

Check In to Check Out:

A case study of Columbia College's Hospitality Management Apprenticeship Program

A BRIEFING PAPER FOR THE CALIFORNIA
APPRENTICESHIP INITIATIVE EVALUATION



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About This Case Study

This case study is part of SPR's evaluation of the California Apprenticeship Initiative. The evaluation includes an additional three case studies, an apprenticeship brief, and a pre-apprenticeship brief, which can be found at: <https://caihub.foundationccc.org/Research-and-Reports>

Hospitality Management Apprenticeship

Exhibit 1. Grantee Program Overview

Grantee Name:

Columbia College

Grantee Year:

2016

Program Name:

**Hospitality
Management
Apprenticeship
Program**

Sector:

Hospitality

Occupations:

**Lodging Manager
and Food Service
Manager**

**Apprentices as of
June 2018:**

49

Employer Partners:

**Black Oak Casino
Resort;
Evergreen and
Rush Creek Lodge**



Introduction

Community colleges are increasingly partnering with employers to offer apprenticeships—a model that combines on-the-job training (OJT) with classroom instruction—in part because national surveys indicate that employers prefer job candidates with a combination of relevant work experience and education.¹ Approximately 21,000 organizations in the United States rely on apprenticeships to train workers in a range of occupations and sectors.² In recent years, firms new to the American apprenticeship model have partnered with community colleges to design programs for young people transitioning to work and adults looking for career opportunities. Siemens (in manufacturing) and Aon (in finance) are two examples.³

Apprenticeship is not a common approach to worker preparation and training in all industries, however. In 2016, 70 percent of registered apprenticeships in California were in the construction trades, even though this industry employs only 5 percent of the state’s workforce.⁴ By contrast, less than 1 percent of apprenticeships were in manufacturing, transportation, and healthcare occupations combined, even though approximately 18 percent of the state’s workers are employed in those industries.⁵ To help address this imbalance and establish apprenticeships in industries where they are less common—especially those identified as priorities for economic growth—in 2015 the California state legislature and governor created the ongoing California Apprenticeship Initiative (CAI) grant program.

Exhibit 2. What is a Registered Apprenticeship?

A California registered apprenticeship is characterized by five main components, each with an associated quality standard:



Programs provide both on-the-job-training and job-related classroom instruction; the classroom curriculum is critiqued and approved by a local education agency.



Participants are paid by the employer during the apprenticeship, and compensation follows wage progression scales.



On-the-job training is conducted in a work setting with the guidance of a more senior employee.



Programs meet California's minimum hours for registration: 144 hours of classroom instruction and 2,000 hours of on-the-job training.



Participants who complete the program receive an industry-recognized credential.

Sources:

U.S. DOL
(<https://www.dol.gov/featured/apprenticeship/faqs>);
California DAS
(<https://extranet.cccco.edu/Portals/1/WED/Apprenticeship%20Initiative/RFA1/Frequently-Asked-Questions-Update-2.pdf>).

Between 2016 and 2018, CAI invested a total of \$27.5 million to create new apprenticeships in the state. The California Community Colleges Chancellor's Office (Chancellor's Office) is leading CAI and has awarded 40 grants to community colleges and their partners to create new programs⁶. One of the grants was awarded to Columbia College, located in Tuolumne County and part of the Yosemite Community College District, to support the creation of the Hospitality Management apprenticeship program in partnership with two local employers.

This case study describes the development of the program, including why the partners chose an apprenticeship model to meet their training needs, the program's structure and development, and what apprentices and employers report about their experiences in the program. It concludes with a discussion of the program's sustainability. The methodology for how the study team selected case study sites and gathered data from them is described in Appendix A.

