

### **DISCUSSION AND CONSIDERATION OF ESTABLISHING A PILOT APPRENTICESHIP PROGRAM FOR OCCUPATIONAL THERAPY ASSISTANTS COMPLETING THEIR FIELDWORK.**

The following is attached for review:

- AB 2105, to expand job training and employment for Allied Health professions.
- 5 Steps to developing and maintaining a Skilled Workforce through Registered Apprenticeship.
- Education Code Sections 8150-8155.
- California Apprenticeship Council Newsletter
- Department of Industrial Relations Apprenticeship Funding Sources
- Information on funding for community college nursing programs
- 2015 Nursing Educational Programs report
- Employment Training Panel Recommendations



**AB-2105 Workforce development: allied health professions.** (2015-2016)

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**Assembly Bill No. 2105**

CHAPTER 410

An act to amend Section 14017 of the Unemployment Insurance Code, relating to workforce development.

[ Approved by Governor September 21, 2016. Filed with Secretary of State September 21, 2016. ]

LEGISLATIVE COUNSEL'S DIGEST

AB 2105, Rodriguez. Workforce development: allied health professions.

Existing law establishes the California Workforce Development Board as the body responsible for assisting the Governor in the development, oversight, and continuous improvement of California's workforce investment system and the alignment of the education and workforce investment systems to the needs of the 21st century economy and workforce. Existing law requires the board, among other things, to prepare and submit to the appropriate policy committees of the Legislature a report on the board's findings and recommendations regarding expanding job training and employment for allied health professions.

This bill would require the Department of Consumer Affairs, by January 1, 2020, to engage in a stakeholder process to update policies and remove barriers to facilitate the development of earn and learn training programs in the allied health professions, including barriers identified in the report described above, as specified.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** Section 14017 of the Unemployment Insurance Code is amended to read:

**14017.** (a) In efforts to expand job training and employment for allied health professions, the California Workforce Development Board, in consultation with the Division of Apprenticeship Standards, shall do the following:

- (1) Identify opportunities for "earn and learn" job training opportunities that meet the industry's workforce demands and that are in high-wage, high-demand jobs.
- (2) Identify and develop specific requirements and qualifications for entry into "earn and learn" job training models.
- (3) Establish standards for "earn and learn" job training programs that are outcome oriented and accountable. The standards shall measure the results from program participation, including a measurement of how many complete the program with an industry-recognized credential that certifies that the individual is ready to enter the specific allied health profession for which he or she has been trained.

(4) Develop means to identify, assess, and prepare a pool of qualified candidates seeking to enter "earn and learn" job training models.

(b) (1) The board, on or before December 1, 2015, shall prepare and submit to the appropriate policy committees of the Legislature a report on the findings and recommendations of the board.

(2) The requirement for submitting a report imposed pursuant to this subdivision is inoperative on January 1, 2019, pursuant to Section 10231.5 of the Government Code.

(c) (1) The Department of Consumer Affairs shall engage in a stakeholder process to update policies and remove barriers to facilitate the development of earn and learn training programs in the allied health professions, including barriers identified in the report prepared by the board pursuant to subdivision (b), entitled Expanding Earn and Learn Models in the California Health Care Industry. The stakeholder process shall include all of the following:

(A) The department convening allied health workforce stakeholders, which shall include, but are not limited to, the department's relevant licensure boards, the Division of Apprenticeship Standards, representatives appointed by the board of governors from the California community college system, the California Workforce Development Board, and the State Department of Public Health, and which may include other relevant entities such as the Office of Statewide Health Planning and Development, employer and worker representatives, and community-based organizations.

(B) Addressing issues that include, but are not limited to, precensure classifications in allied health occupations that would allow students, in a supervised setting, to gain experience in their chosen field before obtaining licensure, and the payment of wages while in a workplace-based training program.

(C) The department ensuring that existing standards of consumer protection are maintained.

(D) Sharing any statutory barriers identified through this process with the relevant committees of the Legislature.

(2) The process described in paragraph (1) shall be completed by, and this subdivision shall be inoperative on, January 1, 2020.

## AB 2105 Stakeholder Process – Regulatory Board Survey

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**Purpose of AB 2105:** To expand job training and employment for allied health professions while narrowing the workforce gap and increasing diversity within the health care industry through an “Earn and Learn” model in programs. (Unemployment Insurance Code section 14017)

*Definitions:*

**Allied Health Professionals (AHP):** Careers in the health care field that help with delivery and management of health care services. According to the Association of Schools of Allied Health Professions, there are 110+ careers that are categorized in the field of allied health.

**“Earn and Learn” Model** is essentially an apprenticeship within the health field where they learn in various skills while earning wages throughout the process resulting in licensure.

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**In compliance with Unemployment Insurance Code section 14017(c)(1):**

*The Department of Consumer Affairs shall engage in a stakeholder process to update policies and remove barriers to facilitate the development of earn and learn training programs in the allied health professions, including barriers identified in the report prepared by the board (California Workforce Development Board) pursuant to subdivision (b), entitled Expanding Earn and Learn Models in the California Health Care Industry. The stakeholder process shall include all of the following:*

- (A) The department convening allied health workforce stakeholders, which shall include, but are not limited to, the department’s relevant licensure boards, the Division of Apprenticeship Standards, representatives appointed by the board of governors from the California community college system, the California Workforce Development Board, and the State Department of Public Health, and which may include other relevant entities such as the Office of Statewide Health Planning and Development, employer and worker representatives, and community-based organizations.*
  - (B) Addressing issues that include, but are not limited to, prelicensure classifications in allied health occupations that would allow students, in a supervised setting, to gain experience in their chosen field before obtaining licensure, and the payment of wages while in a workplace-based training program.*
  - (C) The department ensuring that existing standards of consumer protection are maintained*
  - (D) Sharing any statutory barriers identified through this process with the relevant committees of the Legislature*
- 

### Directions for Stakeholders

To start DCA’s stakeholder process, we are asking all licensing boards to partake in a survey that focuses on general information for each licensing procedure, and “Earn & Learn” Models within the AHP fields. Definitions of AHP and “Earn & Learn” Models can be found above.

Please provide as much information as possible, and return no later than Friday, August 4<sup>th</sup>, 2017. Upon return, please also attach an updated description of requirements that fall within each license under your board. Attached is your board’s previous information submitted in 2012 during DCA’s report regarding military.

## AB 2105 Stakeholder Process – Regulatory Board Survey

### Survey Questions to Boards

Board:

Name & Position:

1. What part of the application/licensure process is most burdensome for applicants in receiving their license or certificate? What complaints does your board receive most from applicants?
2. Does your board approve schools or training programs, or does the board defer to a third-party approver? (if both, please specify).
3. How closely does your board work with approved training programs (e.g., regular meetings, newsletters, etc.) on policy issues (e.g. changing requirements, problems in the industry, etc.)?
4. How does your board define clinical experience and what are the clinical experience requirements for each profession under your board?
5. How are the clinical requirements developed (via statute and/or regulations) and how frequently are they revised?
6. Are there any outside programs in your industry that are funded by licensees (e.g. education repayment programs such as Steven M. Thompson program) or through federal grants that benefit applicants/licensees?
7. Does your board have any history with apprenticeships or “Earn & Learn” models?
  - a.) If yes, please identify:
8. Are you aware of any “Earn & Learn” models within your industry?
9. Are there laws, policies, or regulations within your board that restrict any funding towards “Earn & Learn” models?
10. Are there any laws, policies, or regulations in place that prevent/prohibit applicants from getting compensated for their hours of training?
11. Do you foresee any hindrance to implementing “Earn & Learn” models in the professions you regulate?

**5 STEPS**  
**To Developing and Maintaining**  
**a Skilled Workforce**  
**through**  
**Registered Apprenticeship**

California Division of Apprenticeship Standards (DAS)

# What is Apprenticeship?

“**Apprenticeship**” is a formal, structured, and rigorous training program comprised of:

## Two Components:

- **Didactic**: Formal, post-secondary **classroom instruction** (related and supplemental instruction – “RSI”) of at least 144 hrs. yr. - approved by local educational agency – “LEA)
- **Practicum**: Supervised, paid, **on-the-job training** (of at least 2000 hrs./1 yr.) in specified skill sets (“work processes”)

# What is an “Apprenticeable Occupation?”

“An apprenticeable occupation is one which requires **independent judgment** and the application of manual, technical, or **professional skills** and is best learned through an organized system of **on-the-job training** together with **related and supplemental instruction.**”

(8 Cal. Code of Regulations 205)



# Sample Health Care Apprenticeable Occupations

- Community Health Worker
- Certified Nursing Assistant (CNA)
- Licensed Vocational Nurse (LVN)
- Registered Nurse (RN)
- Medical Assistant
- Medical Coder
- Medical Laboratory Technician
- Psychiatric Technician
- Home Health Worker
- Emergency Medical Technician (EMT)
- Radiology Technician
- Phlebotomist

# Benefits of Apprenticeship

- *Custom-designed*, flexible, industry-driven training system-- to meet *specific* employer needs – both for number of workers & particular skills needed.
- Create *career pathways* for existing employees which instill employee loyalty & reduce turnover.
- Can be used for both incumbent employees and new hires
- Meet current & anticipated skill shortages; incrementally replenish retiring workforce.
- On-going program, not a one-time “fix”

# Apprenticeship is Cost-Efficient

- For every \$1.00 invested in an apprentice, that apprentice brings \$1.46 in revenue – 40% ROI. (Canada, 2006)
- Graduated wage schedule keep costs down– pay is commensurate with skill/experience level attained. Wages rise as verified/validated skills and knowledge increase.
- Reduces recruitment costs & lowers employee turnover

# How to Get Started

## A local DAS consultant will help you:

### **1. Determine your needs and program structure**

An apprenticeship committee can be single employer, an association of employers, a joint program of labor & management.

### **2. Define occupation(s) and determine essential job skills**

Analyze the job and detail the essential “skill sets” and length of time necessary to achieve mastery of the occupation(s). Determine any certifications desired.

### **3. Identify educational partner & desired classroom component**

Your local educational partner (LEA) will help you design and approve necessary curriculum.

### **4. Establish apprenticeship program standards**

These basic governing and guidance documents for your program include selection procedures; wages to be paid at various levels of skill acquisition; course outline; “work processes;” procedures for advancement; & graduation requirements.

## 5. Submit for Approval

Throughout this **5 Step process**, you will be assigned a *DAS consultant* to help you with the development of your training program. The consultant helps facilitate program design and development, securing a LEA & RSI funding; answers any questions; and continues to serve in an advisory capacity after program approval. This service is *free* to all interested employers.

# Contact Us:

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ARTICLE 8. Apprenticeship Education [8150 - 8155]

( Article 8 added by Stats. 1980, Ch. 750, Sec. 1. )

8150.

(a) The Chancellor of the California Community Colleges shall be responsible for allocating funds for apprenticeship programs in good standing and approved pursuant to Chapter 4 (commencing with Section 3070) of Division 3 of the Labor Code for the secondary education system.

(b) Upon an appropriation by the Legislature, the Chancellor of the California Community Colleges shall allocate funds solely for the purposes of this article consistent with the subdivision (e) of Section 8152.

(c) For purposes of this article, a "local educational agency" is defined as a school district or a county office of education.

(Amended by Stats. 2013, Ch. 48, Sec. 1. Effective July 1, 2013.)

8150.5.

Attendance of apprentices enrolled in any class maintained by a local educational agency, pursuant to Section 3074 of the Labor Code, shall be reimbursed pursuant to Section 8152 only if reported separately to the Chancellor of the California Community Colleges. Attendance reported pursuant to this section shall be used only for purposes of calculating allowances pursuant to Section 8152.

(Amended by Stats. 2013, Ch. 357, Sec. 8. Effective September 26, 2013.)

8151.

An apprentice attending a local educational agency in classes of related and supplemental instruction, as provided under Section 3074 of the Labor Code and in accordance with the requirements of subdivision (d) of Section 3078 of the Labor Code, shall be exempt from the requirements of any interdistrict attendance agreement for those classes.

(Amended by Stats. 2014, Ch. 71, Sec. 27. Effective January 1, 2015.)

8152.

(a) The reimbursement rate shall be established in the annual Budget Act and the rate shall be commonly applied to all providers of instruction specified in subdivision (d).

(b) For purposes of this section, each hour of teaching time may include up to 10 minutes of passing time and breaks.

(c) This section also applies to isolated apprentices, as defined in Section 3074 of the Labor Code, for which alternative methods of instruction are provided.

(d) The Chancellor of the California Community Colleges shall make the reimbursements specified in this section for teaching time provided by local educational agencies.

(e) The hours for related and supplemental instruction derived from funds appropriated pursuant to subdivision (b) of Section 8150 shall be allocated by the Chancellor of California Community Colleges directly to participating local educational agencies that contract with apprenticeship programs pursuant to subdivision (f).

(f) Reimbursements may be made under this section for related and supplemental instruction provided to indentured apprentices only if the instruction is provided by a program approved by the Division of Apprenticeship Standards of the Department of Industrial Relations in accordance with Chapter 4 (commencing with Section 3070) of Division 3 of the Labor Code.

(g) The initial allocation of hours made pursuant to subdivision (e) for related and supplemental instruction at the beginning of a fiscal year, when multiplied by the hourly reimbursement rate, shall equal 100 percent of the total appropriation for apprenticeships. The Chancellor of the California Community Colleges shall notify participating local educational agencies of the initial allocation within 30 days of the enactment of the annual Budget Act.

(h) If funds remain from the appropriation pursuant to subdivision (b) of Section 8150, the Chancellor of the California Community Colleges shall reimburse local educational agencies for unfunded related and supplemental instruction hours from any of the three previous fiscal years, in the following order:

(1) Reported related and supplemental instruction hours, as described in subdivision (b) of Section 8154, that were paid at a rate less than the hourly rate specified in the Budget Act.

(2) Reported related and supplemental instruction hours that were not reimbursed.

(i) The Chancellor of the California Community Colleges shall report to the California Apprenticeship Council within 30 days of each apportionment period the following information for each participating local educational agency:

(1) The number of related and supplemental instruction hours allocated to the local educational agency.

(2) The number of related and supplemental instruction hours reported by the local educational agency.

(3) At the final or recalculation apportionment, the hourly rate paid for related and supplemental instruction hours reported above the local educational agency's initial allocation of hours for related and supplemental instruction.

(Amended by Stats. 2015, Ch. 22, Sec. 1. Effective June 24, 2015.)

#### 8152.5.

The Controller shall include instructions necessary to enforce this article in the audit guide required by Section 14502.1. The instructions shall include, but not necessarily be limited to, procedures for verifying if the hours for related and supplemental instruction reported to each local educational agency by a participating apprenticeship program sponsor, pursuant to Section 8152, are eligible for reimbursement pursuant to Section 8152. The Chancellor of the California Community Colleges shall be responsible for ensuring that local educational agencies have corrected any audit exceptions.

(Added by Stats. 2017, Ch. 23, Sec. 1. Effective June 27, 2017.)

#### 8153.5.

For purposes of the California Firefighter Joint Apprenticeship Program, classes of related and supplemental instruction that qualify for funding pursuant to Section 8152 include, but are not limited to, classes that meet both of the following requirements:

(a) The classes are conducted at the workplace.

(b) The person providing instruction is qualified, by means of education or experience, as a journeyman and shares the responsibility for supervision of the apprentices participating in the classes with the certified community college or adult education coordinator.

