

Meeting Demand, Providing Opportunities:

A Pre-Apprenticeship Case Study

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 pre-apprenticeship brief, which can be found at: <https://caihub.foundationccc.org/Research-and-Reports>

The Central Valley Pre-Apprenticeship Training (CVPAT) Program

Exhibit 1. Grantee Program Overview

Grantee Name:

State Center Community
College District

Grantee Year:

2016

Program Name:

Central Valley Pre-Apprenticeship
Training Program

Sector:

Construction and
Building Trades

**Participants as of
February 2018¹:**

168

**Total Successful
Completers as of
December 2018:**

109

Confirmed Employment:

85

Confirmed Apprentices:

63

Partners:

State Center Community College
District, Fresno Economic
Opportunities Commission Valley
Apprenticeship Connection,
Northern California Laborers
Training Center;
Laborers' Local 294

Introduction

Registered apprenticeship (RA) programs provide paid, hands-on training that leads to industry-recognized credentials.

Apprentice graduates become highly skilled employees with expanded career options. Yet, demographic data shows a dearth of certain populations, such as women and people of color, in apprenticeships. In part to address this issue and provide more Californians the opportunity to become apprentices, in 2015 the California state legislature and governor created the ongoing California Apprenticeship Initiative (CAI) grant program, which is overseen by the California Community Colleges Chancellor's Office (Chancellor's Office). Between 2016 and 2018, the Chancellor's Office invested approximately \$15 million to develop 35 new and innovative pre-apprenticeship (PA) programs with the explicit goal of increasing the diversity of registered apprentices in the state.

PA programs are exactly as their name would suggest—they prepare potential apprentices for admittance to RA programs by providing training, support, and linkages to those programs. In particular, they assist individuals with meeting industry or trade-specific prerequisites for RA program entry. These prerequisites can present formal barriers to some

applicants, such as people without high school diplomas or ex-offenders. CAI PA grants require programs to specifically target underrepresented groups, such as women, people of color, foster youth, parolees, veterans, and others. Additionally, CAI PA grantees must formally link with RA programs to provide career paths for PA program completers.

Exhibit 2. What is Pre-Apprenticeship?

Pre-apprenticeship programs prepare potential apprentices for admittance to registered apprenticeship programs by:



Recruiting and screening
underrepresented participants



Providing remedial **education and support** services



Delivering **technical skills and training**



Connecting participants to registered apprenticeships

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>).

The Chancellor’s office awarded State Center Community College District (SCCCD) a grant to support the creation of a construction and building trades pre-apprenticeship program in partnership with Fresno City College (one of three colleges within SCCC), the Fresno Economic Opportunities Commission’s Valley Apprenticeship Connection (FEOC-VAC) program, the Northern California Laborers Training Center (NORCALTC), and Laborers’ Local 294. Recognizing the need to support the Central Valley’s booming construction industry while making sure public works investments—such as the proposed high-speed rail project—were conferring economic benefits to the Central Valley’s hardest-to-serve populations, these organizations came together to develop the Central Valley Pre-Apprenticeship Training (CVPAT) program. The express purpose was to create pathways into RA construction programs for underserved populations, including individuals with a history of incarceration.

This case study describes the development and delivery of the CVPAT program, including why the partners chose a PA model, CVPAT’s connections to RA programs, the program’s structure and partner roles, and how apprentices and RA programs benefited from it. The case study concludes with a discussion of CVPAT’s sustainability. The methodology for how the study team selected case study sites and gathered data for them is described in Appendix A.