Exhibit 3. Case Study Highlights

- **Employer Engagement:** *Columbia College identified its two initial employer partners during the grant application phase through extensive networking in the community with pre-existing and new professional contacts.* Outreach is ongoing, as Columbia College staff maintain and cultivate new contacts by attending networking events in the community and by hosting their own events.
- **Program Structure:** *The hospitality apprenticeship program is a two-year program; apprentices usually spend one day per week on campus in class and four days on site at the employer's location engaging in OJT in a range of hospitality occupations.* Successful program completers receive a college certificate in addition to a journeyman apprentice certificate. Those who complete required general education classes receive an associate degree.
- **Apprentice Recruitment and Selection:** *College program staff and employers both advertise each position among their networks or incumbent employees.* Candidates who apply to the college program are referred to the employer. Employers review the applications and interview candidates, and selected candidates are admitted to the program.
- **Apprentice Perspectives:** *Apprentices liked the program because it provided them with a free college education (the grant covered their Columbia College tuition costs), OJT in multiple hospitality occupations, and paid work experience.* They believed the skills and experience gained through the apprenticeship would help them advance their careers. They also noted that the program required a significant time commitment because they were engaged in OJT while attending classes, completing labs, and doing homework.
- **Employer Perspectives:** *The employers appreciated that the apprentices were engaged and productive members of their teams.* Additionally, Columbia College's assistance with recruiting was helpful to one of the employers because it yielded candidates they typically could not reach on their own.
- **Sustainability:** *Columbia College is continuing its hospitality apprenticeship program with the two initial employers and has expanded to another employer in the region.* As part of their usual engagements with the region's business community, program staff learned about another employer's interest in establishing an apprenticeship program. They worked to make the classroom content accessible through distance education so apprentices in a neighboring region could access the classes.

The Local Hospitality Industry’s Need for Professional Talent

Hospitality is one of the main industries in Tuolumne County, where Columbia College is located.⁷ Nevertheless, hospitality industry representatives in the area indicated that attracting and retaining professional talent—especially those interested in pursuing higher education opportunities—was an ongoing challenge. As one employer representative explained, “because of the [rural] area we are in, it is hard to find help who are at a professional level.”

Tourism, a primary driver of the hospitality industry, continues to be strong in Tuolumne County; direct travel spending has grown overall since 2000 and yearly between 2014 and 2017. Additionally, tourism to California is expected to grow as the domestic economy expands and as international visitors to the state increase.⁸ The Tuolumne County Visitors Bureau also plans to increase its advertising outreach to international tourists.⁹

Why Did Partners Choose Apprenticeship?

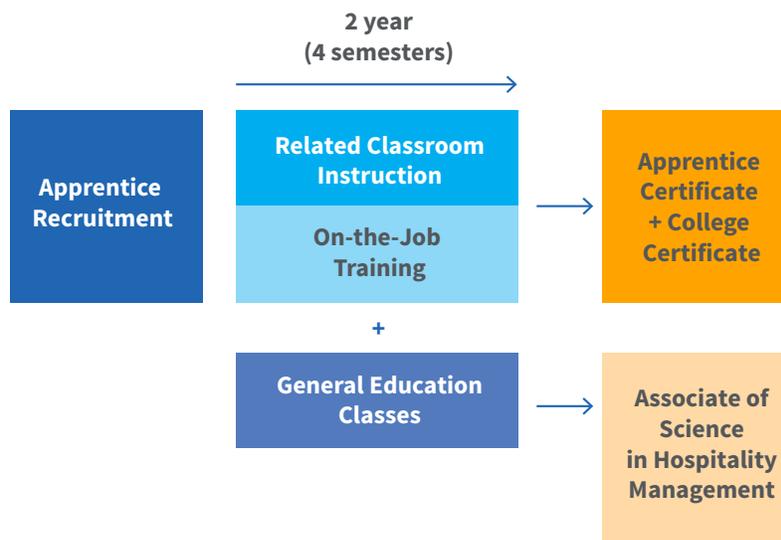
One of Columbia College’s initial employer partners is a large hotel resort with nine restaurants and bars on site; the other is an organization with two properties, one spread over 20 acres. Each of the two employers had its own reasons for participating in the Hospitality Management apprenticeship program. For one employer, the apprenticeship addresses its need to provide further training for incumbent employees, giving them access to higher education and the opportunity to move up the career ladder. A representative of this employer said, “We wanted to give our employees the opportunity to gain more skills and knowledge and put that towards a degree.” For the other employer, investing in the apprenticeship program has made it easier to find new qualified job candidates, as the college’s help with recruiting allows them to reach a different audience of candidates. This employer also liked that the apprenticeship curriculum requires apprentices to receive training in multiple hospitality occupations, making them more versatile and able to work in numerous roles. Representatives from both employers also indicated that creating the program was a way of giving back to the community by expanding educational opportunities—something that aligned with both organizations’ values.

What Industry Engagement Strategies Have Been Effective?