(Amended by Stats. 2013, Ch. 48, Sec. 5. Effective July 1, 2013.)



8154.

(a) The Chancellor of the California Community Colleges, in consultation with the Division of Apprenticeship Standards of the Department of Industrial Relations and the Superintendent, shall annually review the amount of state funding necessary to provide the reimbursements specified in Section 8152, and shall include an estimate of required funds in its budget for each fiscal year.

(b) If the amounts appropriated in any fiscal year are insufficient to provide full reimbursement, the hourly rate specified pursuant to Section 8152 shall be reduced on a pro rata basis only for reported hours that are in excess of the number of hours allocated at the beginning of the fiscal year so that the entire appropriation is allocated.

(c) If the amount appropriated is in excess of the amounts needed for full reimbursement pursuant to subdivision (h) of Section 8152, any excess shall be allocated to local educational agencies to be used for the purpose of the state general apportionment.

(Amended by Stats. 2013, Ch. 357, Sec. 11. Effective September 26, 2013.)

8155.

(a) The Chancellor of the California Community Colleges and the Division of Apprenticeship Standards of the Department of Industrial Relations, in consultation with the Superintendent, shall jointly develop a model format for agreements between apprenticeship programs and local educational agencies for instruction pursuant to Section 3074 of the Labor Code.

(b) By March 14, 2014, the Chancellor of the California Community Colleges and the Division of Apprenticeship Standards of the Department of Industrial Relations, with equal participation by local educational agencies and community college apprenticeship administrators, shall develop common administrative practices and treatment of costs and services, as well as other policies related to apprenticeship programs. Any policies developed pursuant to this subdivision shall become operative upon approval by the California Apprenticeship Council.

(c) Apprenticeship programs offered through local educational agencies may maintain their existing curriculum and instructors separate from the requirements of the California Community Colleges. The person providing instruction may be a qualified journeyman with experience and knowledge of the trade.

(Amended by Stats. 2014, Ch. 71, Sec. 29. Effective January 1, 2015.)

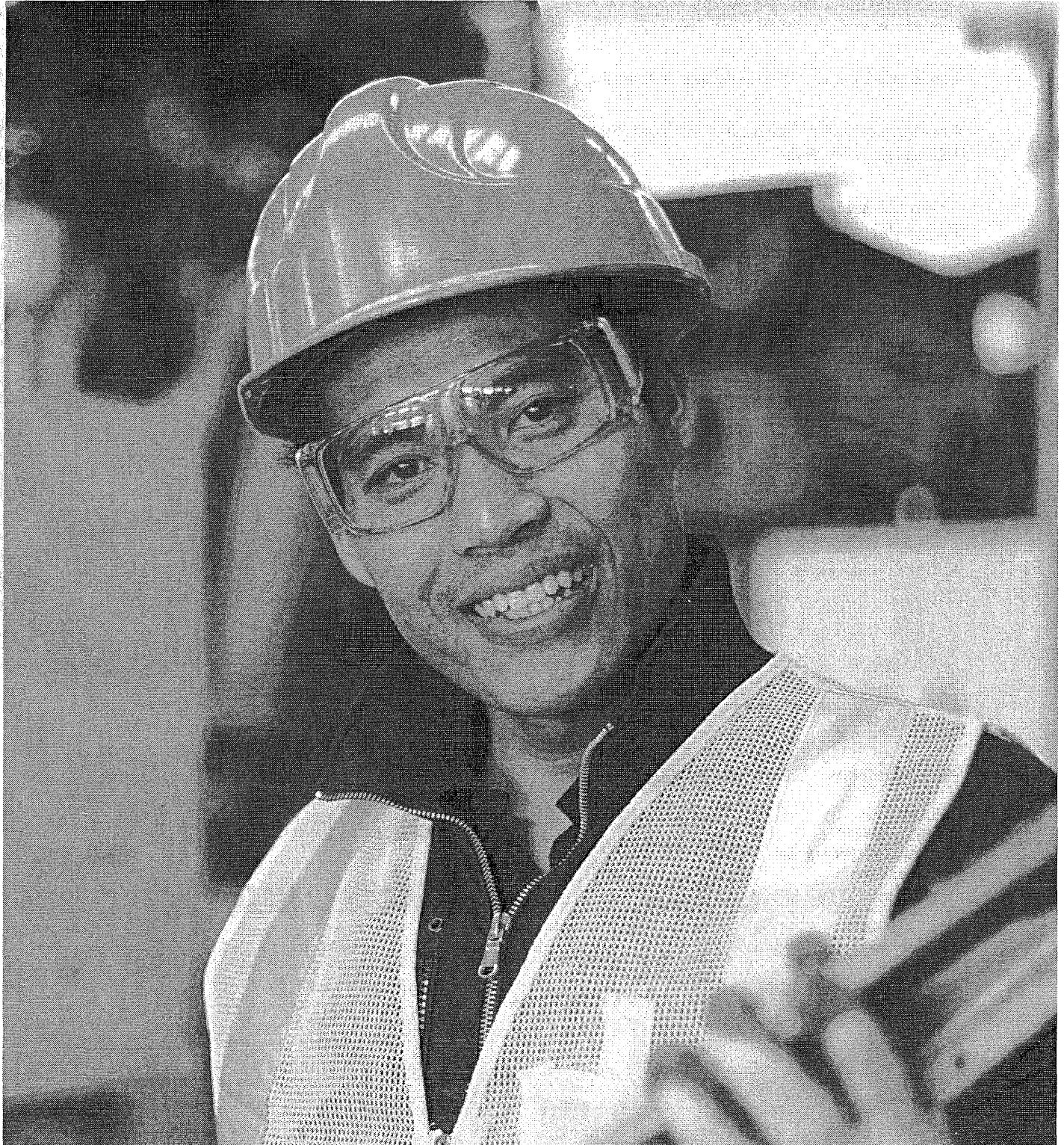


# APPRENTICESHIP

Preserving Institutional Knowledge While Growing the Next Generation of Talent

CALIFORNIA APPRENTICESHIP COUNCIL

2nd Quarter | 2017



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### The California Apprenticeship Council Newsletter

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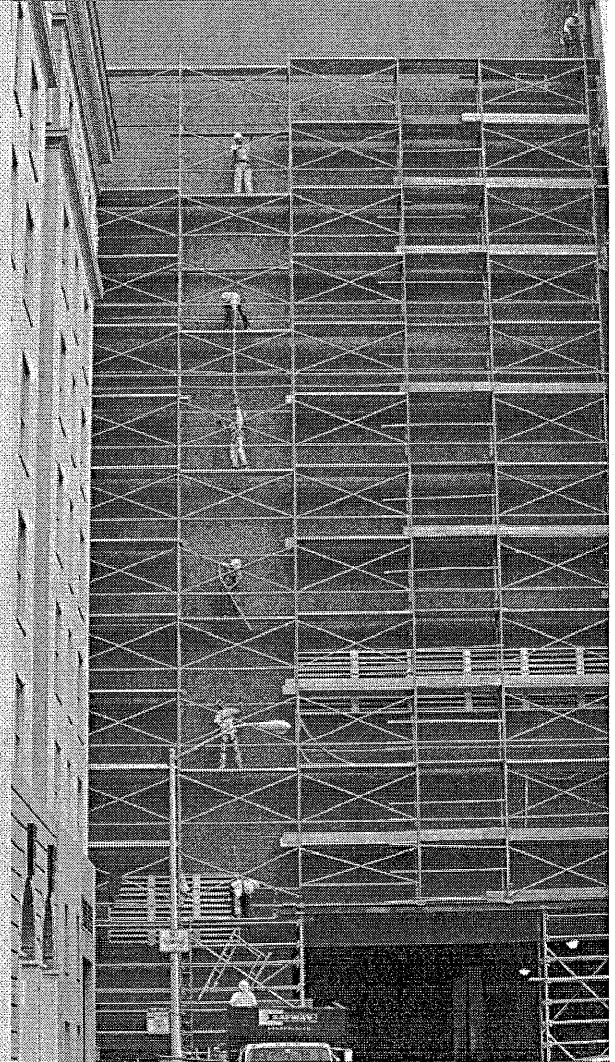


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The California Department of Industrial Relations (DIR) protects and improves the health, safety, and economic well-being of over 18 million wage earners and helps employers comply with state labor laws. DIR is housed within the Labor & Workforce Development Agency.



DIR's Division of Apprenticeship Standards (DAS) creates opportunities for Californians to gain employable lifetime skills and provides employers with a highly skilled and experienced workforce while strengthening California's economy.

## Apprenticeship, Like Technology, Is Embracing Innovation and Opportunity in New Areas



**Christine Baker**  
Director, Department of  
Industrial Relations



The returns for employers who take advantage of the benefits of apprenticeship are known, and the opportunity for workers to enhance their capabilities is great. I believe that diversity—in our workforce and in work opportunities—is critical to our competitiveness.

**I**NNOVATION, technology, and how we allow even more people to fully participate in the global economy are issues at the core of our current and future economic development. They are also issues at the core of California's apprenticeship system as we look for new ways to expand and create programs that both meet the demands of employers and bring new blood into the workforce.

As we recently shared, DIR was awarded a \$1.8 million ApprenticeshipUSA grant to help us move apprenticeship training into new industries—from health care to information technology. According to a study by Glassdoor, jobs in these areas are among the most highly paid throughout the country this year.

We also want more women, veterans, and youth in pre-apprenticeship programs. Our workforce can only benefit from the inclusion of more people who bring a broader range of thoughts, skills, and experience. As our workplaces continue to evolve with ever-changing innovations, so, too, will the abilities of our workforce and the need for specialized training.

As the number of inmates eligible for early release rises, pursuant to Proposition 57, we want to ensure that formerly incarcerated individuals receive opportunities through

apprenticeships for workforce re-entry. A Department of Corrections and Rehabilitation study revealed two out of three inmates will return to prison within three years of their release. We are reviewing the Inmate Apprenticeship Programs with the goal of reducing recidivism by increasing training and career opportunities for ex-offenders.

We are building partnerships with employers to explore these opportunities in greater detail. Our teams are ready to help. We have invested in improvements in our website and internal information systems to ensure that our service delivery is smooth and simple. If you have suggestions or ideas to make things even better, please let us know. We hope that you will see the fruits of this revitalization effort in California apprenticeship, and, more importantly, we hope that you will be an active part of it.

The returns for employers who take advantage of the benefits of apprenticeship are known, and the opportunity for workers to enhance their capabilities is great. I believe that diversity—in our workforce and in work opportunities—is critical to our competitiveness. I look forward to our continued work together as we increase the impact of apprenticeship for all.

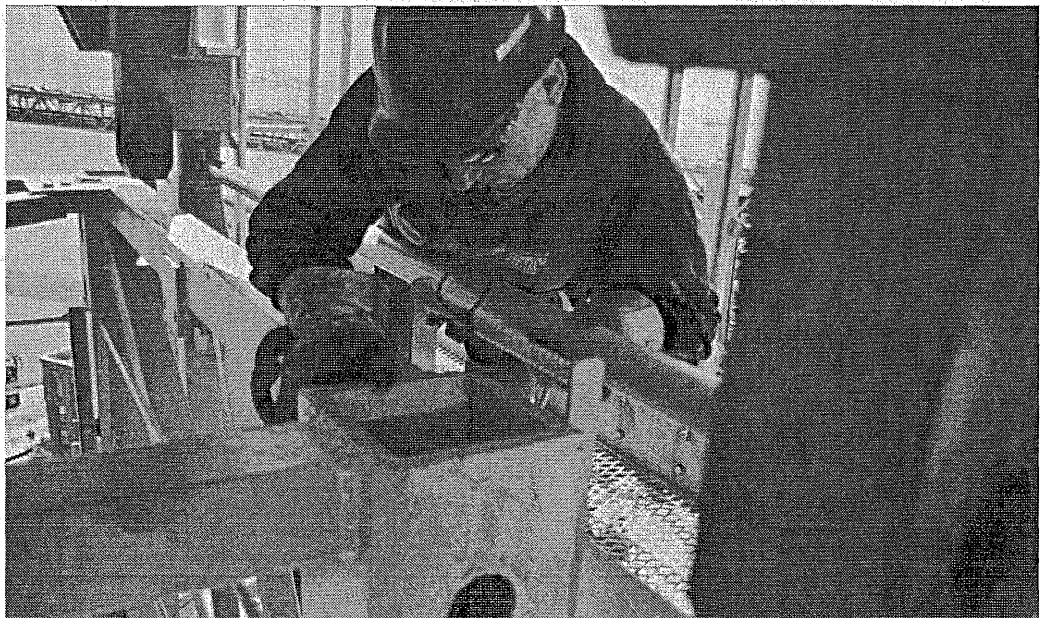


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## Come and Visit Our New Website!



**Diane Ravnik**  
Chief, California Division of  
Apprenticeship Standards



I post selected articles on our DAS website ([www.dir.ca.gov/das/](http://www.dir.ca.gov/das/)) under "Apprenticeship in the News." Take some time to explore our reorganized and more user-friendly website. We welcome your feedback.

I'M LUCKY. I think that all of us in California's apprenticeship community are fortunate to have an exceptional staff of DAS apprenticeship consultants who are passionate about apprenticeship and regularly go "above and beyond" to promote apprenticeship, develop new apprenticeship programs, service existing programs, reach out to youth, women, and veterans to enter apprenticeship, and generally advance the welfare of all of our 74,000 registered apprentices. Their work has expanded a lot in the past six years since I have been Chief. Most recently, selected staff acted as "readers/graders" for the past rounds of both pre-apprenticeship and apprenticeship "California Apprenticeship Initiative" (CAI) grants, to ensure high-quality grantees, capable of achieving registered apprenticeship status.

The number of apprentices in the state has grown *exponentially*. In the past two years alone, the number has grown by 21,000 new apprentices, from 53,000 to over 74,000, an increase exceeding 20%—and it continues to grow. Even more significant are the growth of new programs, which have more than doubled, in each of the past two years. These new programs are in diverse and interesting new occupations and industries, which had previously had little or no involvement with apprenticeship, and many of these new programs receive funding assistance from the Governor's "California Apprenticeship Initiative" (CAI), in large part due to the work of our apprenticeship consultants. Programs in California have been initiated in occupations as diverse as viticulture technician, teacher, registered nurse, medical coder, food safety security technician, able seaman, business operations specialist,

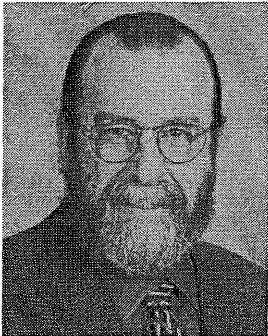
cybersecurity analyst, and producer, director, camera operator, and sound equipment engineer in the entertainment industry.

Andrew Lee, an apprenticeship consultant in our San Francisco office, regularly scans news websites in the morning before starting work for articles on apprenticeship, which he passes on to me, and I post selected articles on our DAS website ([www.dir.ca.gov/das/](http://www.dir.ca.gov/das/)) under "Apprenticeship in the News"—a good reason to visit our new website! Two of the most recent articles are particularly interesting. The first one, "Trump Wants to Create 5 Million Apprenticeships in 5 Years (Because Marc Benioff Told Him to Do It)," describes a scenario that could bode well for continued federal support of apprenticeship. Who knows? Much more significant was the report that Marc Benioff, the CEO of the San Francisco-based Salesforce, one of the largest consumer relationship management software companies in the world, used his limited time with the president of the United States to extol the virtues of apprenticeship and urge its expansion.