Exhibit 3. Case Study Highlights

- **Engagement with RA Programs: CVPAT successfully engaged RA programs by helping solve their demand for new apprentices.** Currently, demand for apprentices in the construction and building trades is strong in both Fresno and the greater Northern California area. CVPAT recruits, assesses, and prepares potential apprentices and provides opportunities for local RA programs to connect with participants, both during and after training. SCCC and FEOC-VAC staff engage with local RA partners and offer a suite of ways to be involved with CVPAT, including hosting job fairs and recruitment events; bringing CVPAT participants to RA programs for site visits; giving RA programs a chance to come and make presentations to CVPAT participants; and providing a FEOC-VAC liaison who can help facilitate participants' RA application process.
- **Program Structure: CVPAT's 12-week program includes six weeks of classroom-based work readiness training, followed by six weeks of hands-on vocational training, with coaching and job placement services provided throughout.** FEOC-VAC staff members lead the first six weeks of training, utilizing cognitive behavioral therapy program elements; trainers from NORCALTC lead the second half of the program, which is based on an adaptation of the Laborers' Infrastructure Construction Skills Training. FEOC-VAC also provides coaching support and job placement services during and after the program.
- **Pre-Apprentice Recruitment and Selection: FEOC-VAC, the primary recruiter for CVPAT, targets members of the re-entry population and women; FEOC-VAC also assesses potential recruits prior to enrollment to ensure they are qualified for the program.** FEOC-VAC works with community partners as well as probation and parole offices to recruit potential pre-apprentices. To ensure that recruited candidates understand the program's requirements and have sufficient literacy and numeracy skills to enroll, FEOC-VAC conducts monthly orientation sessions and assesses applicants prior to enrollment. Applicants who test below the eighth-grade level in reading and math are provided individual tutorial services during their time with FEOC-VAC.
- **Pre-Apprentice Perspectives: Pre-apprentices valued the opportunity to connect with RA program coordinators and learn about unionized careers they didn't know were available.** One graduate noted he would never have applied to a union on his own, even though being in a union means better pay and benefits.
- **RA Program Perspectives: RA program coordinators appreciated the exposure to CVPAT's apprentice candidates because of the preparation the program provides.** For example, NORCALTC's PA director, who is responsible for recruiting new apprentices for Northern California's laborers' unions, said that apprentices who are recruited from CVPAT are consistently more prepared and more likely to complete RA programs than other apprentices.
- **Participant Outcomes: CVPAT participants are finding success in transitioning into construction careers.** More than half of the program completers have matriculated to RA programs.
- **Sustainability: Program partners are looking to replicate and customize the PA program design to build pathways into industries beyond construction.** First under consideration is providing maintenance mechanics for regional manufacturing firms. Program staff have identified employer and RA partners who believe in the PA model.

The Construction Industry’s Need for Workers

The construction workforce is aging. Over 20 percent of individuals in the industry’s workforce in the United States are aged 55 or older, with some building trades, such as ironworkers, approaching one in four.² Anticipating a need for replacement workers in the coming decade, both union and non-union construction employers are actively seeking new pipelines of qualified talent. Trade unions, which rely on dues-paying members to fund worker training, healthcare, pensions, and other benefits, also need to ensure a steady stream of new members.

Why Did Partners Choose the Pre-Apprenticeship Model?

For construction RA programs, PA programs offer the opportunity to work closely with community organizations that can help expand their pool of potential new members. This is done by recruiting, screening, and preparing individuals with barriers to employment for admittance, including those who would be unlikely to pursue a career in construction on their own, such as women. RA programs were interested in developing PA pipelines because they need new apprentice labor to fulfill contracts with employers and respond to a current building boom; they also cited problems with retaining apprentices. PA programs help prepare individuals not only to be successful in their apprenticeship applications but also to persist in these programs long enough to reap the benefits of union membership. The screening, preparatory, and support aspects of PA programs mean that those who go on to RA programs are often more physically, logistically, technically, and mentally prepared to succeed as apprentices.

