship.

CYAC recommends that grant funds available to LEAs should cover the costs of locally determined liability insurance policies and any additional insurance costs employers accrue for employing youth. This will solve a significant challenge for employers and help with the expansion of youth apprenticeship and CAB programs in California schools.

Finally, it is also important to not just fund the creation of new programs but also to ensure that our educational funding structures are aligned with CAB and apprenticeship completion and for this it is important to look to the K-12 and Community College funding formulas:

In the K-12 system, the state has allocated \$350 Million in Career Technical Education Incentive Grant funding, \$470 Million in Golden State Pathways funding and \$150 million in K-12 Strong Workforce funding to support LEAs in expanding, enhancing, and improving CTE pathways. These programs have created an influx of categorical funding to advance career pathways in public high schools. The alignment and consolidation of these programs and the shift to formula funding model (rather than competitive process) would support a cohesive approach to career education in K-12 and reduce the burden on LEAs to write multiple grant narratives to support the planning and implementation of pathway programs. A formula funding model for Career Technical Education that elevates CAB programs would support the advancement of youth apprenticeship in public high schools.

In the Community College system, the Student Centered Funding Formula is a core structure of funding. Nowhere in this formula is there mention of apprenticeship. However, if a student in the community college system is enrolled in a for credit class associated with an apprenticeship,

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those tuition fees are waived (See Education Code Section 76350 and 8152). This tuition fee waiver is an extremely significant investment into the expansion of college connected apprenticeship programs and is also still being operationalized within community colleges.

F. Data

RECOMMENDATION #16: Establish a streamlined youth apprenticeship data system to promote data-driven decision-making.

As California develops a system of youth apprenticeship, it is important to identify pertinent data that needs to be collected, align data needs, and where possible, encourage data sharing agreements and integrations to allow for the most effective tracking of young people through the education and workforce system.

For example, there is currently no data on the number of work permits issued state-wide (a key indicator of work readiness), and only well financed LEAs have work permit software that may track permits issued to students. None of the software used at the local level is approved by the CDE which is the entity with legal responsibility for work permit forms to be used by LEA's, exposing a key data gap in our current system.

Youth apprentices and program operators may interact with three or even four different data systems, through their high school, the community college, the Division of Apprenticeship Standards, and their hosting employer. These systems should work towards alignment and data sharing, eliminating the barriers associated with numerous tracking systems of the same youth in participating in each of these programs. To address these challenges, the CYAC recommends conducting a comprehensive youth apprenticeship data assessment to identify data collection and integration needs.

Among the topics to be explored are the following:

1. **Standardization of Data Collection:** Consider updating and standardizing DAS data collection methods, metrics, and reporting protocols to ensure consistency and ease of use.
2. **Establish a Youth Apprenticeship Data Dashboard:** Identify how to integrate data systems across agencies to transparently share youth apprenticeship pathway opportunities and progress in expansion and representation.
3. **Privacy and Data Security Measures:** Implement robust privacy and data security measures to protect the confidentiality of apprentices' information while complying with relevant regulations. This includes adopting data anonymization techniques, obtaining informed consent from apprentices, and establishing data governance policies to ensure responsible data handling practices.

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4. **Data Quality Assurance Mechanisms:** Implement program monitoring and/or quality assurance mechanisms to ensure the accuracy, reliability, and validity of apprenticeship data. This includes conducting data audits, validation checks, and data verification processes to identify and address data discrepancies or errors.

Part of the **youth apprenticeship data assessment** would include an inventory of systems and their functions that are currently in use at the five key stakeholder groups in the system.

- Educational Agencies
- State Agencies
- Regional and Sector Apprenticeship Intermediaries
- Employers
- Workforce Development Boards
- Community Based Organizations (CBOs)

A few starting points for tracking the data could include:

1. Allow for tracking of CAB participants and out-of-school youth through the DAS CA Apprenticeship System (CAS).
2. Allow for tracking of CAB program data by CDE through the California Longitudinal Pupil Achievement Data System (CALPADS) by adding WEE and CAB as a work-based learning metric or additional measure on the College and Career Indicator (CCI).
3. Add youth apprenticeship to the Cradle to Career data system.
4. Collect work permit issuance data to better understand the prevalence of paid work by youth in the state.

This would allow seamless data collection around student participation, CTE pathway linkage, and demographics. CAB graduates would receive a seal on their diploma, like the [State Seal of Biliteracy](#) and the State Seal of Civic Engagement.

Establish a youth apprenticeship Dashboard that shares data insights from both DAS, CDE, and CCCCCO, regarding enrollment/registration, completion data by geography, demographics by occupational pathway. Incorporate California youth apprenticeship data elements into the statewide Cradle to Career (C2C), and California College Guidance Initiative (CCGI) data systems to allow for longitudinal tracking of outcomes and for cross-system benchmarks.