The second article, "North Bay Building Trades Look to Boost Ranks, Diversify Union Ranks, Through Training Program," describes one of a growing number of exemplary new pre-apprenticeship programs. The benefits of such pre-apprenticeship programs are described in CAC Chairman Jim Hussey's column in this issue. A summary and results of the California Workforce Development Board's (CWDB) Proposition 39 pre-apprenticeship programs are highlighted in CWDB Executive Director Tim Rainey's article. Take some time to explore our reorganized and more user-friendly website. We welcome your feedback.

<b>Apprentice Statistics for the quarter ending March 31, 2017</b>	<b>74,221</b>	<b>5,694</b>	<b>4,733</b>	<b>6.4%</b>	<b>63.3%</b>	<b>3,780</b>	<b>310</b>	<b>98</b>
	Number of active apprentices	Number of new registrations and reinstatements	Number of active women apprentices	Percent of active apprentices represented by women	Percent of active apprentices represented by minorities	Number of active veteran apprentices	Number of veterans registered in 2017	Veterans who have completed apprenticeships in 2017

## Pre-Apprenticeship Programs Play Vital Role for Job Seekers



**Jim Hussey**  
2017 Chairperson, California  
Apprenticeship Council



Whether it's ensuring local employment in the communities that fund projects or ensuring opportunities for all who wish to apply themselves to learning a lifelong skill, pre-apprenticeship is proving itself as a viable training partner.

**R**ECENT EVENTS have reminded me how important pre-apprenticeship programs are to our apprenticeship community. As a member on the committee that monitors the local hire ordinance in my hometown, I have gained firsthand knowledge of the benefit pre-apprenticeship programs bring to job seekers and those who wish to pursue a skilled career in the crafts.

One result of the hard work by these programs is improved access to apprenticeship for women, minorities, veterans, and others who may be underserved. Another has been to facilitate efforts by local apprenticeship programs to help employers meet local hire requirements. In an effort to help employers meet those requirements, our committee held a special meeting to facilitate communication between apprenticeship programs and pre-apprenticeship programs in and around our city.

The meeting was a great success. We learned about partnerships between local apprenticeship programs, workforce investment boards, community colleges, and community-based organizations. All these groups are partnering and working together on many levels, to develop, improve, and expand pre-apprenticeship programs. I was particularly impressed with the work our various Coordinator Associations are doing to foster pre-apprenticeship programs with core curriculum that better prepares candidates for the application process.

My chance to see these partnerships work was in the San Francisco Bay Area, but I know that similar efforts are underway throughout California. Across the country, our economy created over 60,000 construction jobs and more than 200,000 jobs overall in January. Many, if not most of these jobs were created right here in California. This speaks well for the future of apprenticeship training and those who seek lifelong careers through our programs.

Given this outstanding opportunity and our continued desire to make these opportunities available to women, minorities, veterans, and others, I can't help but believe that continued investment in our pre-apprenticeship programs will help us achieve our goals. Whether it's

ensuring local employment in the communities that fund projects or ensuring opportunities for all who wish to apply themselves to learning a lifelong skill, pre-apprenticeship is proving itself as a viable training partner.

My experience at this meeting convinced me that we all benefit from pre-apprenticeship programs. It also validated the impact of direct communication between pre-apprenticeship and our approved programs. In every case, direct communication resulted in candidates who were better prepared for apprenticeship and who achieved greater success in the applicant process.

As we enter spring and the inevitable buildup in work-hours and work opportunities, I encourage both our approved apprenticeship programs and our pre-apprenticeship partners to revisit and strengthen their channels of communication. Successful pre-apprenticeship training can reduce stress on the application process at apprenticeship programs, improve the success of applicants who come through the pre-apprenticeship programs, and open the opportunity to a lifelong career for many of those individuals who are willing to learn and put in the extra effort that is pre-apprenticeship.

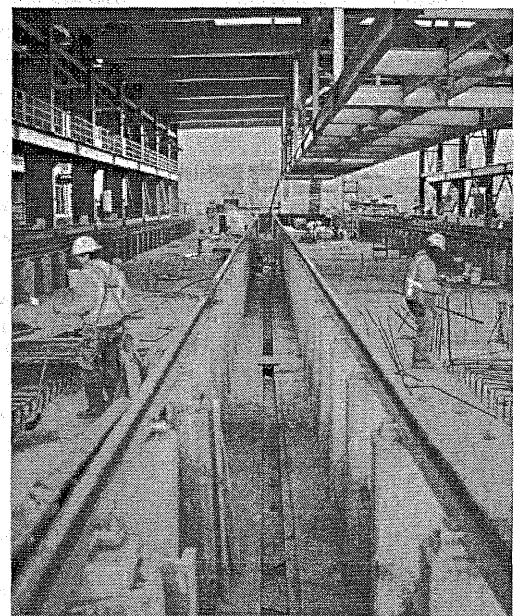


Photo Credit: Cendak Photography 2008

## California Apprenticeship Grantee Secures Partnership with NASA



**Van Ton-Quinlivan**  
California Community Colleges  
Vice Chancellor of Workforce  
& Economic Development and  
CAC Commissioner



The American Aerospace Technical Academy (AATA) in Los Angeles, a CAI grantee, marked a momentous point with its newest partnership: the National Aeronautics and Space Administration—yes, NASA. A man who quit his perfectly good job, collected a talented team, and earned a CAI grant is now supporting the work of NASA. This is why I love what we do.

**LOVE SUCCESS STORIES.** In our line of work, we are fortunate to see many, and I have a great one to share with you.

In 2015, John Stewart left a lucrative and secure career in the nondestructive testing (NDT) industry to help veterans and economically disadvantaged Californians find well-paying, career-path jobs in the field. The Navy veteran believed that by addressing inadequate opportunities in STEM (science, technology, engineering, and math) fields, one could empower youth and returning veterans to fill the shortage of NDT professionals in many of California's booming industries.

With that goal, he founded the American Aerospace Technical Academy (AATA) in Los Angeles and hit the ground running. In early 2016, the AATA, along with California State University Los Angeles and Los Angeles Unified School District DACE Apprenticeship, was awarded a \$1 million grant from the California Apprenticeship Initiative (CAI), a program designed to create state-approved apprenticeship training programs in industries and occupations that have not traditionally used apprenticeship training for workforce development.

As part of this grant, the AATA works with employers in Southern California to build and employ an apprenticeship program for NDT training in a wide array of inspection technologies, including phased-array ultrasonics, computed and digital radiography, magnetic particle, penetrant, visual, eddy current, and others. Stewart and his team developed a 12-week Non-Destructive Testing Technologies Certificate Program that provides rigorous STEM classroom education and hands-on training with industry standard equipment. Apprentices earn a recognized industry credential and also receive a structured career plan and professional development training—all of it at no cost to the student or employer.

The grant provided not only funds but support and connections. It helped establish a relationship with the Division of Apprenticeship Standards and the California Community College Chancellor's Office. This relationship, coupled with the AATA's

partnership with the Employment Training Panel to provide training reimbursement for California employers, allows the AATA to provide fiscal benefits to employers that join the NDT Apprenticeship Program.

Since its launch, the AATA has trained apprentices at leading companies, including the Spaceship Company, Virgin Galactic, Integrated Quality Systems, Sterling Inspection, and Orange Coast Testing.

Recently, this CAI grantee marked a momentous point with its newest partnership: the National Aeronautics and Space Administration—yes, NASA. A man who quit his perfectly good job, collected a talented team, and earned a CAI grant is now supporting the work of NASA.

This is why I love what we do.

The Jet Propulsion Laboratory (JPL-NASA) is a federally funded research and development center in Pasadena that implements programs in planetary exploration, earth science, space-based astronomy, and technology development. It is managed for NASA by the California Institute of Technology and has been credited with helping usher in the space age.

JPL-NASA will enroll its current inspectors and engineers in the AATA apprenticeship program and create personalized NDT training plans for each of them.

Stewart is pleased with the AATA's momentum, reporting, "We will continue to establish relationships with leading companies in the NDT industry to help us fulfill our mission of launching careers and changing lives."

To learn more about the AATA and its accomplishments, visit [www.aatatraining.org](http://www.aatatraining.org).



Photo Credit: Cendak Photography 2008

## Innovative Apprenticeship Model Offers Road Map for Supplying Much-Needed Nursing

Local 1000 saw an opportunity for SEIU and the CCHCS to work together to address staffing issues by taking advantage of \$20 million in funding for apprenticeship programs through the California Apprenticeship Initiative grant program.

First LVN-to-RN class with Delta College instructors and SEIU 1000 and CCHCS staff.

**T**HE UNITED STATES is projected to have a shortage of registered nurses (RNs) that is expected to intensify as baby boomers age and the need for health care grows. In addition, given the national move toward health-care reform, nursing schools across the country are struggling to expand capacity to meet the rising demand for care. These issues are compounded for California Correctional Health Care Services (CCHCS), for which hiring qualified RNs to work in the state prison system has been a long-standing problem.

SEIU Local 1000 (Local 1000), which represents 95,000 state workers, recognized the need to address these issues as well as those around mandatory overtime and the use of large numbers of RNs. Its focus was on providing an innovative solution to recruitment and retention problems at the recently opened California Health Care Facility (CHCF) in Stockton through the creation of career pathways. The LVN (licensed vocational nurse)-to-RN Apprenticeship program seemed to be the perfect solution to long-standing issues between the union and the CCHCS Receiver's Office within the Department of Corrections and Rehabilitation.

Local 1000 saw an opportunity for the union and the CCHCS to work together to address staffing issues at the new facility by taking advantage of \$20 million in funding for apprenticeship programs identified in the 2015-16 Governor's budget through the California Apprenticeship Initiative (CAI) grant program. Local 1000, the CCHCS, and Delta College, located in Stockton, submitted a successful grant to implement the first-ever LVN-to-RN Apprenticeship program sponsored by a state agency. The grant will pay for 50 LVNs to become RNs in the next few years.

Programs of this nature are extremely important because of their potential to change the socioeconomic status of the participants dramatically. LVNs currently earn up to \$54,000 per year whereas an RN at CCHCS earns \$93,000. The LVN workforce, the majority of which are minorities, mainly consist of women who are mostly single heads of households.

The CCHCS and SEIU Local 1000 established the Joint Apprenticeship Committee (JAC) with the help of Division of Apprenticeship Standards staffer Kelly Mackey to oversee the program. The committee is made up of equal members of each entity, and all decisions are jointly decided. This was a new experience for both labor and management. It provided a platform for working together on a mutual goal, and we have found that labor and management relations have significantly improved. We are working together in a collaborative effort to recruit additional community colleges to partner with other institutions located throughout the state. The goal is to petition for another grant to establish a second LVN-to-RN Apprenticeship program to begin in 2018.

We commend our community college nursing program leaders who have undertaken this new approach to educating nurses. We hope to produce a road map so that other occupations in health care can adopt the apprenticeship model in this industry. For more information, contact the California Department of Corrections and Rehabilitation or Hellan Roth Dowden through SEIU Local 1000.



Photo Credit: Courtesy of SEIU 1000



## CWDB Reports Success of Prop. 39 Pre-Apprenticeship Grants

**A**T THE MARCH 16, 2017, MEETING of the California Workforce Development Board (CWDB), I reported on a wide variety of the CWDB's 2016 investments and initiatives designed to implement Governor Brown's vision for workforce development. Key among those initiatives is the "Prop. 39 Pre-Apprenticeship Training Pilots."

In 2016, the CWDB released nearly \$5 million in Proposition 39 Clean Energy Job Creation funds to build on the success and momentum of the first cadre of construction pre-apprenticeship pilots. The state board's investments are designed to develop, implement, and advance energy-efficiency-focused job-training and placement programs targeting disadvantaged Californians.

In addition to continuing to fund the initial six training implementation projects, Prop. 39 2.0 launched five new projects that build additional regional pipelines for at-risk youth, veterans, and disadvantaged job seekers into joint-labor management registered apprenticeship programs. Graduates of the Prop. 39 pilot programs are earning an industry-valued pre-apprenticeship credential. Using the National Building Trades Multi-Craft Core curriculum (MC3) while partnering with local Building Trades Councils (BTCs) and the registered union apprenticeship community, the Prop. 39 pilots are helping to create the critical direct link between pre-apprenticeship and apprenticeship programs.

The Prop. 39 1.0 grantees include:

- *The Central Valley Building Trades Multi-Craft Pilot*, originally developed by the Fresno-Madera-Tulare-Kings Counties Building Trades Council, in partnership with the Fresno Workforce Development Board—which has become a national example of apprenticeship preparation;
- *The East Bay Pilot*, which consists of two area Building Trades Councils (Alameda and Contra Costa), three

Workforce Development Boards (Alameda, Contra Costa, Richmond), and three community-based training organizations (RichmondBUILD, Future Build, and Cypress Mandela);

- *The Los Angeles County Pilot* is the only community college-led program. Building on a long strong history of energy-efficiency education and a core partnership with Los Angeles and Orange Counties Building Trades Council, LA Trade Tech College and the Anti-Recidivism Coalition, this pilot provides ex-offenders with opportunities to enter life-changing careers in union construction trades;
- *Sacramento Capitol Region Pilot*—In 2016 the Sacramento Region's MC3 pre-apprenticeship pilot was expanded and refined, which helped build the talent pipeline for the Golden 1 Arena in the city of Sacramento. Now the project is increasing employment opportunities for other underserved local residents on major construction projects.
- *The San Francisco Pilot* is the first Prop. 39 project led by a chapter of the Conservation Corps. In 2016, after integrating the MC3 curriculum, the San Francisco Conservation Corps (SFCC) is evolving into a national model for Conservation Corps chapters interested in building pathways into union construction trades for disadvantaged youth;
- *South Bay Pilot*—The Bay Area Apprenticeship Coordinators Association (BAACA), which represents all of the region's trades, first envisioned the San Mateo Trades Introduction Program (TIP), operated in partnership with the San Mateo Building Trades Council and the San Mateo County Union Community Alliance. The BAACA also partners on a sister program in Santa Clara County—the Trades Orientation Program (TOP) partnership—with the Santa Clara-San Benito Building Trades Council and Working Partnership, USA

Prop. 39 2.0 launched five new projects that build additional regional pipelines for at-risk youth, veterans, and disadvantaged job seekers into joint-labor management registered apprenticeship programs.

In July 2016, CWDB launched “Prop 39 2.0,” which includes five new grantees:

- *Flintridge Center*, which operates in the greater Los Angeles area, partnering with the Los Angeles/Orange County Building Trades Council, Foothill Workforce Development Board and community-based and lead organization, Flintridge Center;
- *Marin Building Trades Council*, which operates in Napa, Sonoma, Marin, Solano, Lake and Mendocino Counties, with the Marin County Building Trades Council as the lead organization, and the Marin, Sonoma, Napa-Lake, Mendocino, and Solano County Work Development Boards, and the College of Marin and Napa Valley College;
- *Monterey Workforce Development Board*, which operates in the Monterey Bay region (including Monterey, Santa Cruz and San Benito counties) and partners with the Santa Cruz and San Benito Workforce Development Boards and the Monterey/Santa Cruz Building Trades Council and IBEW Local 234;
- *Rising Sun Energy Center*, which operates in Alameda County and partners with the Alameda Building Trades Council and the Alameda County, Oakland, and Contra Costa County Workforce Development Boards and Tradeswomen, Inc.;
- *Urban Corps of San Diego*, which operates in San Diego County and partners with the San Diego Building Trades Council and San Diego Partnership Workforce Development Board.