Building pathways to construction RAs was also appealing to community and education partners. Construction jobs—in particular, union construction jobs—present a high-quality, high-road career path for individuals with low academic achievement or other barriers to employment. Construction apprentices earn a living wage, receive benefits, and have a clear path to earning journeyman wages. However, to gain entrance to a construction union, candidates are subject to a competitive process that includes written and physical assessments as well as an in-person interview. Many individuals with barriers to employment are unable to score competitively without assistance from a PA program. In addition to building this explicit pathway to construction careers, two related goals of SCCCD and its partners in developing CVPAT were to expand the diversity of the building-trades workforce and to support the region’s overall economic development.

How CVPAT Engaged RA Programs

In November 2008, California voters approved a bond measure (Proposition 1A) supporting the development of a high-speed rail system in the state.³ Early construction of the system began in 2015, starting in Fresno County. Prior to the CAI grant award, SCCCD made contact with FEOC (FEOC-VAC's parent organization) as well as with several local unions and construction employers to talk about upcoming public works and other construction projects, and about how these projects might cause demand for new sources of labor. Specifically, partners were aware that High-Speed Rail Authority contracts might have local-hire requirements, and that regional employers would need assistance recruiting and training a pipeline of local workers.

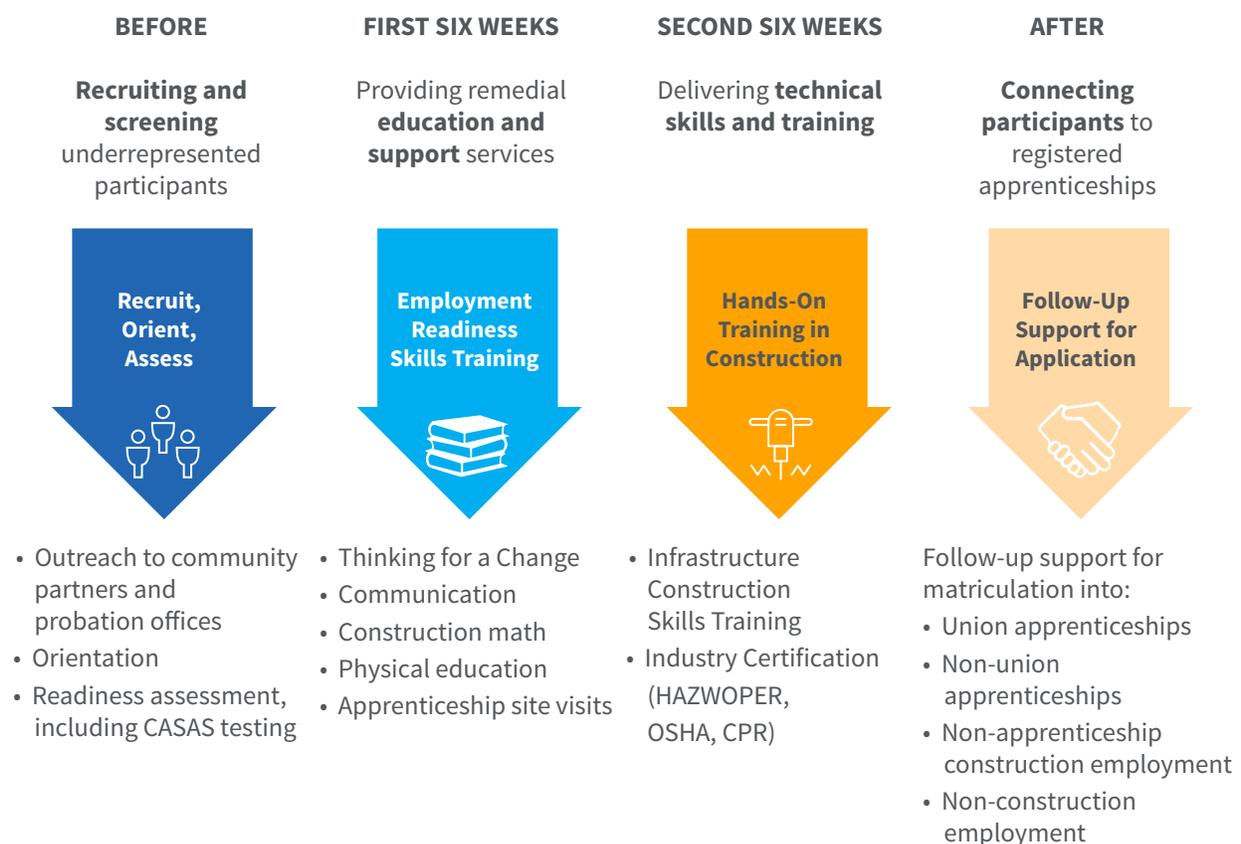
With the release of the CAI grant, which called for the development of PA programs, FEOC-VAC and SCCCD developed a program concept and began to approach local unions about partnering on development of a PA program to help them and their union contractors meet the demand for new apprentices. They conducted this outreach at networking and partnering events organized by local workforce development boards and other economic development entities. Outreach staff tailored their messaging to respond to the construction industry's need for more robust pipelines of qualified labor. The concept of the PA program—that SCCCD and FEOC-VAC recruit and prepare new talent for the RA programs, including people living in poverty, veterans, women, and people who have been involved in the criminal justice system—presented an opportunity for the RA to reach more potential apprenticeship candidates. That SCCCD and FEOC-VAC were working with these participants before they applied to the apprenticeship program to make sure they were committed to and realistic about careers in construction, ready to work, and in possession of valuable skills and credentials, ameliorated some of the risk that RA programs take on when they hire new apprentices.