Columbia College staff and leadership indicated that developing and maintaining a network of contacts in the local business community was and continues to be an effective strategy for identifying employer partners. They explained how cultivating and maintaining an active network involves ongoing, face-to-face networking with employer representatives at local business events (such as chamber of commerce meetings) or at the college’s own events. For example, in early 2016, Columbia College hosted its first hospitality advisory board meeting, which was attended by over 60 people, providing college staff members many opportunities for networking with hospitality industry employers. One program staff member also indicated that being in a small, close-knit community has made it easier to develop and maintain contacts with employer partners—community members, including employer representatives, are generally well connected and have a proclivity for collaborating or are at least willing to listen to ideas for new programs or partnerships.

How is the Program Structured?

Exhibit 4.
Hospitality Management Apprenticeship Program Overview



Columbia College and employer partners play a variety of roles in carrying out the two-year Hospitality Management apprenticeship program. Columbia College’s role is to lead and coordinate the program, deliver the classroom training component, and work with employer partners to recruit apprentices. They also convene quarterly meetings where, together with employer partners, they discuss operations, ideas for improvement, and successes.

Employer partners recruit and select apprentices as well as provide the OJT component of the apprenticeship program. OJT is offered in a rotation format where apprentices spend several weeks in a department, learning and working, and then shift to a new department. Over the course of the two-year program, apprentices have the opportunity to work in a wide range of hospitality roles, from housekeeping and front desk to cooking positions.

Columbia College provides employer partners with a \$1,500 incentive for each apprentice to help offset OJT costs. Employer partners receive this incentive as follows: \$500 as soon as an apprentice is hired; \$500 after the apprentice has been employed for six months; and \$500 when the apprentice completes the program.

Each program component, including partner roles, is described in more detail below.

- **Apprentice recruitment and selection.** Columbia College staff members advertise the apprenticeship program to current and prospective students; employer partners advertise the program through their usual recruitment channels. (The employer with an apprenticeship program for its incumbent workers also advertises among existing employees). Prospective candidates can submit an apprenticeship program application to either the employer or the college. College staff members forward any applications they receive to the employer. Then each employer conducts an interview with their selected candidates and those chosen for the apprenticeship then officially enroll in the college.
- **Classroom instruction.** Columbia College is the classroom training provider. Apprentices take classes at the college one day each week and participate in OJT and any required lab components (described below) on the remaining days. They take general hospitality classes, followed by specialty classes in culinary arts management or hotel management, depending on which specialization they choose. The tuition for apprentices' classroom training is covered by CAI grant funds. It is a four-semester certificate program. Apprentices can earn an associate of science degree if they also complete general education courses, which can be taken either over the summer or prior to or after completing the certificate class requirements.
- **Lab component.** Some hospitality courses at Columbia College have a lab component where students practice techniques they have learned in class (e.g., grilling or other food preparation skills). These techniques are included on a lab competency checklist, to ensure that apprentices have learned essential techniques. Apprentice students complete these lab components at their OJT employer, while non-apprentice students complete them at the college.
- **On-the-job training.** For the OJT component, apprentices rotate through different departments, spending several weeks in each, learning the tasks and responsibilities for a variety of hospitality jobs like front desk associate, housekeeper, reservations specialist, event planner, food service kitchen staff member, and food service customer service representative. They learn on the job by shadowing (i.e., observing) a regular employee. They then perform the task with supervision, receive feedback and, after mastering the task, work independently like regular employees. Each apprentice has a work process form that supervisors use to track progress on general skills like problem solving, customer service, and communicating with coworkers. Each employer also has

an apprenticeship coordinator who gathers feedback (including the work process form) from supervisors to ascertain apprentices' job performance in each department. The information is shared quarterly with college staff to document progress on OJT job competencies. Additionally, employers have the option of adding more specific skill checklists that are customized to their own procedures. For example, one department created a series of checklists about hotel procedures ranging from guest check-in to housekeeping. OJT is distinct from the lab component described above because OJT happens in real-world work settings with coworkers and customers, whereas the lab components described above happen in more controlled settings, such as when a small group of apprentices receives training from a lab instructor in a space away from customers or non-apprentice workers.

- **Mentors.** The supervisors in each department that is assigned apprentices serve as mentors. Their responsibilities include explaining various job tasks to the apprentices and assisting them as they complete work on their own. Supervisors are informed of their mentor responsibilities, including the job tasks to be taught, by their department managers. Although there is no mentor-specific training, supervisors at both employers have generally been through supervisory training that includes topics like coaching and leadership styles.