*What have we learned?* The CWDB’s report highlights three key “lessons learned” from the Prop. 39 pre-apprenticeship programs funded.

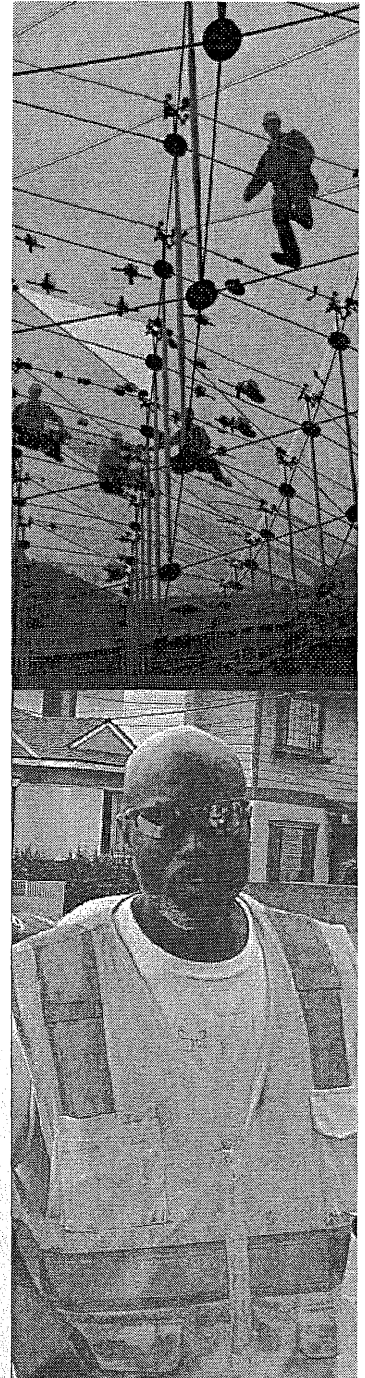
First, active involvement with the local building trades is key to apprenticeship placement and goes far beyond sitting on the Prop.

39 Industry Advisory Committee. Giving weight to the pre-apprenticeship MC3 certificate to give a leg up to graduates applying for apprenticeship—ranging from waiving required testing to direct-to-interview access—proved crucial to successful placement.

Second, placement into registered apprenticeship is *not* an overnight process. Placement from a pre-apprenticeship program into a registered apprenticeship program is neither guaranteed nor instantaneous. The Joint Apprenticeship and Training Committees accept new apprentices based on projected local construction demand. The time from pre-apprenticeship completion to apprenticeship placement averages from three to six months. Demand can be bolstered by linking MC3 pre-apprenticeship programs to regional Project Labor or Community Workforce Agreements, positioning themselves as the “go-to” pipeline for local hire agreements, providing major construction projects with a high-quality local supply of apprenticeship-ready workers.

Third, a successful program provides more than just curriculum. Prop. 39 funds are intended to assist jobseekers with multiple barriers to employment, making quality supportive services a critical “must” for participant success. In addition, the 11 pilot pre-apprenticeship programs address common apprenticeship prerequisites—from passing a drug test to passing the GED (general educational development) test (and, in some cases, testing out of two years of high school algebra) to getting a valid driver’s license. Many pilots now deploy ticket amnesty, along with record expungement for ex-offenders. Strategies for participant support evolve as the grantees share promising practices with one another, in quarterly, in-person “Community of Practice” forums.

Photo Credits: (Top) Cendak Photography 2008, (Bottom) Los Angeles Trade Technical College



Thomas R, IBEW Local 11 Apprentice



## A California Perspective in the Nation's Capital

In trying to “uncomplicate” the apprenticeship system, we face the challenge of keeping apprenticeship alive and allowing it to morph into some other type of work-based training program.

**E**VEN THOUGH it's been around for centuries, apprenticeship is about building for the future. There is always room for new and creative ways to make this unique and cherished institution better and more relevant to generations of young workers.

This innovative spirit was very much on display last year in Washington, D.C. One of my last duties as chair of the CAC in 2016 was to represent California at a meeting of all the state Apprenticeship Council chairs. The meeting had excellent representation from across the country and provided a unique opportunity for leaders in apprenticeship to share ideas, problems, and solutions.

The agenda was full, with updates from the Office of Apprenticeship, the National Association of State and Territorial Apprentice Directors, and the U.S. Department of Labor. All were very informative. The most valuable part of the meeting, however, was the ability to network and communicate with council chairs from throughout the country. As unique as we feel in California, the issues we face are the same as those elsewhere: quality training, diversity, and partnerships.

As we listened to presentations on innovative ways to sustain and build the system, as well as make it more seamless, a familiar theme kept coming up: How do we educate parents, teachers, and employers about apprenticeship and the value of apprentices?

Although apprenticeship, as we know it, has

existed for a long time, it is still complicated and difficult to understand. In trying to “uncomplicate” the system, we face the challenge of keeping apprenticeship alive and allowing it to morph into some other type of work-based training program.

In our quest to invite innovation into the conversation, it is clear we need to continually remind ourselves why this age-old system is so successful: quality training, diversity, and partnership. They are the cornerstones of a successful program, and they benefit the apprentices, the employers, and the industries they serve.

The emphasis we place in California on maintaining high standards and keeping apprenticeship alive is a premise that council chairs in other states also hold dear. All of them, in their own way, expressed how they are changing with the times while maintaining a system that has not disappointed.

I firmly believe we need to stay engaged on the national level so that we can maintain relationships and continue to learn from other states' successes and failures. Although the debate on whether our state should engage as a federally registered program continues, our recognition is not essential for us to be part of the discussion. In our shared commitment to the important mission and work of apprenticeship, California is not an island; rather, it is recognized as a place with a wealth of information and success to share.

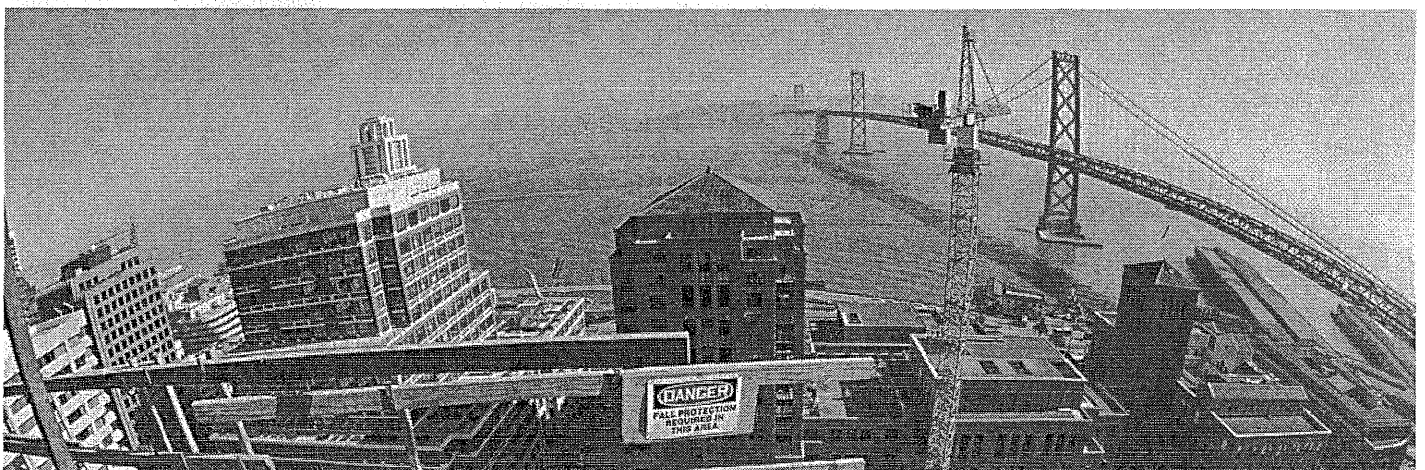


Photo Credit: Cendak Photography 2008

## Germany Offers Educational, Apprenticeship Models for California

In Germany, they work with their youth much earlier, they have more business buy-in (due in part to government incentives), and business associations and chambers are strongly committed to the apprenticeship process.

**I**N NOVEMBER, I had the honor of attending a weeklong conference on the German Dual Vocation Educational System in Cologne, Bonn, and Berlin, Germany. Twenty participants, representing 19 countries, came from Eastern Europe, Asia, and South America. The two US representatives were Matt Martinez of DIAG USA and me. Matt currently works in the Los Angeles area to establish German-model apprenticeship programs for German companies operating in the United States. Our trip was sponsored by the German Foreign Office and the German-American Chamber of Commerce.

The conference showcased the German apprenticeship model, including the roles played by government, employers, employer associations, chambers of commerce, unions, and educational institutions. The goal was for participants to gain a strong understanding of the German model and determine how to incorporate it into programs in our respective countries.

Differences in German and US educational systems greatly influence how apprenticeship candidates are selected and the background they bring to apprenticeship programs. In Germany (unlike in the United States), schools work with students beginning in early middle school to determine their educational and career path. Most German students (like U.S. students) would prefer to follow the route of higher education but have the choice of pursuing vocational education if they wish. As in the United States, the German apprenticeship system relies on employers willing to participate in the program. Germany utilizes both business organizations and chambers of commerce to help develop the training standards for their industries.

The biggest differences between apprenticeship programs in Germany and California are cultural. In Germany, they work with their youth much earlier, they have more

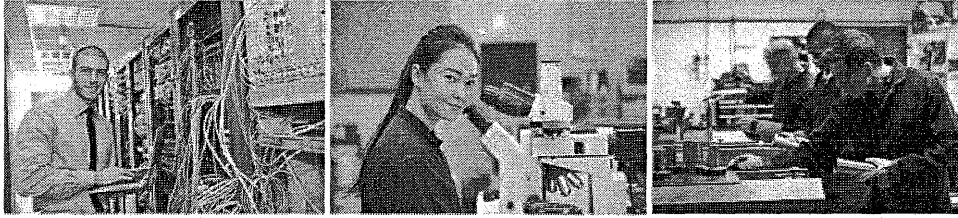
business buy-in (due in part to government incentives), and business associations and chambers are strongly committed to the apprenticeship process.

So, the big question is, how do we take what we have learned and apply it to our programs?

AMTAC's focus, with state and federal workforce development funding, is the expansion of apprenticeship opportunities in California, primarily in manufacturing and transportation. The German model can help us better understand what training and information candidates in California need to prepare for and succeed in apprenticeship programs. We are teaming up with the Manufacturing Institute to implement an ambassador program that has young adults working in manufacturing meet with and educate students about technical career opportunities. We also are helping to develop pre-apprenticeship orientation sessions for youth to prepare them for the rigorous requirements of technical training. The information gained in Germany will strengthen these efforts.

Another opportunity for AMTAC is in working with German companies operating in California, who have found that applying the German apprenticeship model to California within the constraints of educational and vocational training systems has presented a few challenges. Because of AMTAC's apprenticeship program experience, AMTAC is uniquely positioned to help such companies, and their predominately local American management, translate and adapt the German model to fit the workforce in California. In cooperation with DIAG USA and the German-American Chamber of Commerce, AMTAC plans to work with these companies to develop and implement high-quality apprenticeship programs that use the best parts of the German apprenticeship model in their California operations.





## Funding Sources

### Apprenticeship Related and Supplemental Instruction (RSI) Funding for Classroom Instruction

Since 1970 California has funded related classroom instruction for state-registered apprenticeship programs known as Related and Supplemental Instruction (RSI) or Montoya Funds. The passage of Assembly Bill 86 (2013–14), the California Community College Chancellor's Office (CCCCO) was authorized with the oversight, validation and disbursement of RSI funding for California Community College Districts (CCD) as well as California Department of Education (CDE)—Local Educational Agencies (LEAs) that partner with apprenticeship program sponsors.

Apprentices attend classes on the practices and theory of their trade and then apply that knowledge to the workplace, generally under the supervision of an experienced supervisor or journeymen until the apprentice masters the particular area of training. Employers are an integral part of apprenticeship programs and pay the majority of the training costs incurred to develop apprentices and make them proficient in their trade or craft. Apprentices' placement in a trade typically takes three to five years. For more information, visit <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/PolicyAlignmentandOutreach/ApprenticeshipCalifornia.aspx>

### California Apprenticeship Initiative (CAI) Grant Program

The California Budget Act of 2017–18 proposes \$54.9 million in Proposition 98 (General Fund), of which \$17.7 million is allocated directly to CCDs to reimburse apprentices' RSI, \$22.1 million to reimburse CDE LEAs for RSI, and \$15 million to support the development of new and innovative apprenticeship programs through the California Apprenticeship Initiative. The California Community Colleges Chancellor's Office oversees distribution of these funds. For more information, or to complete a Request for Application (RFA), visit <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/PolicyAlignmentandOutreach/ApprenticeshipCalifornia.aspx>

### California Employment Training Panel (ETP) Investments in Apprenticeship

In March 2012, the ETP took action to initiate an "Apprenticeship Training Program" (ATP). ATPs aid individuals who are completing the rigorous training requirements of pre-apprentice, apprentice, and journey training programs approved by DAS. The program provides apprenticeship program sponsors with funding to supplement limited RSI funds. Since its inception, the program has funded 117 contracts worth over \$53 million to train approximately 32,000 workers. The ETP expects to invest several million dollars annually to support new, nontraditional apprenticeship programs while maintaining funding levels for traditional apprenticeships. For more information, visit [www.etp.ca.gov](http://www.etp.ca.gov).

### California Workforce Development Board (CWDB)

The California Workforce Development Board (CWDB) is responsible for helping the Governor to perform the duties and responsibilities required by the federal Workforce Innovation and Opportunity Act of 2014 (WIOA). The overarching goal of California's Strategic Workforce Development Plan is the reorientation and realignment of California's workforce programs and institutions to support a dynamic and globally successful state economy that offers all residents—including the most vulnerable—an opportunity for a higher quality of life.

Priorities in California's Strategic Workforce Development Plan include the expansion of state-registered apprenticeship and other earn-and-learn models. In 2016, the CWDB disbursed nearly \$5 million in Proposition 39 Clean Energy Job Creation funds to build on the success of the first group of construction pre-apprenticeship pilot projects to implement and advance energy efficiency-focused job-training and placement programs targeting disadvantaged Californians in 11 projects.

In addition, the CWDB has invested more than \$10 million in 71 "Workforce Accelerator Fund" projects, including apprenticeships such as a "medical coder" program with Kaiser Permanente and the Service Employees International Union (SEIU). For more information, visit [www.cwdb.ca.gov](http://www.cwdb.ca.gov)

April 2017

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Division of Apprenticeship Standards (DAS)

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### Quick Links

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How to become an apprentice  
How to set up an apprenticeship program  
DAS Laws and Regulations  
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Publications, reports, and forms



CALIFORNIA COMMUNITY COLLEGES  
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## Nursing and Allied Health

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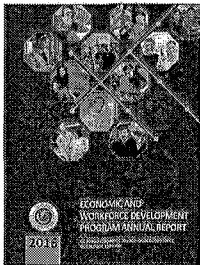
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### Division RFAs

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In response to the projected nursing shortage, the Chancellor's Office allocates funds to California community colleges with the intent of increasing the capacity of their nursing programs and, ultimately, increasing the number of licensed nurses. These funds are intended to address student attrition rates and support student retention by increasing the growth and capacity of California Community College Associate Degree Nursing (ADN) programs. Over the last ten years, these funds have supported the expansion of nursing program enrollments and student success efforts by increasing from 600 to nearly 2000 additional enrollments annually.