The two-tier system will allow for benchmark data to be collected at various stages of youth apprenticeship and allow visibility into program efficacy and attrition. In cases where CAB alumni do not opt to complete their full apprenticeship, the state will still be able to collect data

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on their college and career progression. By “opting-out” of the complete apprenticeship after completing the CAB benchmark, participants will still be recorded as CAB completers rather than apprenticeship dropouts. This will establish key performance indicators to better assess program outcomes over the course of the youth’s school to career journey.

CYAC recommends that outcome tracking of youth apprenticeship in California adheres to several key principles: we should take a holistic approach by considering various domains of outcomes, align tracking efforts with program and educational goals, maintain high standards of data quality and integrity, incorporate equity and inclusion principles, engage stakeholders throughout the process, implement longitudinal tracking mechanisms, promote transparency and accountability, and use data for continuous improvement.

Data Recommendation: Draw from the following outcome measures and implement standard definitions for each:

1. **CAB Graduation Rate:** Monitor the percentage of apprentices that obtain a CAB certificate of completion and high school diploma.
2. **College Completion Rate:** Monitor the percentage of CAB graduates that continue to complete an associate degree and a bachelor’s degree, whether through an apprenticeship or independently.
3. **Apprenticeship Completing Rate:** Monitor the percentage of CAB graduates that continue to complete their apprenticeship.
4. **Exit Rate:** Monitor the percentage of apprentices who exit the CAB Program or later exit the apprenticeship program before completion. Examples of types of exit codes include the following:
 - A. **Withdrawal or Voluntary Exit:** An apprentice might choose to leave the program voluntarily before completion. This could be due to personal reasons, a change in career goals, or other circumstances that lead the individual to discontinue their apprenticeship.
 - B. **Termination or Involuntary Exit:** The sponsoring organization or employer might terminate an apprentice's participation in the program. This can happen for various reasons, such as poor performance, failure to meet the program's standards, disciplinary issues, or other factors that make it impossible for the apprentice to continue.
 - C. **Transfer Exit:** Sometimes, an apprentice might exit one program to transfer to another apprenticeship program, either within the same trade or in a different field. This transfer is usually coordinated between the programs to ensure continuity of training and skills development.

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D. **Completion without Certification:** In some cases, an apprentice might complete the required training but fail to obtain certification due to not passing the final exams or assessments. This situation is also considered an exit, although it may not be a successful one in terms of achieving the program's ultimate credential.

5. **Retention Rates:** Track the percentage of apprentices who remain with the company or organization after completing the program. High retention rates indicate that the program is effectively preparing apprentices for long-term employment.
6. **Job Placement Rates:** Measure the percentage of apprentices who secure employment within the industry upon completing the program. This metric demonstrates the program's ability to facilitate successful transitions into the workforce.
7. **Skill Acquisition:** Evaluate the skills gained by apprentices during the program. This could include technical skills specific to the industry as well as soft skills such as communication, teamwork, and problem-solving.
8. **Employer Satisfaction:** Gather feedback from employers who have hired apprentices from the program. Assess their satisfaction with the skills and preparedness of apprentices, as well as their overall satisfaction with the program.
9. **Apprentice Satisfaction:** Survey apprentices to gauge their satisfaction with various aspects of the program, including the quality of training, mentorship, and opportunities for advancement.
10. **Wage Growth:** Track the extent to which apprentices' wages increase as a result of completing the program. This can help determine the economic impact of the program on participants.
11. **Diversity and Inclusion Metrics:** Assess the demographics of participants in the CAB and apprenticeship programs. This could include metrics such as gender, race, ethnicity, and other socioeconomic factors such as homelessness, foster youth, juvenile justice involvement, etc.
12. **Cost-Effectiveness:** Evaluate the cost-effectiveness of the program by comparing the investment in training and support with the outcomes achieved, such as increased graduation rates for vulnerable youth, increased productivity, reduced turnover, and improved employee satisfaction.

G. Outreach

RECOMMENDATION #17: Prepare a set of toolkits and convenings and establish public messaging campaigns to promote youth apprenticeship among youth and parents.

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The CYAC recommends that California develop a set of resources to support the expansion of youth apprenticeship across the state. CYAC also proposes that the lead state agencies work with partners, such as California Community College Association for Occupational Education, the California Education Diversity and Growth in the Economy (EDGE) Coalition, Association for Career Technical Education, as well as industry groups, such as the Northern and Southern California Apprenticeship Network (NCAN/SCAN) as well as the State Parent Teachers' Association, and statewide groups such as the California Youth Connection, or Children's Trust that advocate for opportunity youth to promote awareness of career options and youth apprenticeship pathways to all stakeholders through annual regional and state summits on career-connected learning and youth Apprenticeship pathways. These toolkits would include user-friendly documents outlining how to establish new programs, how to access funding, occupational and industry skills frameworks, and more.