How Was the Program Developed?

Columbia College program staff members coordinated the development of the program. As described below, this occurred in several stages, beginning with finding employers, followed by Division of Apprenticeship Standards (DAS) registration, planning for classroom training, and OJT development.

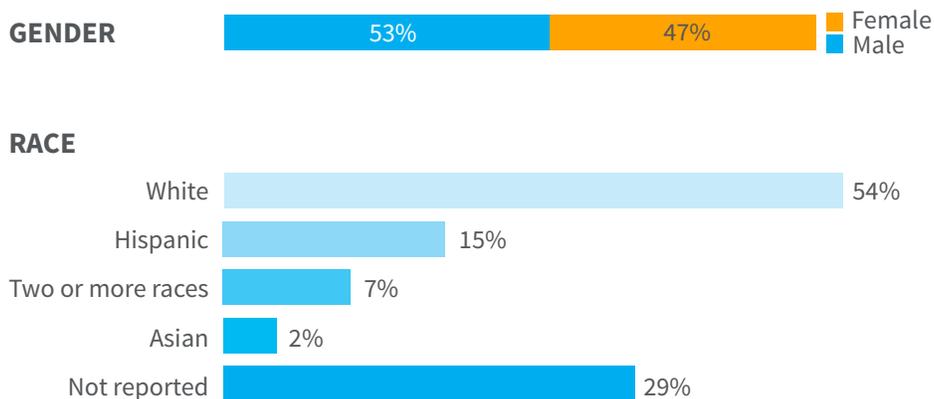
- **Employer engagement.** Columbia College's partnership with hospitality employers began prior to the CAI grant being awarded. The college's leaders and program staff utilized their extensive network of contacts in the hospitality industry to ask local employers about their interest in creating an apprenticeship program. The college eventually identified the initial two partners, and both provided letters of support for the grant proposal.
- **DAS registration.** Columbia College staff led the DAS registration process. They worked with employer partners to develop the job competencies for the apprenticeship across each of the relevant jobs in hospitality, such as front desk associate, housekeeper, and food service worker. The college also served as the program's local education agency for the DAS approval process, reviewing and approving both the classroom and lab curricula.
- **Classroom training.** To develop the classroom training component for the program, the college had employer partner members review the curricula for existing hospitality courses and, as needed, suggest changes. Since the lab and lecture portions of each class are held on different days, the partners decided to conduct any required lab sessions on site at the employer's location instead of on campus. This allows apprentices to come to campus just one day a week. To ensure students receive college credit for this off-campus work, the college hired an instructor to conduct the labs using the same lab skills checklist and curricula that are used on campus for non-apprentice students. Scheduling and implementing the labs at the employer sites has, at times, been challenging because they must be completed on a specific timeline.

- On-the-job training.** To develop the OJT portion of the program, and as part of the DAS registration process, employer partners met to decide on general work competencies. Then, each employer’s apprenticeship coordinator led a process for creating the OJT rotation. This process included ensuring that the training would cover the required job competencies and identifying supervisors in each department who would be apprenticeship mentors. In one department, the manager added a brief, informal orientation to explain the apprenticeship program to line staff as well as a separate orientation for more senior staff regarding their roles as mentors. This was useful because some non-apprentice employees were unsure of their own and/or the apprentices’ roles.

What Are the Results So Far?

Between Spring 2017 (when the first cohort began) and June 2018, the program served 49 registered apprentices. As of June 2018, none had completed the two-year program because they were all still in their second year. The apprentices were mostly white (54 percent) and about half (47 percent) were women. In comparison, just 6.3 percent of all registered apprentices in California were women. The large difference in the percentage of women enrolled in the Hospitality Management apprenticeship program versus in all California apprenticeship programs is likely because the majority (70 percent) of apprentices in California are employed in the construction trades, which tend to be male dominated; in contrast, the gender composition of occupations in hospitality is more balanced.¹⁰ Consequently, by expanding the apprenticeship model to new, less male-dominated industries and occupations like hospitality management, CAI is helping to expand the gender diversity of those enrolled in apprenticeships overall.