The state budget allocated \$13.3 million in funding for community college nursing programs. Of these funds, \$8.4 million is allocated to expand nursing program enrollments, and \$4.9 million is allocated to reduce student attrition rates. Senate Bill 1309 (Stats. 2006, Ch. 837) provided specific criteria to address the reduction of attrition in community college nursing programs.

The purpose of these grants is to:

1. Increase enrollment capacity in the Associate Degree Nursing – Registered Nursing (AND-RN) programs;
2. Determine, through diagnostic assessment, those students who are ready to enter the nursing program and who are most likely to succeed;
3. Provide pre-entry preparation for students who do not achieve the diagnostic assessment cut score;
4. Provide support to students enrolled in the nursing program to increase the program retention and completion rate to 85 percent or more; and
5. Increase the number of students who complete the college program and pass the national licensure exam.

For more information, please contact:

**Dr. Jeffrey A. Mrizek, dean**

916-325-5935: [jmrizek@cccco.edu](mailto:jmrizek@cccco.edu)

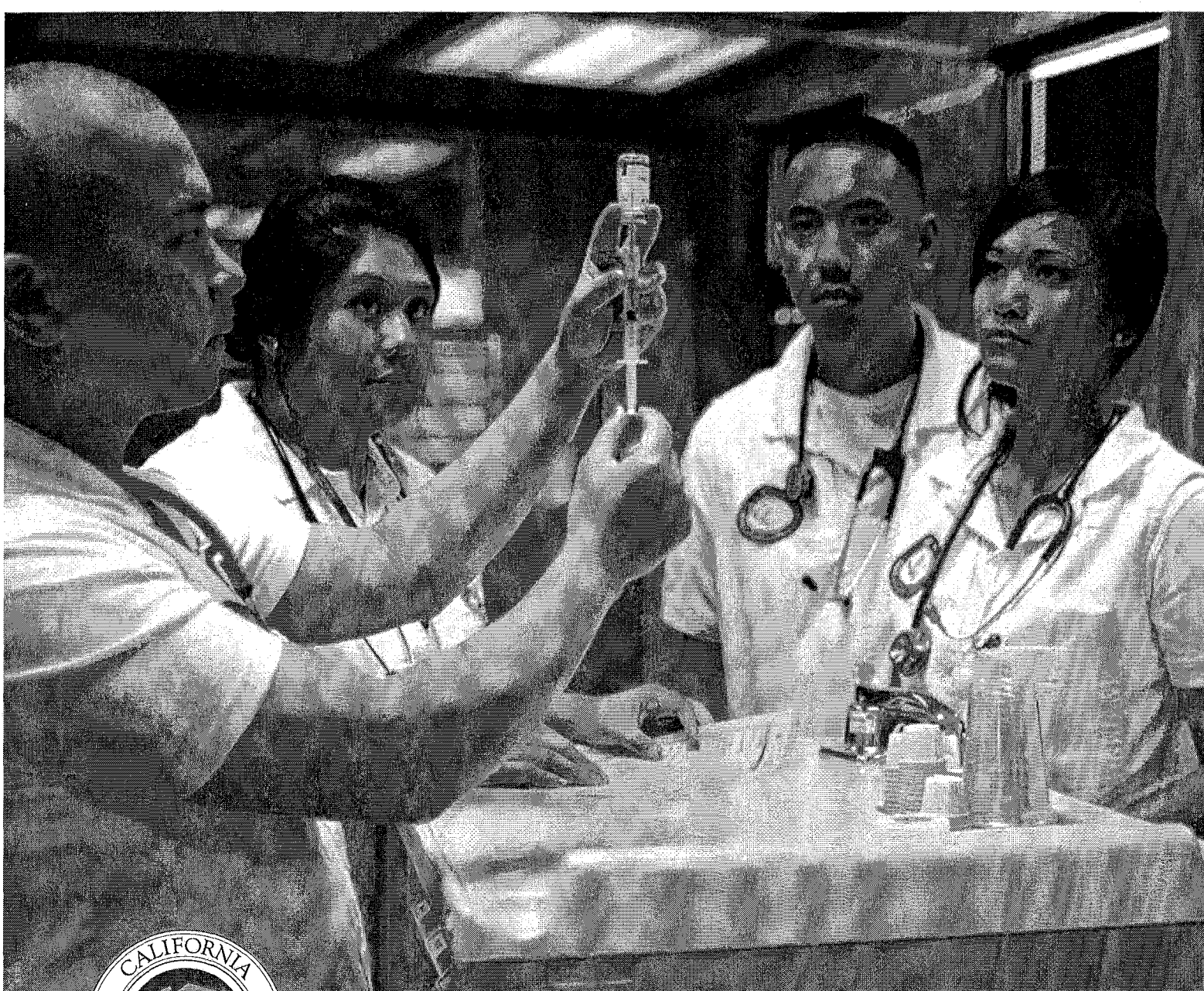
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Students in the nursing lab of the Mission College Nursing Program

# NURSING EDUCATIONAL PROGRAMS

2015

California Community Colleges Chancellor's Office  
Brice W. Harris, Chancellor



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**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

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SACRAMENTO, CA 95811  
(916) 322-4005  
<http://www.cccco.edu>



June 23, 2015

The Honorable Edmund G. Brown Jr.  
Governor of California  
State Capitol  
Sacramento, CA 95814

**RE: Report on California Community College Nursing Programs for 2013-14**

Dear Governor Brown:

I would like to present to you the Chancellor's Office report on California community college nursing programs for the 2013-14 academic year.

Seventy-seven California community colleges offer nursing programs, with a total enrollment of 14,466 students as of the 2013-14 academic year.

This report provides information on funding for nursing programs, admission criteria, issues regarding faculty, and statistics on student attrition and license exam passage rates, among other data. I hope that you will find it to be a useful summary of the state of California's community college nursing programs.

If you or your staff have any questions about this report, please feel free to contact my office at (916) 322-4005. Thank you for your interest.

Sincerely,

A handwritten signature in cursive script that reads 'Brice W. Harris'.

Brice W. Harris  
Chancellor



# NURSING EDUCATIONAL PROGRAMS

## EXECUTIVE SUMMARY

The California Community Colleges serves more than 2.1 million students each year and is the largest system of higher education in the nation. The state's 112 community colleges are charged with providing workforce training, basic skills education, and preparing students to transfer to four-year institutions.

Seventy-seven California community colleges operate registered nursing programs, enrolling a statewide total of 14,466 full-time equivalent students in 2013-14.

Of the 77 colleges with nursing programs, 63 were awarded state funds to expand the enrollment capacity of nursing programs and to implement assessment, remediation and retention strategies to decrease attrition rates. In 2013-14, California community college nursing program enrollment increased by 1,426 students and the overall attrition rate was 16.4 percent.

Colleges with nursing programs receive funding through general apportionment/FTES. This report presents information on categorical funding awarded through an application process to the community colleges for nursing programs in fiscal year 2013-14.

Also included in this report is a summary on Nursing Program Support provided in the Budget Act of 2013 to expand community college nursing enrollments and to improve student retention (required by Provision (23) of Item 6870-101-0001 of the Budget Act of 2013).

## REPORTING REQUIREMENTS

Education Code Section 78261, subdivision (g) states the following:

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“As a condition of receiving grant funds pursuant to paragraph (2) of subdivision (d), each recipient district shall report to the Chancellor’s Office the following data for the academic year on or before a date determined by the Chancellor’s Office:

1. The number of students enrolled in the nursing program.
2. The number of students taking diagnostic assessments.
3. The number of students failing to meet proficiency levels as determined by diagnostic assessment tools.
4. The number of students failing to meet proficiency levels that undertake pre-entry preparation classes.
5. The number of students who successfully complete pre-entry preparation coursework.
6. The average number of months between initial diagnostic assessment, demonstration of readiness, and enrollment in the nursing program for students failing to meet proficiency standards on the initial diagnostic assessment.
7. The average number of months between diagnostic assessment and program enrollment for students meeting proficiency standards on the initial diagnostic assessment.
8. The number of students who completed the associate degree nursing program and the number of students who pass the National Council Licensure Examination.

Further reporting requirements are outlined in subdivision (h) of Education Code Section 78261:

1. Data reported to the Chancellor's Office under this article shall be disaggregated by age, gender, ethnicity, and language spoken at home.
2. The Chancellor's Office shall compile and provide this information to the Legislature and the governor by March 1 of each year.

## OVERVIEW OF FUNDING

### Nursing

The overview of funding is detailed on tables beginning on page 10. A list of the colleges that received funding for the 2013-14 fiscal year, the amount received, and the number of FTES served in the 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14 academic years is provided in Table 1. In 2013-14, the Budget Act provided approximately \$13.4 million of Proposition 98 funds to be allocated as follows: \$8.5 million to further expand community college nursing slots and \$4.9 million to provide diagnostic and support services to reduce student attrition.

## KEY FINDINGS

As in previous years the Budget Act of 2013 directed the Chancellor's Office to report on the award of nursing grants funded by the \$13.4 million. These funds were awarded to colleges who participated in an application process in the spring of 2013 for a one year enrollment expansion and/or assessment, remediation and retention grant, which began July 1, 2013 through June 30, 2014. Below is summary of information that addresses the specific areas (numbered) required by the Budget Act of 2013:

### 1. Amount of Funding Received

Funds were awarded based on an application process that was conducted in the spring of 2013 for projects to be funded during FY 2013-14. The Chancellor's Office awarded funds to all colleges that applied, but not all colleges were allocated the funding they

requested. The following is a description of the grants that were awarded.

**Enrollment Growth for Nursing:** Sixty-three colleges received grants to expand enrollment by 1,426 students. The colleges are using these funds to provide support for nursing program enrollment and equipment needs. The equipment purchased is only intended to be used for increasing the number of nursing students served.

**Assessment, Remediation and Retention Funds:** During 2013-14, all 62 colleges that requested enrollment growth funds received some funds for diagnostic and support services, pre-entry coursework and other services to reduce attrition. Table 1 provides a list of the colleges receiving funds specifically for reducing attrition and provides a list of all community college nursing programs with their respective attrition rates as reported to the Board of Registered Nursing for the 2013-14 Annual School Report. This item is also discussed in Table 3.

### 2. Number of Nursing FTES Grants Awarded

Colleges receiving nursing grants for enrollment growth had 12,194 nursing FTES in 2013-14. Grants were awarded based on 1,426 additional enrollments in FY 2013-14.

### 3. College Attrition and Completion Rates

The Chancellor's Office used data reported by the colleges to the Board of Registered Nursing to determine the attrition rate for each college program. Data was collected on students who were scheduled to complete the program between Aug. 1, 2013, and July 31, 2014. These students have benefitted from the specific retention activities that were funded with grant funds. Some colleges have cut their attrition rates with these grants; however, some colleges still have high attrition rates. We are recommending that those colleges with greater than 15 percent attrition apply for assessment, remediation and retention funds for the following year. The attrition data is presented in Table 2. Attrition rates were calculated by using the following data reported by the colleges:

- Total number of students scheduled to complete the program between Aug. 1, 2013 and July 31, 2014.

- The number of students who dropped out of the program or were disqualified are subtracted from this number.
- The number of students who completed the program on time, or who are still enrolled in the program.

#### **4. Equipment/Infrastructure Purchases**

In FY 2013-14, colleges reported expenditures of approximately \$963,105 for capital outlay (equipment and related costs).

#### **5. Data Required by SB 1309, Statutes of 2006**

SB 1309 (Stats. 2006, Chap. 837) requires the Chancellor's Office to collect and report data from colleges receiving grants on the results of assessment testing for students as a condition of enrollment. Colleges were required to provide remediation to those students who did not achieve a statewide passing score of 62 percent or higher.

The Chancellor's Office works with assessment vendors and colleges to collect the data required in Education Code Section 78261, subdivision (g). The vendors provided information on exam results, gender, ethnicity and age for students. The colleges then provided information on remediation and enrollment. Table 2 provides the collated data that answers those questions not reported in other areas of this document.

In addition, this data reflects students who received assessment testing between January 2013 and June 2014.

In response to subsection (g)(8), Table 4 lists the colleges, the number of students from the colleges that took the licensure exam, and the pass rate from 2009-10 through 2013-14.

#### **6. Data Required by AB 1559 Originally and Amended by AB 548 Salas, Multi-criteria Screening Process**

The bill was originally introduced by AB 1559 (Berryhill) in 2007 and amended by AB 548 (Salas) in 2014.

AB 548 extended the sunset provision in Education Code Section 78261.5 until Jan. 1, 2020.

AB 548 requires a community college registered nursing program that elects to use a multi-criteria screen-

ing process on or after Jan. 1, 2008, to evaluate applicants for admission to nursing programs to include specified criteria relating to the academic performance, work or volunteer experience, foreign language skills, life experiences, and special circumstances of the applicant. The bill authorizes a community college registered nursing program using a multi-criteria screening process to use an approved diagnostic assessment tool before, during or after the multi-criteria screening process.

Section 78261.5 was added to the Education Code to read: "A community college registered nursing program that determines that the number of applicants to that program exceeds its capacity may admit students in accordance with any of the following procedures:

1. A random selection process.
2. A blended combination of random selection and a multi-criteria screening process.
3. A multi-criteria screening process.

When using the multi-criteria screening process, the following criteria shall be included, but not necessarily be limited to, all of the following:

1. Academic degrees or diplomas, or relevant certificates, held by an applicant.
2. Grade-point average in relevant course work.
3. Any relevant work or volunteer experience.
4. Life experiences or special circumstances of an applicant, including, but not necessarily limited to, the following experiences or circumstances:

- a. Disabilities
- b. Low family income
- c. First generation of family to attend college
- d. Need to work
- e. Disadvantaged social or educational environment
- f. Difficult personal and family situations or circumstances
- g. Refugee or veteran status

5. Proficiency or advanced level coursework in languages other than English. Credit for languages other than English shall be received for languages

that are identified by the chancellor as high-frequency languages, as based on census data.

Additional criteria, such as a personal interview, personal statement, letter of recommendation or the number of repetitions of prerequisite classes, or other criteria, as approved by the chancellor, may be used but are not required. In response to AB 548, Table 5 lists the participating colleges, attrition rates before and after implementing the multi-criteria screening process, and whether it has an impact on diversity. Of the seventy-seven California community colleges which have registered nursing programs, 33 colleges (42 percent of the total offering nursing programs) reported in the survey that they began using the multi-criteria process between 2008 and 2014. Prior to using the multi-criteria screening process, the colleges had a median attrition of 25.5 percent. After the colleges implemented the screening process, the median dropped to 10.5 percent. Also, the colleges reported “no impact” on diversity.

#### **7. Data Required by Education Code Section 87482, subdivision (c) (3) - “67 Percent Law”**

The 67 percent rule allows the California Community Colleges to hire temporary adjunct nursing faculty to teach clinical courses full-time rather than restricting temporary nursing faculty to teach 67 percent of a full-time load. Below is an excerpt from the state Education Code on “teaching over the 67 percent law,” which allows community college part-time nursing faculty to teach more than 67 percent of a full-time load.