Eventually, as a result of this outreach, the Northern California Laborers Union, Laborers' Local 294, agreed to serve as a partner and program trainer for participants served under the CAI grant. This decision was fortuitous for the program because they were able to leverage NORCALTC's and, by extension, Local 294's, robust training infrastructure which included facilities and equipment, curriculum vetted and developed with employers, and deeply experienced trainers. It was also fortuitous for the Northern California Laborers, who experienced an explosive demand for apprentices all over the North State as a result of plentiful local work in Fresno and the Central Valley, a construction boom in the Bay Area, and the need for cleanup crews to respond to wildfires in Northern California.

Program Structure

As illustrated in Exhibit 4 below, CVPAT’s program lasts for 12 weeks. The first six weeks are spent in classroom-based employment readiness skills training conducted by FEOC-VAC. This training is followed by six weeks of hands-on training in construction based on an adapted Laborers’ Infrastructure Construction Skills Training. This construction training is led by instructors from NORCALTC affiliated with Local 294. SCCCD, the program administrator, has partnered with several area adult schools to host the program on their campuses so that its location can rotate among the campuses of those schools, as well as with Fresno City College to reach students in disparate geographic areas of the Central Valley.

Exhibit 4. Central Valley Pre-Apprenticeship Training Program



Specifics about each of these program components and partner roles are as follows:

- **Recruitment, Orientation, and Assessment:** FEOC-VAC is the primary CVPAT recruiter. The organization targets re-entry populations, women, and residents of South Fresno in particular, recruiting through flyers and communication with partner entities (such as the Fresno County Probation Department) and various education and community-based organizations, such as adult schools. During the year, FEOC-VAC staff will schedule orientations at least monthly at partnering community-based organizations.

Once potential candidates are recruited, FEOC-VAC determines their readiness for the program via an interview and assessment of their literacy and numeracy skills, using tests such as the CASAS. To be allowed to enroll in CVPAT, participants must demonstrate at least eighth-grade reading and math levels and have reliable transportation and a valid CA driver's license. CVPAT has adopted these enrollment requirements because they are also required for entry into an RA program with the union, which is one of the primary expected outcomes of the program. Participants who fall short of entry requirements are typically referred to adult school partners for any academic preparation needed prior to enrollment.