Exhibit 5. Participant Demographics



Source: Division of Apprenticeship Standards, June 2018 (Gender) & Grantee September 2017 (Race)

Notes: Race percentages sum to greater than 100% because participants could select more than one race category.

Apprentice Feedback About the Program

“

There is a lot of gray area in our field, to where you have to make up a solution by yourself. And it helps to have that hands-on experience.”

A majority (89 percent) of surveyed hospitality management apprentices rated the program as helpful (50 percent) or very helpful (39 percent) in preparing them to work in hospitality occupations.¹¹ In focus groups and on the same survey, participants specifically noted that the program helped them in several ways:

- **They received a tuition-free college education and were paid while being trained.** As one apprentice stated, “Everything [related to going to college] is free and we’re getting paid.”
- **The work experience allowed apprentices to execute what they had learned in the classroom and to master their skills.** As one explained, “There is a lot of gray area in our field, to where you have to make up a solution by yourself. And it helps to have that hands-on experience.” Another commented that he liked the ability to apply what he had learned: “I like learning things here and applying it when I am working.”
- **The classroom training component was valuable, in part because apprentices felt that knowing why job tasks are done in a particular way is helpful for problem solving.** As one apprentice described it: “It is nice to know why [you are doing a task that way]. Then it helps with problem solving. If you know where you started from, it helps you figure it out.”
- **Apprentices thought the program would help them advance in their careers.** They explained that the program would help them gain promotions or find better jobs for several reasons: They would earn a college credential; they were learning key skills; and they were gaining work experience across many different hospitality positions.

In terms of challenges, some apprentices commented that the program was quite demanding. In particular, they described how difficult it was to successfully juggle work, classes and labs, and homework assigned by their classroom and lab teachers. Finally, some apprentices suggested that program sequencing could be improved. They stated that there was often a long lag time between when they learned about certain skills or topics in class and when they were able to apply what they had learned in labs and OJT, and they would prefer to have that lag time be shorter.

Employer Feedback About the Program

The employer partners appreciated the apprenticeship program because it provided them with qualified and enthusiastic employees. They noted several benefits and successes:

- **Representatives from both employers valued the program because it provided them with well-trained and productive employees.** As one representative explained, the apprentices “are more knowledgeable [than they were at the beginning of the program]. They become better employees by having that holistic vision of operations.” A representative from the other employer partner similarly observed that apprentices “are engaged about learning and have helped out quite a bit. They are productive members of the team.” He also noted, another benefit, that one apprentice had advanced to a supervisor position.
- **Representatives from both employers appreciated that the apprentices were enthusiastic about their work, noting that this enthusiasm was benefitting their companies.** One explained that the enthusiasm of the apprentices was contagious and had increased the morale of staff in general. Moreover, some non-apprentices, encouraged by seeing apprentices taking classes, had expressed an interest in furthering their own education.
- **One employer partner specifically appreciated the college’s assistance with recruiting candidates for apprenticeship positions.** As he explained, the college was able to access candidates that his company’s human resources department typically did not reach. This employer representative went on to report that the apprentices recruited by the college were also more likely to have a passion for the field.

Representatives also shared a few early lessons learned and described areas for improvement:

- As mentioned earlier in the program development section, an informal orientation for staff and mentors about the apprenticeship program was helpful in one department. It helped clarify the roles of apprentices, the rotation model (where a given apprentice would be working in a department for a few weeks), and the duties of mentors to other company staff to ensure that they understood what they and the apprentices were expected to do. The department is also considering adding this information to the training that all new hires receive.
- One employer suggested that screening of apprentice candidates—by both the college and employers—could be improved to better ensure that they were academically prepared for the classroom training component. This employer representative also suggested that a remediation component could be added so that apprentices with more limited academic skills were better prepared for the classroom training portion of the program.
- Employer representatives suggested that the timing of the topics covered in the classroom training component and OJT could be better coordinated. Similar to the feedback provided by some apprentices, these representatives wanted instruction about a specific task to be presented in the classroom just prior to when it was assigned in OJT. They admitted, however, that this coordination would be challenging because the specific tasks to be completed on the job were not always predictable. For example, an apprentice may have to fill in as a banquet hostess if the employee who regularly plays that role is unexpectedly absent.

What's Next?