Education Code Section 87482, subdivision (c)(3)

- (c)(1) Notwithstanding subdivision (b), a person serving as full-time clinical nursing faculty or as parttime clinical nursing faculty teaching the hours per week described in Section 87482.5 may be employed by any one district under this section for up to four semesters or six quarters within any period of three consecutive academic years between July 1, 2007 and June 30, 2014, inclusive. SB 860 extended the sunset provision to Dec. 31, 2015.
- (3) The chancellor shall report, in writing, to the Legislature and the governor on or before Sept. 30, 2012, in accordance with data received pursuant to paragraph (2), the number of districts that hired faculty under this subdivision, the number

of faculty members hired under this subdivision, and what the ratio of full-time to part-time faculty was for these districts in each of the three academic years prior to the operation of this subdivision and for each academic year for which faculty is hired under this subdivision.

A district that employs faculty pursuant to this subdivision shall provide the following data to the Chancellor’s Office:

- (1) The number of districts that hired faculty under this subdivision.
- (2) The number of faculty members hired under this subdivision.
- (3) The ratio of full-time to part-time faculty for each of the three academic years prior to the operation of this subdivision.

Over the four-year legislative reporting time frame, 77 community colleges responded to the California Board of Registered Nursing survey. Of the 77 community colleges, 21 colleges reported having used the 67 percent rule. Out of 21 colleges, a total of 155 adjunct nursing faculty were hired during the four-year period. However, not all schools were able to use the legislative over the 67 percent rule due to human resources and union issues. Of the schools that reported, ratios for full-time to part-time faculty varied considerably over the fiscal years. Table 7-6 shows reported number of faculty hired in each year from 2011 through 2014. In addition, the table includes reasons for hiring and reasons for not hiring using the over the 67 percent rule.

Anecdotally, schools that implemented the over 67 percent rule were surveyed as to how many students would not be admitted if the school could not use the over the 67 percent rule. A conservative estimate of the number of students who would be turned away if the school could not use the over 67 percent rule is 351 annually.

Other anecdotal comments from colleges on the importance of maintaining the 67 percent rule for adjunct nursing faculty are:

1. The main reason for the use of adjunct faculty is to provide for continuity of education for students. Several practices demand the use of adjunct faculty for long hours in nursing programs.

- Clinical education requires that students perform 12 hour shifts, one to two days a week, as the hours build up quickly.
  - A clinical rotation may extend six to 18 weeks depending on the course and availability of clinical sites.
  - There is a disconnect in student evaluation when faculty change mid-clinical rotation. The new faculty member is not familiar enough with a student's performance to effectively determine progression in skill development. This means that students may be allowed to continue when they are not prepared.
2. A second reason for the over 67 percent rule is to meet the requirements of the service institutions where the students obtain their clinical experience.
- A major requirement is that every person entering the hospital to provide patient care must have an orientation. These orientations usually take four to six hours. This is an expense to schools and hospitals. Hospitals do not want to keep setting up orientations as the adjunct faculty changes.
  - Nursing staff work with several schools. It is very difficult to interact with multiple instructors for the same clinical rotation.
  - Hospitals are very concerned about the competency of faculty members. If there is frequent faculty turnover, the hospital is unable to judge the competency of an instructor.
  - The use of the over 67 percent rule is more cost-effective.
  - This rule allows the college to be more competitive for faculty vis a vis the private sector.
  - Colleges using the over 67 percent rule have hiring flexibility and acquire the needed subject expertise from incumbent faculty members at less cost than full-time faculty.

# TABLES

Table 1  
Funds Allocated for Enrollment Growth Grants including FTES and Additional Enrollments

Table 2  
Data for Colleges that Used Assessment Testing as Part of the Selection Process

Table 3  
Community College Associate Degree Nursing (RN) 2013-14 Retention/Completion Data

Table 4  
National Council Licensing Exam – Registered Nursing Community College Pass Rates

Table 5  
AB 1559 Multi-criteria Screening Process Survey Results



**Table 1: Funds Allocated for Enrollment Growth Grants Including FTES and Additional Enrollments**

College Enrollment Growth and Assessment/Remediation	2013-14 Allocation Total Includes Assessment	2009-10 FTES	2010-11 FTES	2011-12 FTES	2012-13 FTES	2013-14 FTES	2013-14 Additional Enrollments
Allan Hancock College	\$84,200	46	51	85	75	74	5
American River College	\$238,100	215	235	249	249	179	28
Antelope Valley College	\$91,200	343	325	255	254	253	21
Bakersfield College	\$278,000	329	414	381	358	399	26
Butte College	\$278,000	178	274	294	231	204	48
Cabrillo College	\$164,000	150	170	199	190	182	20
Cerritos College**	\$95,000	221	244	366	303	279	
Chabot**	\$95,000	150	161	172	143	141	
Chaffey College	\$192,500	124	139	122	192	194	29
Citrus College	\$144,050	89	107	74	53	53	8
College of Marin	\$164,000	106	126	119	110	90	10
College of San Mateo	\$209,600	126	138	160	150	154	24
College of the Canyons	\$164,000	306	326	326	326	354	20
College of the Desert	\$206,750	228	328	193	162	148	37
College of the Redwoods	\$186,800	106	121	127	135	129	15
College of Sequoias	\$89,900	207	277	393	338	267	10
College of the Siskiyous	\$221,000	45	75	60	41	36	28
El Camino College (Compton Edu.)		178	178	103	115	81	20
Contra Costa College	\$232,400	70	90	106	176	187	16
Copper Mountain College	\$232,400	122	154	72	88	59	6
Cypress College	\$195,350	283	256	263	250	222	20
El Camino College	\$249,500	174	197	99	143	86	13
Evergreen Valley College	\$221,000	164	184	192	179	165	20
Fresno City College	\$363,500	813	864	645	862	772	80
Gavilan College	\$107,000	31	41	51	109	107	10
Glendale College	\$221,000	264	312	247	234	225	10
Golden West College	\$278,000	298	301	328	284	269	11
Grossmont	\$221,000	247	211	226	309	320	15
Hartnell	\$169,700	135	138	130	87	103	9
Imperial Valley**	\$95,000	273	237	126	144	144	
Los Angeles Harbor College	\$221,000	344	297	268	254	264	20
Los Angeles Pierce College	\$278,000	158	171	255	386	346	24
Los Angeles Southwest College	\$221,000	209	224	132	104	122	20
Los Angeles Trade Tech College	\$238,100	145	153	144	126	115	22

College Enrollment Growth and Assessment/Remediation	2013-14 Allocation Total Includes Assessment	2009-10 FTES	2010-11 FTES	2011-12 FTES	2012-13 FTES	2013-14 FTES	2013-14 Additional Enrollments
Los Angeles Valley College	\$278,000	255	290	290	258	254	46
Los Medanos College	\$141,200	115	126	122	119	113	16
Mendocino College	\$278,000	64	76	68	57	60	22
Merced College	\$278,000	142	182	187	180	170	36
Merritt College	\$221,000	113	148	119	100	158	28
MiraCosta College	\$278,000	56	90	48	46	46	56
Mission College	\$164,000	58	79	36	36	32	20
Modesto Jr. College	\$278,000	311	337	365	321	280	30
Monterey Peninsula College	\$169,700	118	135	123	100	114	11
Moorpark College	\$175,400	122	87	80	69	68	11
Mt. San Antonio College	\$278,000	401	425	302	295	316	48
Mt. San Jacinto College	\$164,000	154	164	129	125	132	10
Palomar College	\$141,200	183	223	186	232	241	20
Pasadena	\$135,500		120	120	257	306	20
Rio Hondo College	\$164,000	216	241	222	223	215	20
Riverside College	\$346,400	435	520	487	484	540	80
Sacramento City	\$161,150		118	124	113	131	22
Saddleback College	\$278,000	274	298	389	378	369	32
San Francisco	\$164,000		100	100	100	200	11
Santa Ana College	\$230,500	273	285	301	292	307	24
Santa Barbara City College	\$201,050	118	128	117	117	130	21
Santa Monica College	\$221,000	199	222	205	202	199	20
Santa Rosa Junior College	\$278,000	265	325	220	220	198	60
Shasta College	\$249,500	155	195	151	167	172	22
Solano Community College	\$278,000	227	245	190	172	198	13
Southwestern College	\$107,000	161	171	174	149	176	10
Ventura College	\$198,200						20
Victor Valley College	\$249,500	22	11	21	18	15	20
West Hills - Lemoore College	\$249,500	98	134	108	97	101	20
Yuba College	\$201,000	137	163	206	257	230	12
West Hills-Lemoore College**	\$254,987	62	98	134	108	97	36
Yuba College	\$206,537	117	137	163	206	257	10
<b>Totals</b>	<b>\$13,002,850</b>	<b>11,549</b>	<b>13,157</b>	<b>12,152</b>	<b>12,344</b>	<b>12,194</b>	<b>1,426</b>

\$13,002,850. Total includes diagnostic and support services.

\*\* Colleges only served Assessment, Remediation and Retention students.

Total FTES - Numbers reflect updated FTES figures

**Table 2: Data for Colleges that Used Assessment Testing as Part of the Selection Process**

Total Number of Students Assessed: 8,640  
 Total Number of Students Who Passed Test: 7,030  
 Percent of Total: 81%

<b>Gender</b>	<b>Total</b>	<b>Passed</b>	<b>Percent of Total</b>	<b>Not Passed</b>	<b>Percent of Total</b>
Female	6,824	5,582	82%	1,242	18%
Male	1,519	1,212	80%	307	20%
Not listed	297	236	61%	61	21%

<b>Ethnicity</b>	<b>Total</b>	<b>Passed</b>	<b>Percent of Total</b>	<b>Not Passed</b>	<b>Percent of Total</b>
African-American	463	393	85%	70	15%
American Indian/Alaskan Native	54	41	76%	13	24%
Asian	1515	1238	82%	277	18%
Filipino	189	157	83%	32	17%
Hispanic	2205	1797	81%	408	19%
Other Non-White	47	37	79%	10	21%
Pacific Islander	9	8	89%	1	11%
Unknown/Non-Respondent	1091	876	80%	215	20%
White	2	1	50%	1	50%
White Non-Hispanic	3065	2482	81%	583	19%

<b>Language Spoken at Home</b>	<b>Total</b>	<b>Passed</b>	<b>Percent of Total</b>	<b>Not Passed</b>	<b>Percent of Total</b>
Arabic	1	1	100%	-	0
Amenian	4	2	50%	2	50%
Chinese	9	8	89%	1	11%
English	7,306	5,966	82%	1,340	18%
Farsi	7	6	86%	1	14%
Other	101	83	82%	18	18%
Russian	15	12	80%	3	20%
Spanish	341	260	76%	81	24%
Tagalog	22	19	86%	3	14%
No Response	834	673	81%	161	19%

<b>Disability Accommodation</b>	<b>Total</b>	<b>Passed</b>	<b>Percent of Total</b>	<b>Not Passed</b>	<b>Percent of Total</b>
No	3,993	3,301	83%	692	17%
Yes	349	273	78%	76	22%
No Response	4,298	7,030	164%	1,610	37%

<b>Age</b>	<b>Total</b>	<b>Passed</b>	<b>Percent of Total</b>	<b>Not Passed</b>	<b>Percent of Total</b>
<20	4	4	100%	-	0%
20-24	531	445	84%	86	16%
25-29	600	476	79%	124	21%
30-34	413	334	81%	79	19%
35-39	262	214	82%	48	18%
40-44	160	130	81%	30	19%
45-49	72	58	81%	14	19%
>50	72	58	81%	14	19%
No Record	8,640	7,030	81%	1,610	19%

Status of Successful Students	Spring 2013	Fall 2013	Spring 2014
0:Tested but not applied at this site	239	362	490
1:Applied but not selected	465	492	659
2:Selected but need to remediate	74	65	55
3:Selected but not enrolled (on waitlist)	573	586	643
4:Selected but not enrolled (choosing not to enroll)	54	42	90
5:Initial enrollment	51	655	647
6:Continuing enrollment	4	61	611
7:Graduation	1	33	58
8:Dropped for academic reasons (not eligible for return)	6	6	22
9:Dropped for academic reasons (eligible for return)	0	27	65
10:Dropped for other reasons	7	34	16
11:Transfer out	0	0	4
12: Transfer in (initial enroll)	8	5	3
X:No information available at this date*	3499	2628	1670
N/A	2049	2034	1977
<b>Grand Total</b>	<b>7,030</b>	<b>7,030</b>	<b>7,030</b>

\*Taken from survey

Status of Unsuccessful Students	Spring 2013	Fall 2013	Spring 2014
0:Tested but not applied at this site	62	114	182
1:Applied but not selected	100	107	162
2:Selected but need to remediate	10	18	10
3:Selected but not enrolled (on waitlist)	106	107	114
4:Selected but not enrolled (choosing not to enroll)	17	8	12
5:Initial enrollment	7	141	171
6:Continuing enrollment	2	14	131
7:Graduation	0	6	15
8:Dropped for academic reasons (not eligible for return)	1	1	8
9:Dropped for academic reasons (eligible for return)	0	5	7
10:Dropped for other reasons	3	6	2
X:No information available at this date*	834	619	334
N/A	463	464	458
<b>Grand Total</b>	<b>1,605</b>	<b>1,610</b>	<b>1,606</b>

\*Taken from survey

Remediation Participation	Count	Percent in Remediation
No	829	
Yes	460	5%
N/A	7351	
<b>Total</b>	<b>8,640</b>	

Remediation Completion	Count	Percent in Remediation
No	131	
Yes	254	55%
NA	75	
<b>Total</b>	<b>460</b>	

**Table 3: Community College Associate Degree Nursing (RN) 2013-14 Retention/Completion Data**

College	Pgm.	Scheduled to Complete	Completed on Time	Dropped Out	Still Enrolled	Attrition Rate
Allan Hancock College	LVN	35		2	33	5.7%
American River College	GADN	78	40	23	15	29.5%
Antelope Valley College	GADN	91	62	7	22	7.7%
Bakersfield College	GADN	89	75	11	3	12.4%
Butte Community College	GADN	90	73	17	0	18.9%
Cabrillo Community College	GADN	55	48	7	0	12.7%
Cerritos College	GADN	76	57	13	6	17.1%
Chabot College	GADN	50	35	15	0	30.0%
Chaffey College	GADN	63	57	4	2	6.3%
Citrus College	GADN	20	17	3	0	15.0%
City College of San Francisco	GADN	96	79	16	1	16.7%
College of Marin	GADN	46	43	3	0	6.5%
College of San Mateo	GADN	48	33	7	8	14.6%
College of the Canyons	GADN	105	87	6	12	5.7%
College of the Desert	GADN	55	32	0	23	0.0%
College of the Redwoods	GADN	45	38	6	1	13.3%
College of the Sequoias	GADN	114	99	6	9	5.3%
College of the Siskiyous	LVN	28	27	1	0	3.6%
Contra Costa College	GADN	40	32	4	4	10.0%
Copper Mountain College	GADN	23	18	5	0	21.7%
Cuesta College	GADN	43	34	6	3	14.0%
Cypress College	GADN	85	68	6	11	7.1%
De Anza College	GADN	62	36	20	6	32.3%
East Los Angeles College	GADN	53	48	2	3	3.8%
El Camino College	GADN	81	33	27	21	33.3%
El Camino College - Compton Education Center	GADN	65	30	31	4	47.7%
Evergreen Valley College	GADN	79	46	24	9	30.4%
Fresno City College	GADN	245	220	5	20	2.0%
Gavilan College	LVN	22	21	1	0	4.5%
Glendale Community College	GADN	0				n/a
Golden West College	GADN	115	88	20	7	17.4%
Grossmont College	GADN	78	57	17	4	21.8%
Hartnell College	GADN	31	24	5	2	16.1%
Imperial Valley College	GADN	37	28	7	2	18.9%
L.A. City College	GADN	62	53	8	1	12.9%
L.A. Harbor College	GADN	96	39	45	12	46.9%
L.A. Pierce College	GADN	73	51	9	13	12.3%
L.A. Southwest College	GADN	47	40	2	5	4.3%
L.A. Trade-Tech College	GADN	70	31	20	19	28.6%