- **Employment Readiness Skills Training:** As noted above, FEOC-VAC runs the first half of CVPAT's 12-week program. These first six weeks are referred to as a "boot camp" to help students prepare logistically, physically, and mentally for admittance to a construction union specifically, and work in the building trades more generally. To mimic the early mornings associated with construction work, participants must arrive each day at 7 a.m. This sets the expectation (and practice) of showing up every day, and it physically prepares students for getting up early—something many of them are not used to. Students also take part in daily calisthenics to prepare their bodies for the physically demanding work of construction. To prepare mentally for employment, VAC uses the "Thinking for a Change" curriculum, which incorporates cognitive behavioral therapy (CBT) principles.⁴ To help participants be prepared to seek out their own work, manage finances across boom and bust months, and respond to work when it's available, they also complete courses in conflict resolution, professional communication, time management, and financial literacy.
- **Hands-On Training in Construction Skills:** Beginning in the seventh week of the program, local trainers from NORCALTC provide participants with hands-on construction skills training. This training gives participants an introduction to the building trades and teaches additional soft skills, physical labor tasks, trade math, and construction fundamentals. It also includes certified training that allows them to earn a number of entry-level, industry-recognized certifications, including HAZWOPER 40 (which certifies participants to handle hazardous materials), CPR/First Aid, Confined Spaces, Flagging, and OSHA 10. Participants also earn a certificate issued by the NORCALTC for completion of this portion of the program.⁵ Upon conclusion of the hands-on training, participants are given a comprehensive physical assessment and are graded by the instructors.

In addition to providing participants with technical skills, this component gives the instructors from Local 294 the chance to see participants in action and to assess whether they would be good candidates for the union's RA program. For students who do matriculate into the Laborers' apprenticeship program, this component of CVPAT translates into 400 of the 4,000 hours they need to become journeymen.

- **Connections to RA Programs:** During the employment readiness training, FEOC-VAC creates opportunities to connect with the apprenticeship coordinators for each of the connected trade unions, including the Ironworkers, Cement Masons, Sheet Metal Workers, Laborers, Sprinkler Fitters, and Plasterers, along with several non-union registered apprenticeship programs, including Associated Builders and Contractors (ABC). Connection opportunities include sites visits, presentations from coordinators about their RA programs, and hands-on demonstrations of the technical work each union performs. They also answer general questions about their programs, the application process, and the union culture (if applicable). This face-to-face contact with RA coordinators is designed to give participants insight into the culture and expectations of RA programs and to facilitate contact between them and various unions. Additionally, FEOC-VAC provides career coaches who offer guidance in selecting which trade to apply to, logistical support in preparing an application, and emotional support and motivation to follow through with such efforts.

FEOC-VAC also provides job search support for connecting to non-union opportunities, such as ABC's registered apprenticeship. To support ABC's need for apprentices, SCCCD has hosted several job fairs and recruitment events. FEOC-VAC staff also support participants who elect to pursue other local, non-RA, construction-related jobs.

At the culmination of the 12-week program, participants travel to Local 294's union hall to complete the union's own assessment for entry into their RA program. The opportunity to take the assessment is, in itself, an advantage conferred to CVPAT completers; they receive direct entry, bypassing the RA program's list of individuals waiting to take the assessment, and they are immediately considered for acceptance into the program.

- **Follow-up:** Upon graduation, FEOC-VAC maintains communication with former participants—both those who have entered RA programs and those who are still looking for the right opportunity. Regardless of their post-training employment decisions—union, non-union, construction, or non-construction employment—FEOC-VAC coaches provide support and follow-up to former participants. For pre-apprentices who do matriculate into union RA programs, the CAI grant pays for their initiation dues.

RA Program Perspectives

“

Employers are happy [with the apprentices who come from CVPAT] These people are dependable.”