The Hospitality Management apprenticeship program will continue at the two initial employers. Also using lessons learned during the programs first two years, such as the importance of on-going business engagement, Columbia College has expanded the program to a third employer in the region and has established a new child care apprenticeship. Together with its partner Amador College Connect, a resource center for students taking online education classes, Columbia College has expanded the program to a third employer in nearby Amador County. This employer, a casino resort, was interested in creating an apprenticeship program to help its current employees advance on the career ladder. Its first cohort of six apprentices began the program in August 2018.

This third employer is located about 50 miles from Columbia College. As such, the college made its hospitality classes available in a distance education format. Apprentices attend one Columbia College class in real-time through Amador College Connect's distance education website and take other Columbia College hospitality on-line classes (not in real time) through the same website. The addition of the distance education component makes it easier for employers beyond the local area to participate because it eliminates the need for apprentices to drive long distances to attend classes. The expansion of the Hospitality Management apprenticeship program to a third employer was funded in part by an economic development grant from the Federal Home Loan Bank of San Francisco, which provides grants to communities in Arizona, California, and Nevada to support economic development and housing initiatives in low- and moderate-income communities.

The main factors that helped Columbia College sustain its Hospitality Management apprenticeship program were continued employer support, on-going outreach to the regional business community, and support from college leadership. Recent contextual factors that may have also helped with sustainability are two legislative changes and the Chancellor's Office's *Vision for Success*. Appendix B describes how these contextual factors are expected to help with sustainability.

Building on its experience so far, Columbia College has also expanded to other apprenticeship areas. It used support from another CAI grant it received in 2017 to establish a new Child Development apprenticeship program. The program has three employer partners, and the first cohort of apprentices began the program in January 2018. The college is also developing a Fire Science pre-apprenticeship program with support from a 2018 CAI Pre-Apprenticeship grant.

Appendix A: Methodology

The Case Study Selection Process

SPR's evaluation team selected four grantees from the 2016 CAI cohort to feature in case studies—three apprenticeship grantees and one pre-apprenticeship grantee. The general goal of the three apprenticeship case studies was to illustrate how grantees identified employers interested in the apprenticeship model and worked with them to create new registered apprenticeship programs. The goal of the pre-apprenticeship case study was to illustrate the role of pre-apprenticeship programs in the apprenticeship landscape. The study team selected the 4 grantees from among the 24 in the 2016 CAI cohort using the following criteria:

- **Type of grantee.** We selected at least one grantee from each of the three types of CAI grants (New & Innovative, Accelerator, and Pre-Apprenticeship). New & Innovative grants are intended to support the creation of sustainable apprenticeship programs approved by DAS. Accelerator grants are intended to help grantees who are further along in the process and who already have employer partners interested in apprenticeship and/or have begun the DAS registration process to create sustainable apprenticeship programs. Pre-Apprenticeship grants are intended to create programs that prepare individuals for careers in occupations that utilize an apprenticeship training model, as well as to help diversify the pool of applicants for apprenticeship programs.
- **Successful implementation.** We selected grantees that were successful in implementing their programs. We considered an Accelerator or a New & Innovative grantee successful if it had employer partners secured early in the grant period. This enabled the grantee to begin implementing the programs sooner and allowed the study team to conduct a site visit to learn about the program during the grant period. We also considered the level of employer involvement and selected grantees where employers played an active role in the program design phase (e.g., curriculum development). For Pre-Apprenticeship (PA) grantees, we considered a grantee successful if it demonstrated a strong connection to a registered apprenticeship program. We also considered the extent to which PA programs were serving underrepresented populations. Data about the success of grantee implementation was collected through intake interviews conducted during the sixth month of the grant period.
- **Geographic variation.** We considered the geographic location of grantees to ensure representation from both rural and urban areas of California. This was a secondary selection criterion as compared to the type of grantee and grantee “success.”
- **College partner role.** We considered the extent and variety of partners involved in each program to ensure that some of the case studies would feature programs where a community college was conducting employer outreach and delivering the classroom training component. This criterion was intended to help us learn about the role of community colleges in program implementation.

Data Collection

Data for each case study was collected through site visits and a survey of program participants. A member of the CAI evaluation study team conducted a one-day site visit to each of the selected grantees. Each site visit included:

- Interviews with the program manager and program staff to learn about the program’s creation, structure, and implementation process, and
- Interviews with staff from partner organizations, including employer partners, apprenticeship mentors, and RA partners (in the case of PA grantees), to learn about their roles in the program and the implementation process.