Annual Institute or Summit

To build a community of practice and provide professional development for practitioners, CDE, DAS and CCCCCO will collaborate with other partners to participate in or host regional and state summits or institutes on career connected learning and youth apprenticeship, given allocated funding towards this purpose.

In addition, CYAC proposes that the state conduct a market research study with potential apprentices and their parents to test messaging and branding strategies around youth apprenticeship. Using findings, California can prepare an outreach, awareness, communications, and public engagement plan to counteract misperceptions about apprenticeship; inform potential participants and their parents about currently available opportunities and how they can be leveraged to make informed career and education choices. The goal of a marketing campaign is to promote awareness of career options and youth apprenticeship pathways to youth and parents.

H. Implementation

RECOMMENDATION #18: Review and align administrative workforce and educational policies and programs to effectively implement youth apprenticeship programs.

In the short term, the proposed implementation of youth apprenticeship in California calls for a cross-agency governance structure that allows the stakeholder agencies to integrate the components of youth apprenticeship that falls under their jurisdiction into their existing programming. Especially for local education agencies, this approach allows for an introduction of new programs with the least disruption to existing programs. Such a system would therefore be jointly managed by CDE, CCCCCO and DAS.

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Evaluate the needs of each relevant agency and ensure proper staffing. Additional staffing will likely be needed across all 3 agencies in order to implement a new CAB model along with many of the recommendations in this report. At DAS, it will be important to ensure a timely approval process and keep up with the new occupational programs that are being developed. The current DAS standards approval process must be addressed and allow for a faster timeline so successful implementation of new youth apprenticeship programs can be achieved.

Needed Policy Alignment

Some administrative workforce and educational policies may need to be realigned to effectively implement youth apprenticeship programs because existing policies around scheduling, curriculum, credit recognition, instructor qualifications, funding, partnerships, and accountability measures are tailored to traditional classroom-based learning models. What follows is an incomplete list of programs and policies that should be reviewed for alignment, inclusion of youth apprenticeship, and possible consolidation:

- Executive Order on Career Education (Governor's Office)
- CA Jobs First (GO Biz & LWDA)
- K-12 Strong Workforce program (CCCCO)
- California Apprenticeship Initiative (CCCCO)
- Strong Workforce (CCCCO)
- California Opportunity Youth Apprenticeship Grant (DAS)
- CTE/CE Sector alignment (CDE/CCCCO)
- RSI reimbursement funding model (CCCCO)
- CTE Model Curriculum Standards update (CDE)
- Regional K-16 Workforce Collaborative (DGS)
- Golden State Pathways Program (CDE)
- California Adult Education Program or CAEP (CCCCO)
- Dual Enrollment (CCCCO)
- Career Technical Incentive Grant (CDE)
- CTE Teacher Credentialing requirements (Commission on Teacher Credentialing)

Legislative Recommendations

Some needed policy alignments will require legislative action. The following represent an incomplete list of programs and policies that should be reviewed for alignment and possible update.

- Formal creation of the CAB program in Labor and Education Code.
- Authorize CTE/CE alignment between CDE and CCCCCO

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- Require a regular and timely industry review and update of the CTE Model Curriculum Standards
- Evaluate and improve timeline for local control course approval processes at community colleges
- Evaluate and improve timeline for DAS approval process of new standards
- Establish a baseline wage structure that allows youth apprenticeship programs to be eligible for Apprenticeship Innovation Funding.
- Consider inclusion of CAB and Apprenticeship completion to the Student Centered Funding Formula and the Local Control Funding Formula
- Authorize development and/or adoption of occupational Frameworks
- Fund Positions at DAS, CCCCCO and CDE to implement Youth Apprenticeship and CAB Programs
- Establish pilot grant program specific to CAB, and/or
- Align CAI, Strong Workforce, Golden State Pathways and other K12 funding to incorporate CAB programs as allowable use of funds
- Fund employer engagement in the form of credits or other incentives to offset costs of paid OJT.
- Address AB 130 fingerprint rules and other employer barriers to participation in youth apprenticeships

V. Appendices

A. Abbreviations

AIF: Apprenticeship Innovation Funding

CAB: Career Apprenticeship Bridge

CAEP: California Adult Education Program

CAI: California Apprenticeship Initiative

CALPADS: California Longitudinal Pupil Achievement Data System

CCC: California Community College

CCCCO: California Community Colleges Chancellor's Office

CTE: Career Technical Education

CYAC: California Youth Apprenticeship Committee

DAS: Division of Apprenticeship Standards

FTE: Full-Time Equivalent

ISY: In-School Youth

LEA: Local Educational Agency

NCAN: Northern California Apprenticeship Network

OY: Opportunity Youth

RSI: Related and Supplemental Instruction

SCAN: Southern California Apprenticeship Network

WBL: Work-Based Learning

B. Glossary

AIF (Apprenticeship Innovation Funding): A fund aimed at developing new and innovative apprenticeship opportunities, providing financial support for program development and apprentices' completion.