—NORCALTC Director of Pre-Apprenticeship

A primary CVPAT partner is the Northern California Laborers Apprenticeship Program. Based out of NORCALTC, which is their San Ramon Training Center, the Northern California Laborers Apprenticeship Program recruits, trains, and oversees apprentices for local laborers’ unions across Northern California and sources apprentices from approximately eight PA programs across the region. As noted above, NORCALTC’s certified instructors provide the six-week, hands-on construction training component of the program. The Northern California Laborers Apprenticeship Program is also the primary beneficiary of CVPAT participants who matriculate into an RA program. As of the end of 2018, more than 40 CVPAT completers had joined the Laborers’ RA program—or approximately two-thirds of all CVPAT completers who continued into an RA program.

Representatives from the Laborers’ RA program described PA in general and CVPAT in particular as a win-win-win for the following reasons:

- **The Laborers’ union gets qualified apprentices from its PA partners.** As unions are dependent on a flow of new workers to keep working, having partners who recruit, screen, and send qualified applicants is a big advantage. Concerning CVPAT specifically, the Laborers’ PA director noted that the six weeks that CVPAT participants spend with FEOC-VAC doing career readiness and basic skills makes a huge difference in helping them succeed in the hands-on training component led by the Laborers. Participants who make it to the second phase of the 12-week training are used to showing up early, working hard, and having a good attitude. CVPAT has higher levels of matriculation into the Laborers’ apprenticeship program than other PA programs. Apprentices who come through CVPAT are also proving to have higher levels of retention in the Laborers’ RA program than the average entrant.
- **PA participants go on to become apprentices.** Union construction work pays well and provides excellent benefits. Construction is also a sector that provides second chances for those who have low levels of education, have been incarcerated, or who face other barriers.
- **SCCCD, FEOC-VAC, and other institutions that run PA programs put people to work in good jobs.** Both FEOC-VAC and SCCC share this mission, and strong connections to the Laborers’ union and the associated apprenticeship opportunities translate into good outcomes for their participants.

The apprenticeship coordinator for the Fresno Ironworkers Local 155 also praised the CVPAT program. He stated that the greatest value it provides is exposure—an introduction for students to unions, and exposure for unions to prospective apprentices:

“This program is an introduction to people; it’s getting them exposed to different types of trades that they often didn’t know about. [Many students show up]...thinking they can only do one thing, and we explain to them that [they] are more powerful than that—that they can attain anything they want.”

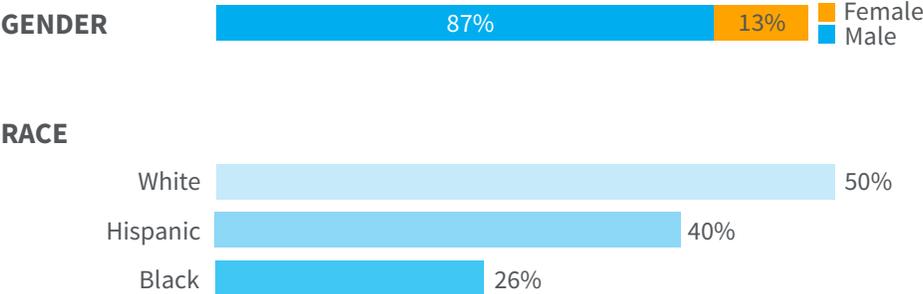
This coordinator uses the CVPAT participant visits as opportunities for the union’s current apprentices to practice their mentorship and technical skills by demonstrating those skills to CVPAT participants and sharing their knowledge about the culture and expectations of the Ironworkers’ RA program.

The apprenticeship coordinator noted that pressure from the state for trade unions to increase women’s enrollment has made CVPAT an important partner in recruiting and preparing women ironworkers. While the figures are below the stated goal of 20 percent, apprenticeship coordinators have observed that the culture and number of women apprentices is beginning to shift. Local 155 currently has seven or eight female apprentices, which is a significant increase from past years.

Participant Outcomes

CVPAT met its goal of recruiting and serving a diverse group of participants. Between January 21, 2016 (the beginning of the grant performance period) and February 1, 2018, CVPAT served 168 participants. Approximately 13 percent of participants have been women, and 40 percent have been Hispanic (Exhibit 5). The portion of female participants is about two times the share of female apprentices in California overall (6 percent), demonstrating the program’s success in diversifying the pipeline of people applying to apprenticeship programs.