In addition, focus groups or participant interviews were conducted during the case study site visits. The focus groups included all apprentices who attended the classroom training component on the day of the site visit. We also reviewed program documents (e.g., OJT checklists and the participant handbook) collected during the site visits.

The participant survey was distributed in person and by email. The response rate for each of the four surveys is provided in the table below. Because of the low response rate to the State College Community College District survey, results from the survey were not included in the pre-apprenticeship case study.

Grantee	Response Rate	Distributed
WERC & LA Trade Technical College	86% (=6/7)	in person
Columbia College	64% (=18/28)	in person
Mission College	35% (=14/40)	in person
State Center Community College District	6% (=3/53)	E-mail

Appendix B:

Policy and System Changes Affecting Sustainability

Three recent changes at the state level should also help grantees with sustaining their apprenticeships (Exhibit B-1). First, a recent change to state law, brought about in part by the leaders of CAI, should help grantees sustain at least the classroom training component of their programs. Second, another change to state law amends the process for registering non-construction apprenticeships. The new process makes the DAS approval process more flexible and is expected to make it easier for grantees to register new programs and customize existing programs for new employers.

Third, at the community college system level, the recent development of the Chancellor's Office's *Vision for Success*¹², a strategic planning document for California's community college system, should also assist grantee programs with sustainability. This *Vision for Success* emphasizes the importance of student learning, curricular pathway options, preparing for in-demand jobs, and cross-sector partnerships, all of which provide a strategic planning framework that is complimentary to apprenticeship programs and so should make it more likely that the leadership of grantee colleges will be willing to continue their support of the programs developed under CAI.

Exhibit B-1. Key Changes in California’s Apprenticeship Policy

Two recent state-level legislative and policy changes aim to support the sustainability of apprenticeship programs. In June 2018, AB 1809 increased the reimbursement rate to colleges for courses that provide related supplemental instruction (RSI) to apprentices as a part of a registered apprenticeship program.¹³ Prior to the change, students in RSI were reimbursed at a lower rate than traditional college students for exactly the same instruction. The new legislation establishes parity and removes the financial disincentive for colleges to enroll apprentices in credit-bearing courses.

In September 2018, AB 235 amended the Labor Code to authorize a separate process for approval of non-construction apprenticeship programs. The change is designed to create flexibility for DAS to support the development of new programs that have struggled with the rules, registration procedures, and standards associated with the current process. For example, non-construction apprenticeship programs can now be time based, competency based, or a combination. Prior to the change completion of non-construction programs was time based (i.e. 2,000 hours of on-the-job learning and 144 hours of related classroom instruction). In addition, under the new legislation, DAS is authorized to create standards to register pre-apprenticeship programs that are connected to state-registered apprenticeship programs.

Chancellor’s Office’s *Vision for Success* and Apprenticeship

The *Vision for Success* document outlines several goals and commitments for the California community college system. These goals and commitments are aligned with apprenticeship programs in important ways:

Several *Vision for Success* goals compliment the goals of apprenticeships. For example, the first *Vision for Success* goal (increasing the percent of students who annually “acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.”) is defined broadly enough to capture apprenticeship certificates. Similarly, another *Vision for Success* goal¹⁴ that aims to increase the number of students who are employed in jobs related to their community college field of study, is well-aligned with apprenticeship programs.

The *Vision for Success* commitment to partnering across systems is achievable through community college apprenticeship programs. Apprenticeship programs where a public community college system and an employer and/or union collaborate to create an apprenticeship program exemplifies partnering across systems.

The *Vision for Success* commitment to focus on students’ end goals relies on guided pathways as an organizing framework, and apprenticeships enhance one of the key pillars of the framework—clear pathway options to employment. Apprenticeships diversity the curricular pathway options available to the students and apprenticeship pathways are designed with clear end goals (e.g. 2,000 hours of on-the-job training and 144 hours of related classroom instruction).