Apprenticeship Certificate: A recognized credential issued upon the successful completion of an apprenticeship program, demonstrating the attainment of specific skills and competencies.

Apprenticeship Certificate and Degree Award: Credentials awarded to apprentices who successfully complete their apprenticeship program, reflecting their acquired skills and competencies.

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CAB (Career Apprenticeship Bridge): A program that connects career technical education with apprenticeship opportunities for high school students.

CALPADS (California Longitudinal Pupil Achievement Data System): A data system used by the California Department of Education to collect information about students, schools, and districts.

CAI (California Apprenticeship Initiative): A grant program that supports the development of non-traditional apprenticeships and aims to boost diversity, equity, and inclusion in apprenticeship programs.

Career-Connected Learning: An educational approach that combines classroom instruction with real-world experiences to prepare students for various career paths.

COYA (California Opportunity Youth Apprenticeship Grant): A grant program aimed at providing funding to establish or expand and apprenticeship programs for opportunity youth in California.

Competency-Based Education: An educational approach where learners progress based on their ability to demonstrate mastery of skills or knowledge, rather than time spent in a program.

Comprehensive Career Plan: A strategic plan that guides students through various stages of career exploration, education, and employment to achieve career goals.

County and Regional Hubs: Organizations designed to support local intermediaries and program operators in the implementation of youth apprenticeship programs by acting as intermediaries between employers, educators, and the state.

CYAC (California Youth Apprenticeship Committee): A committee established to develop recommendations for the Division of Apprenticeship Standards (DAS) on how to implement youth apprenticeship programs in California.

DAS (Division of Apprenticeship Standards): The division responsible for overseeing apprenticeship programs and establishing standards in California.

Educational Equity: The principle of providing all students with fair opportunities for educational success, regardless of their background or circumstances.

Golden State Pathways Program: A California initiative that aims to align educational systems with career pathways, providing students with a seamless transition from education to employment.

Industry Skills Framework: A structure that aligns career education standards with industry needs, ensuring educational institutions can keep curriculum current and relevant.

ISY (In-School Youth): Young people currently enrolled in a high school or secondary education program.

Jobs First Initiative: An initiative that supports the creation of Jobs First Collaboratives in California's 13 economic regions, focusing on creating high-quality jobs and regional resilience.

LEA (Local Educational Agency): A public institution that provides education services, such as school districts, community colleges or county education offices.

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Mentorship: A structured relationship where experienced professionals guide and support apprentices, providing advice and coaching to enhance learning and development.

Occupational Frameworks for Work-based Learning: Guidelines that outline the competencies and hours required for apprenticeships in specific industries, providing standardization across programs.

Opportunity Youth: Young people, typically aged 16-24, who are disconnected from education, employment, or housing systems. For the COYA grant, opportunity youth is defined as individuals from 16 to 24 years of age who are at risk of disconnection or are disconnected from the education system or employment, unhoused, in the child welfare, juvenile justice, or criminal legal systems, living in concentrated poverty, or are facing barriers to labor market participation. Opportunity youth include those that face chronic opportunity educational achievement gaps, attend schools in communities of concentrated poverty, or attend high schools with a negative school climate.

Pre-apprenticeship Programs: Training programs that prepare individuals for apprenticeships, often providing foundational skills, career exploration, and hands-on experience.

Program Sponsors: Organizations or entities responsible for administering and overseeing apprenticeship programs, ensuring that they meet industry standards and regulations.

Return on Investment (ROI): A measure used to evaluate the financial benefit derived from an investment, such as apprenticeship programs, compared to the cost of the investment.

RSI (Related and Supplemental Instruction): Instruction that provides apprentices with technical and theoretical knowledge related to their trade or occupation.

RSI FTE (Related and Supplemental Instruction Full-Time Equivalent): A funding model for reimbursing educational institutions that provide related instruction to apprentices.

Sector Industry Intermediaries: Organizations that lead industry engagement, develop apprenticeship programs, and align them with workforce needs within specific sectors.

Work Experience Education Program: Programs that provide students with real-world work experiences, integrating learning with practical job skills.

Work-Based Learning (WBL): A learning approach that integrates classroom instruction with real-world work experiences to prepare students for their future careers.

Wraparound Support Services: Comprehensive services designed to address barriers that individuals face, including transportation assistance, childcare, and mental health services.

Youth Apprenticeship Network: A proposed network of industry intermediaries and other stakeholders to support youth apprenticeship expansion and align programs with industry needs.