College	Pgm.	Scheduled to Complete	Completed on Time	Dropped Out	Still Enrolled	Attrition Rate
L.A. Valley College	GADN	94	61	10	23	10.6%
Long Beach City College	GADN	75	61	11	3	14.7%
Los Medanos College	GADN	33	24	6	3	18.2%
Mendocino College	GADN	19	15	4	0	21.1%
Merced College	GADN	59	39	18	2	30.5%
Merritt College	GADN	44	17	17	10	38.6%
MiraCosta College	GADN	56	48	6	2	10.7%
Mission College	LVN	40	35	5	0	12.5%
Modesto Junior College	GADN	81	69	7	5	8.6%
Modesto Junior College	GADN	17	16	1	0	5.9%
Monterey Peninsula College	GADN	32	26	6	0	18.8%
Moorpark College	GADN	85	62	21	2	24.7%
Mount San Antonio College	GADN	112	73	18	21	16.1%
Mount San Jacinto College	GADN	96	51	15	30	15.6%
Napa Valley College	GADN	40	36	4	0	10.0%
Ohlone College	GADN	44	34	5	5	11.4%
Palomar College	GADN	59	35	23	1	39.0%
Pasadena City College	GADN	116	101	15	0	12.9%
Porterville College	GADN	20	15	5	0	25.0%
Reedley College	LVN	7	5	2	0	28.6%
Rio Hondo College	GADN	129	80	40	9	31.0%
Riverside City College	GADN	129	108	18	3	14.0%
Sacramento City College	GADN	65	56	9	0	13.8%
Saddleback College	GADN	120	88	28	4	23.3%
San Bernardino Valley College	GADN	49	49	0	0	0.0%
San Diego City College	GADN	58	47	9	2	15.5%
San Joaquin Delta College	GADN	106	101	5	0	4.7%
Santa Ana College	GADN	84	60	14	10	16.7%
Santa Barbara City College	GADN	51	48	3	0	5.9%
Santa Monica College	GADN	72	37	22	13	30.6%
Santa Rosa Junior College	GADN	114	103	8	3	7.0%
Shasta College	GADN	54	49	2	3	3.7%
Sierra College	GADN	40	35	4	1	10.0%
Solano Community College	GADN	51	35	11	5	21.6%
Southwestern College	GADN	60	48	9	3	15.0%
Ventura College	GADN	90	65	24	1	26.7%
Victor Valley College	GADN	98	61	24	13	24.5%
West Hills College Lemoore	GADN	25	20	5	0	20.0%
Yuba College	GADN	60	55	5	0	8.3%
<b>Overall</b>		<b>5,175</b>	<b>3,867</b>	<b>850</b>	<b>458</b>	<b>16.4%</b>

**Table 4: National Council Licensing Exam – Registered Nursing Community College Pass Rates**

School	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014	
	No. Taken	% Pass	No. Taken	% Pass	No. Taken	% Pass	No. Taken	% Pass	No. Taken	% Pass
Allan Hancock College	35	80%	33	84.85%	37	86.49%	35	82.86%	34	79.41%
American River College	103	92.23%	95	90.53%	80	95%	55	94.55%	49	85.71%
Antelope Valley College	129	94.57%	140	85.71%	105	90.48%	112	91.96%	100	81%
Bakersfield College	190	93.16%	126	88.10%	145	93.10%	99	97.98%	93	91.40%
Butte College	85	82.35%	111	82.88%	99	87.88%	122	86.07%	59	83.05%
Cabrillo College	57	85.96%	65	80.00%	53	77.36%	58	86.21%	56	75%
Cerritos College	96	93.75%	97	94.85%	99	85.86%	90	87.78%	83	83.13%
Chabot College	40	95%	39	100.00%	55	98.18%	27	96.30%	45	97.78%
Chaffey College	52	96.15%	43	100.00%	50	98%	60	98.33%	37	86.49%
Citrus College	1	100%	40	95.00%	30	80%	29	100%	30	86.67%
City College of San Francisco	103	89.32%	97	85.57%	80	92.50%	71	76.05%	78	75.64%
College of Marin	44	84.09%	56	89.29%	47	91.49%	15	93.33%	61	95.08%
College of San Mateo	55	70.91%	62	82.26%	52	82.69%	33	87.88%	65	80%
College of the Canyons	118	88.14%	123	82.93%	109	84.40%	135	88.15%	104	80.77%
College of the Desert	115	92.17%	88	85.23%	107	90.65%	66	81.82%	51	74.51%
College of the Redwoods	43	76.74%	44	88.64%	45	84.44%	46	82.61%	38	84.21%
College of the Sequoias	155	89.03%	142	90.14%	129	79.07%	124	88.71%	109	76.15%
College of the Siskiyous	27	96.30%	22	77.27%	22	100%	26	88.46%	12	91.67%
Contra Costa College	51	96.08%	49	93.88%	61	91.80%	46	93.48%	20	85%
Copper Mountain College	29	75.86%	35	80.00%	21	90.48%	27	81.48%	22	86.36%
Cuesta College	51	92.16%	45	93.33%	44	95.45%	44	97.73%	30	93.33%
Cypress College	83	95.18%	73	94.52%	83	93.98%	84	85.71%	68	91.18%
De Anza College	85	85.88%	75	76.00%	60	90%	59	88.14%	52	69.23%
East Los Angeles College	120	61.67%	84	69.05%	124	82.26%	114	62.28%	91	49.45%
El Camino College	113	92.04%	69	94.20%	46	97.83%	59	96.61%	83	95.18%
El Camino College-	19	100%	18	94.44%	21	100.00%	24	95.83%	21	100%
Compton Education Center	57	71.93%	44	81.82%	59	84.75%	54	81.48%	60	73.33%
Evergreen Valley College	65	86.15%	69	79.71%	72	83.33%	65	90.77%	54	81.48%
Fresno City College	308	77.92%	323	81.11%	230	82.61%	341	78.01%	354	65.82%
Gavilan College	23	91.30%	17	100.00%	13	92.31%	15	100%	19	89.47%
Glendale Community College	115	93.04%	98	91.84%	84	94.05%	79	89.87%	69	89.86%
Golden West College	143	91.61%	113	88.50%	134	92.54%	101	92.08%	85	87.06%
Grossmont College	141	89.36%	103	92.23%	59	96.61%	71	95.77%	64	98.44%
Hartnell College	37	91.89%	52	94.23%	34	94.12%	32	100%	30	96.67%
Imperial Valley College	76	88.16%	66	80.30%	40	95%	34	100%	43	93.02%
Long Beach City College	110	98.18%	127	92.91%	114	96.49%	120	91.67%	91	92.31%
LA City College	39	89.74%	44	95.45%	43	97.67%	46	97.83%	60	86.67%
LA Harbor College	105	95.24%	104	98.08%	102	97.06%	57	98.25%	59	100%
LA Pierce College	48	97.92%	54	83.33%	56	91.07%	48	95.83%	49	89.80%

School	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014	
	No. Taken	% Pass	No. Taken	% Pass	No. Taken	% Pass	No. Taken	% Pass	No. Taken	% Pass
LA Southwest College	40	82.50%	42	83.33%	60	73.33%	34	79.41%	39	76.92%
LA Trade-Tech College	65	75.38%	30	90.00%	38	97.37%	43	86.05%	38	65.79%
LA Valley College	109	88.07%	86	91.86%	73	95.89%	74	90.54%	63	92.06%
Los Medanos College	59	91.53%	46	89.13%	46	86.96%	12	75%	41	90.24%
Mendocino College	15	93.33%	28	96.43%	20	95%	19	94.74%	19	100%
Merced College	50	80%	49	85.71%	51	84.31%	49	91.84%	43	86.05%
Merritt College	68	97.06%	18	100.00%	25	92%	38	100%	9	100%
MiraCosta College	21	90.48%	29	96.55%	42	92.86%	55	100%	43	97.67%
Mission College	28	82.14%	38	81.58%	40	82.50%	40	85%	37	64.86%
Modesto Junior College	123	86.18%	145	84.83%	108	89.81%	129	91.47%	111	90.09%
Monterey Peninsula College	52	100%	53	96.23%	21	100%	30	86.67%	23	95.65%
Moorpark College	94	88.30%	62	90.32%	47	100%	76	96.05%	66	87.88%
Mt. San Antonio College	169	94.08%	158	91.14%	135	91.11%	92	81.52%	93	82.80%
Mt. San Jacinto College	75	96%	79	84.81%	57	85.96%	57	96.49%	45	91.11%
Napa Valley College	69	84.06%	91	90.11%	93	88.17%	73	91.78%	36	80.56%
Ohlone College	48	95.83%	59	96.61%	34	94.12%	32	93.75%	36	97.22%
Palomar College	55	87.27%	45	95.56%	50	98%	50	98%	46	97.83%
Pasadena City College	121	86.78%	110	95.45%	130	95.38%	141	95.74%	108	85.19%
Porterville College	N/A	N/A	N/A	N/A	8	100%	17	76.47%	16	81.25%
Reedley College @Madera	94	88.3%	115	93.04%	98	91.84%	84	94.05%	79	89.87%
Community College Center	N/A	N/A	N/A	N/A	4	100%	5	100%	10	80%
Rio Hondo College	116	91.38%	97	92.78%	99	89.90%	85	94.12%	70	85.71%
Riverside City College	178	92.70%	195	91.79%	177	90.40%	171	97.66%	146	91.78%
Sacramento City College	85	92.94%	153	98.04%	97	98.97%	107	95.33%	104	97.12%
Saddleback College	107	99.07%	105	94.29%	124	93.55%	112	98.21%	90	97.78%
San Bernardino Valley College	101	82.18%	77	83.12%	84	82.14%	86	82.56%	71	74.65%
San Diego City College	56	89.29%	60	90.00%	62	96.77%	58	96.55%	52	92.31%
San Joaquin Delta College	153	88.89%	147	90.84%	163	91.41%	154	92.21%	92	85.87%
Santa Ana College	111	95.50%	134	88.06%	102	92.16%	96	82.29%	98	72.45%
Santa Barbara City College	69	88.41%	52	86.54%	37	94.59%	56	91.07%	41	97.56%
Santa Monica College	78	97.44%	72	94.44%	55	96.36%	54	98.15%	54	87.04%
Santa Rosa Junior College	123	91.87%	95	92.63%	126	92.86%	90	88.89%	115	88.70%
Shasta College	49	83.67%	65	90.77%	58	87.93%	52	92.31%	53	77.36%
Sierra College	50	94%	49	95.92%	30	100%	37	100%	26	92.31%
Solano Community College	56	85.71%	46	89.13%	54	98.15%	25	84%	29	96.55%
Southwestern College	68	73.53%	73	72.60%	61	80.33%	61	80.33%	53	79.25%
Ventura College	108	92.59%	82	96.34%	81	96.30%	61	95.08%	82	97.56%
Victor Valley College	107	92.52%	108	89.81%	54	90.74%	73	94.52%	99	93.94%
West Hills College Lemoore	2	100%	49	87.76%	34	91.18%	36	100%	27	85.19%
Yuba College	40	92.50%	68	97.06%	32	90.63%	46	91.30%	50	84%



**Table 5: AB 1559 Multi-criteria Screening Process Survey Results**

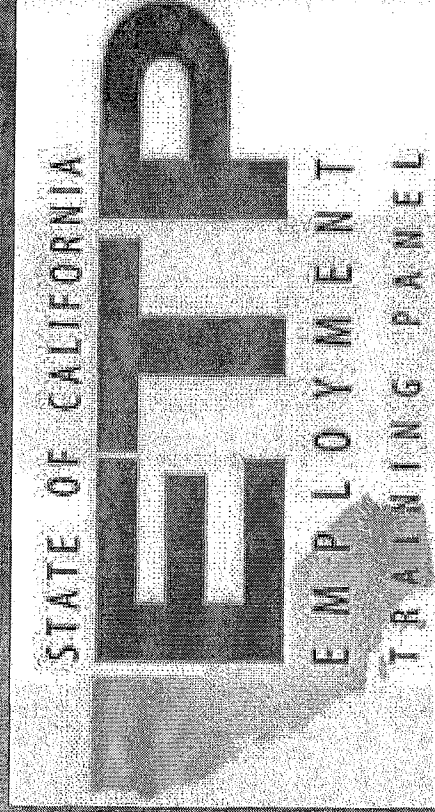
College	In What Years Did Your College Implement this Process?	Attrition Rates Prior to Implementation of the AB 1559	Attrition Rates After Implementation of the AB 1559 Multi-criteria Screening Process	Difference in Attrition Rates
American River College	Spring 2014	17.50%	N/A	N/A
Cerritos College	2013	22.00%	N/A	N/A
Chabot Community College	Fall 2012 & 2013	35%	20%	15.0%
Citrus College	Fall 2013	17%	N/A	N/A
College of the Canyons	2009	34%	12.55%	21.5%
College of the Desert	2013	27%	N/A	N/A
College of the Sequoias	2013	6.50%	N/A	N/A
Cuesta College	2010	14%	5.50%	8.5%
Cypress College	2009	12%	18%	6.0%
East Los Angeles	2013	15%	4%	11.0%
El Camino	Spring 2011 first class admitted	54%	33%	21.0%
Golden West College	Fall 2013	12%	N/A	N/A
Grossmont College	Spring 2011	35%	10%	25.0%
Hartnell College	2013	15%	N/A	N/A
Imperial Valley College	Fall 2010	30%	25%	5.0%
Los Angeles Southwest	2010	29%	4%	25.0%
Merced College	2013	22%	N/A	N/A
MiraCosta	2011	22.5	10.50%	12.0%
Mission College	2008	N/A	4%	N/A
Moorpark College	2010	44%	25%	19.0%
Mt. San Jacinto College	Fall 2010	15.50%	<10%	5.5%
Palomar College	2011-50%/ Fall 2013 100%	12%	5%	7.0%
Rio Hondo College	2010	30%	31%	-1.0%
Riverside City College	2009	15%	6.50%	8.5%
Sacramento City College	2012, 2013	40%	4%	36.0%
Saddleback College	2009	28%	10%	18.0%
San Bernardino Valley	2012	10%	0%	-10.0%
San Diego City College	2010	24%	15.50%	8.5%
San Joaquin Delta College	Spring 2010	13%	10%	3.0%
Santa Ana College	2013	>20%	N/A	N/A
Santa Monica College	2013	31%	N/A	N/A
Southwestern College	2011	>20%	10%	10.0%
Ventura College	Spring 2011	36.5%	13%	23.5%