Endnotes

- 1 See Chronicle of Higher Education (2012), “The role of higher education in career development: Employer perceptions” (retrieved from http://www.chronicle.com/items/biz/pdf/Employers_Survey.pdf) and National Association of Colleges and Employers (2017, April 5), “Employers prefer candidates with work experience” (retrieved from <http://www.naceweb.org/talent-acquisition/candidate-selection/employers-prefer-candidates-with-work-experience/>).
- 2 According to Robert Lerman, Lauren Eyster, and Kate Chambers (2009), in *The Benefits and Challenges of Registered Apprenticeship: The Sponsors’ Perspective*, in 2006 there were 21,324 apprenticeship program sponsors across 38 states.
- 3 See Siemens (2015, August 12), “Siemens’ first class of U.S. apprentices graduates, national model for skills-based learning” (retrieved from <http://news.usa.siemens.biz/press-release/siemens-usa/siemens-first-class-us-apprentices-graduates-national-model-skills-based-l>) and Alexia Elejalde-Ruiz (2017, April 24), “Apprenticeship programs increasingly put workers on track for jobs in finance,” *Chicago Tribune* (retrieved from <http://www.chicagotribune.com/business/ct-aon-finance-apprenticeship-0425-biz-20170424-story.html>).
- 4 Registered apprenticeships are programs that have been approved by the US DOL or a state-level agency. In California, that state agency is the Department of Industrial Standards’ Division of Apprenticeship Standards. The federal and state approval process ensures that programs meet industry-level standards for OJT and corresponding classroom instruction.
- 5 See California Department of Industrial Relations (2016), *State of California Department of Industrial Relations Division of Apprenticeship Standards 2016 legislative report* (retrieved from <https://www.dir.ca.gov/DAS/reports/2016LegReport.pdf>), as well as internal statistics from DAS.

In December 2016, 4.6 percent of California’s workforce was employed in construction and 11 percent was employed in manufacturing and transportation and utilities combined (see [https://www.labormarketinfo.edd.ca.gov/file/indhist/cal\\$shws.xls](https://www.labormarketinfo.edd.ca.gov/file/indhist/cal$shws.xls)). In 2013, 7 percent of California’s workforce was employed in health care. See State of California Employment Development Department (2013), *Health Care in California* (retrieved from https://www.labormarketinfo.edd.ca.gov/SpecialReports/Health_Care_in_CA.pdf).
- 6 Among these 40 grants, 16 were awarded in 2016, 13 were awarded in 2017, and 11 were awarded in 2018.
- 7 In July 2018, the leisure and hospitality sector was the third largest industry in Tuolumne County in terms of employment. Government and education and health services were ahead of it (see <https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/localareaprofileQSMORERESULTSExcel.asp?criteria=current+employment+statistics+%28ces%29&categoryType=employment&geogArea=0604000109×eries=&sortUp=&sortDown=>).
- 8 Statistics for Tuolumne County spending on travel come from Visit California (2018), *California Travel Impacts* (retrieved from http://www.deanrunyan.com/doc_library/CAImp.pdf). California tourism projections come from Tourism Economics (2018), *California Travel and Tourism Outlook* (retrieved from <https://industry.visitcalifornia.com/-/media/PDFs/Research/California-Travel-Tourism-Forecast-April-2018.pdf>).
- 9 See Alex Maclean (2018, January 3), “Tuolumne County Visitors Bureau outlines new strategies to continue tourism growth,” *The Union Democrat* (retrieved from <https://www.uniondemocrat.com/home/5890101-151/tuolumne-county-visitors-bureau-outlines-new-strategies-to>).

- 10 The statistic concerning female apprentices (6%) comes from California Department of Industrial Relations (2016), State of California Department of Industrial Relations Division of Apprenticeship Standards 2016 Legislative Report (retrieved from <https://www.dir.ca.gov/DAS/reports/2016LegReport.pdf>); the construction apprentices finding comes from internal DAS statistics. Moreover, 2017 Current Population Survey data from the Bureau of Labor Statistics indicate that 60.9 percent of hotel, motel, and resort desk clerks and 54.8 percent of first-line supervisors of food preparation and serving workers are women, compared to 3 percent of construction and extraction occupations (retrieved from <https://www.bls.gov/cps/cpsaat11.htm>).
- 11 Overall, 11 percent responded “neutral” to this question. The response rate to the survey was 64 percent (18 out of 28).
- 12 Vision for Success: Strengthening the California Community Colleges to meet California’s needs. Retrieved from: <http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf>
- 13 See http://www.dof.ca.gov/budget/Trailer_Bill_Language/documents/ApprenticeshipPrograms-ClaimingFTES.pdf
- 14 Goal 4 summary: Increase the percent of exiting CTE students who report being employed in their field of study.