California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811

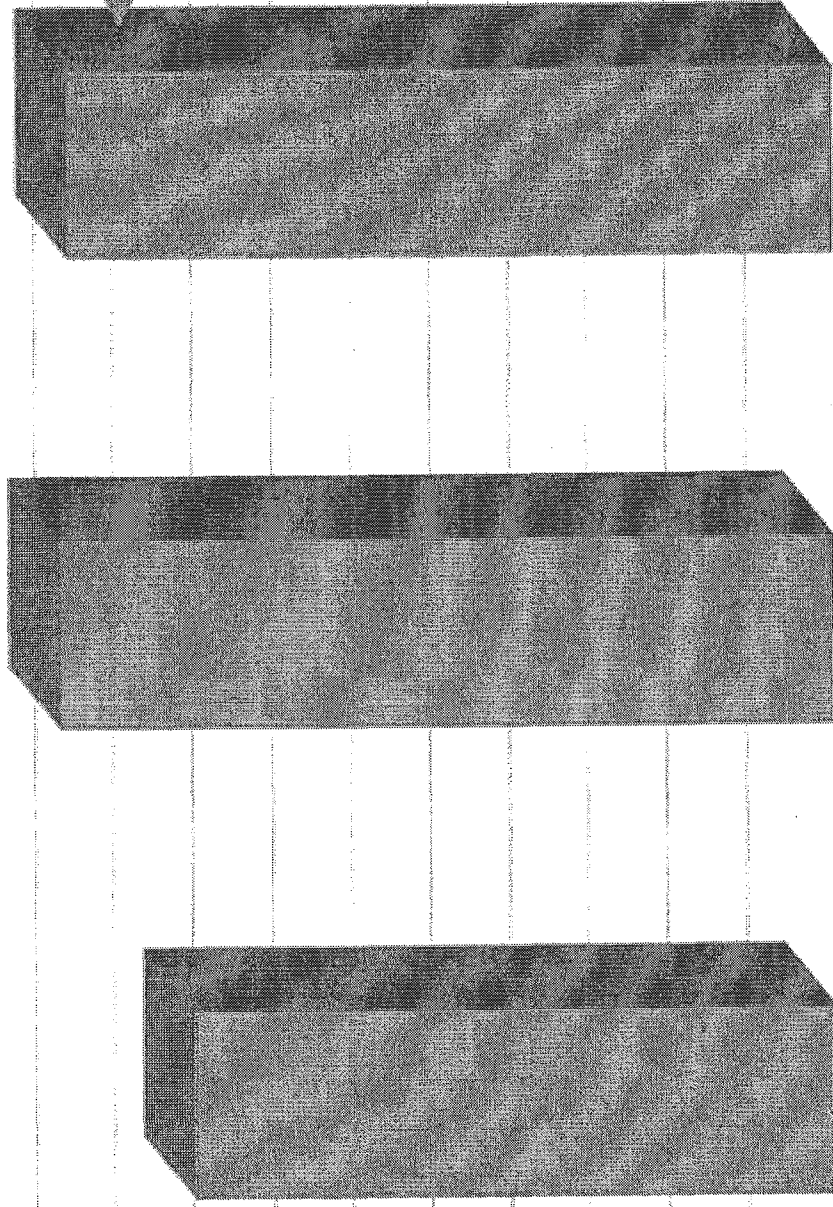
[CaliforniaCommunityColleges.cccco.edu](http://CaliforniaCommunityColleges.cccco.edu)

# Employment Training Panel



Recommendations  
Stewart Knox, Executive Director  
May 25, 2017

# Total Projected Budget (Core and Alt Funding)



\$100,000,000  
 \$90,000,000  
 \$80,000,000  
 \$70,000,000  
 \$60,000,000  
 \$50,000,000  
 \$40,000,000  
 \$30,000,000  
 \$20,000,000  
 \$10,000,000

5-



FY 14/15  
**\$81,230,292**

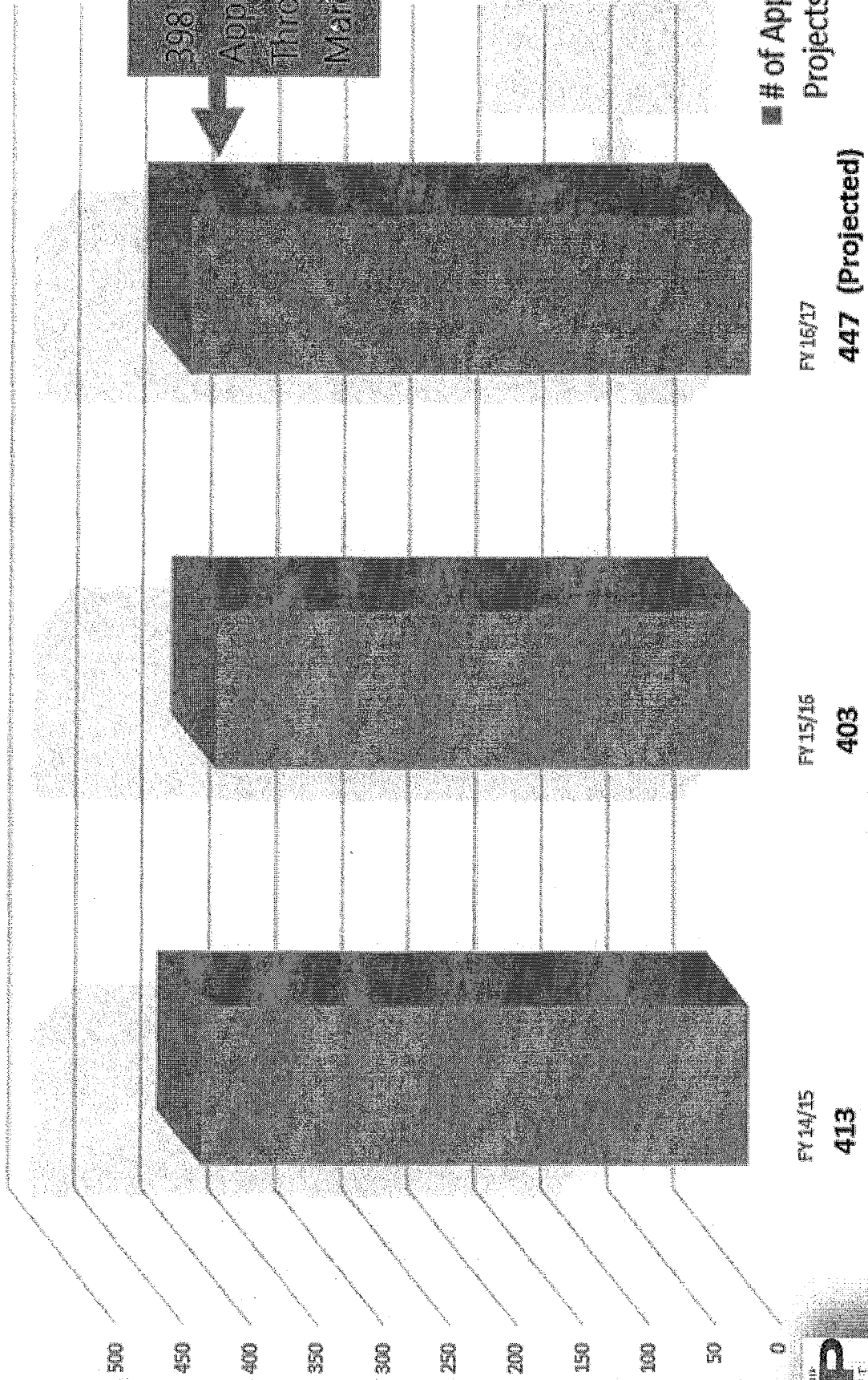
FY 15/16  
**\$98,241,488**

FY 16/17  
**\$97,200,000**

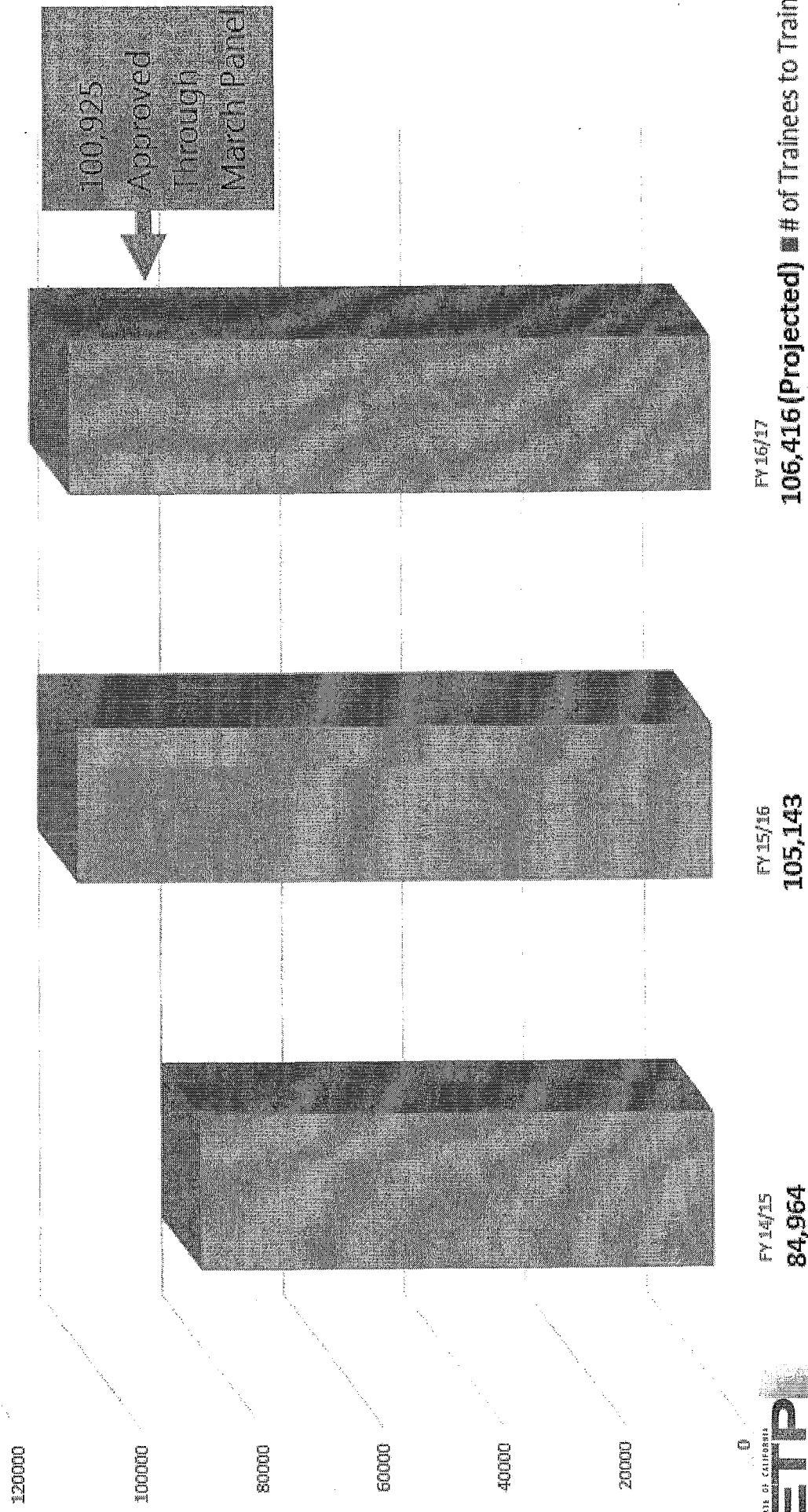
■ Total Project Budget  
 (Core & Alt Funding)

\$89.5  
 Million  
 Approved  
 Through  
 March

# # Of Approved Projects



# # Of Approved Trainees



# ETP Funding Strategies

- Multiple Employer Contracts
- Single Employers
- Small Business
- Continue to encourage the Small Businesses to move into MECs
- Critical Proposals and Apprenticeship programs/Non-Traditional outreach/Women in the Trades
- Limit MECs and Single Employers to once a year funding and 70%
- Allocate funds based on historical demand of these categories. This seemed to work very well the last 3 years in terms of management and oversight of funds



# Priorities / Sectors

Re-affirm or modify current Priority Industries:

- Manufacturing / Food Production
- Biotechnology / Life Sciences
- Information Technology Services
- Multi-media / Entertainment
- Goods Movement & Transportation / Logistics
- Agriculture
- Allied Healthcare
- Construction / Green / Clean Technologies





# Methods

- Develop around Governor/Labor and Workforce Development Agency within each category: Investing in California's Workforce
  - Minimum wage/Industry Certs
- Non-Traditional Apprenticeship Programs (women/minorities)
- Green Industries
- Critical Proposals/Business Expansion/Retention
- Vets, Special Populations
- High Speed Rail
- Job Creation
- Training that leads to industry recognized credentials

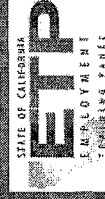


# Proposed Funding Allocations

## Allocation by Category

- Single Employer: \$46,000,000
- MECs: \$21,000,000
- Small Business: \$6,000,000
- Critical Proposals: \$6,000,000
- Apprenticeship: \$14,000,000
- Non-traditional/Special populations:\$2,000,000
- Total: \$95,000,000

Continuation of 38% encumbrance level



# Funding Caps

Contractor Category	Historical 15/16 Caps	Current 16/17 Caps	Proposed 17/18 Caps
MECs	\$950 K	\$950 K	\$950 K
MECs serving Small Business	\$1.2 M	N/A	N/A
Single Employer	\$750 K	\$750 K	\$750 K
Small Business	\$50 K	\$50 K	\$50 K
Critical Proposal	\$900 K	\$900 K	\$900 K
Apprenticeship - per sponsor	\$450 K	\$450 K	\$450 K
Single Employer Job Creation	N/A	N/A	N/A
Single Employer Job Creation & Retraining	N/A	N/A	N/A
Single Employer Multiple Locations	N/A	N/A	N/A



# Funding 17/18

- Continue the current encumbrance rate
- Continue to update Panel on Fund Status by Category at each Meeting
- Develop a strategic ETP study / phase in 17/18
- Schedule meetings on priority setting, wages etc. (More on this in a few)
- Develop a strategy on Employer outreach and training for specific occupations?

# Looking Forward

- Develop a “simple” way to work through proposals in the 17/18 year for determination of funding within each category.
- Does it meet the Panel’s Priority Industries?
- Does it meet the Governor’s Priorities?
- Occupation Specific?
- Special Populations?
- Rural areas?
- Low Priority: Banking and Lending, Moratorium: Adult

Entertainment, car dealerships, truck driving schools



# Priority Setting

- ▣ Non-Priority proposals
- ▣ Options - Hold in Assessment through December 2017
- ▣ Provide Panel General information on Categories being held (Industry Sectors)
- ▣ Dollar Value of Projects on Hold
- ▣ Remaining Balance within the Fund/Priority Projects left in pipeline
- ▣ Option
- ▣ Non-Priority projects on hold set a value on in December
- ▣ Only on proposals after July 1, 2017, anything already in the pipeline you may see.

# Discussion Items

## PANEL FEATURED ITEMS

- Health Care Benefits rule making
- Diversify marketing targets/smaller and more contracts/fund study
- Non-priority projects
- Substantial contribution
- HUA/Regions

## ON-GOING PROGRAM DELIVERY

- 70% plus 1 per year contracting/MEC's and Single Employers
- Evaluation of programs
- Industry/MEC Forums
- ETMS and sustainability
- Minimum Wage and ETP's role
- Contingency funds

# Questions

## Panel Members Discussion