EXHIBIT 5. Participant Characteristics



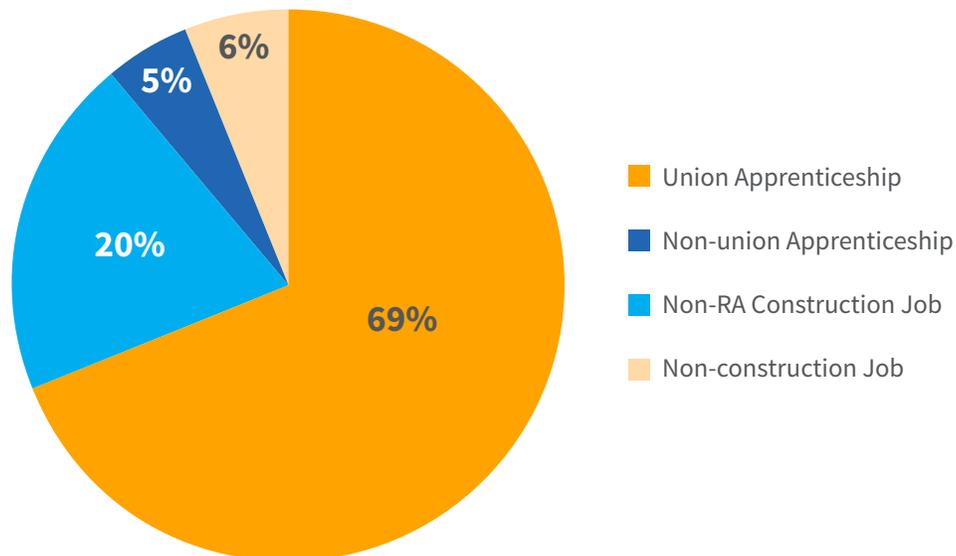
Source: Grantee Reports, September 2017

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

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As of the end of 2018, 85 completers had reported finding a job, and nearly three fourths of them (63/85) had entered an apprenticeship program. The majority entered a union apprenticeship program (69%), and 20 percent entered a non-apprentice construction job (Exhibit 6). The average hourly wage among all people finding jobs was approximately \$23.

**EXHIBIT 6.
Reported Employment Outcomes for Program Completers**



Source: Grantee Reports, December 2018

What's Next: Post-CAI Grant Program Sustainability

The CAI grant currently covers all the operational costs of CVPAT, including the salaries for SCCC staff who administer the program, FEOC-VAC's support staff, and instructors from NORCALTC. As grant funds sunset, it is not clear if funding will be available to support the full 12-week CVPAT program. However, program staff members from the various partners are exploring alternative sources of funding that could be used to do so. These sources include philanthropic funding as well as community development block grants, which the region's Community Action Agency, the Fresno Economic Opportunities Commission (VAC's parent organization), receives to support local work to advance efforts to combat poverty and support workforce development activity. Adult Education Block Grants are another funding option available to SCCC. In addition to these sources, the Fresno Economic Opportunities Commission is anticipating that high-speed rail funding, available from Proposition 1A, will lead to more official partnerships with other unions, which may also lead to additional funding.

Moving forward, CVPAT leadership is balancing the desire to serve participants, employers, and RA partners with the realities of the construction industry (and its new workers), which are cyclical and unpredictable. To date, RA partners have been resistant to establishing formalized, guaranteed matriculation agreements with the program. According to one coordinator, concerns over a potential recession leading to a dearth of available work yields fears of onboarding too many new workers. With the signing of AB 235 legislation, registered PA programs will be required to formalize linkage agreements with apprenticeship programs—an ambitious goal, given that interview respondents reported that these employment commitments are hard to make in an uncertain labor market. Moving forward, all partners are uncertain about the sustainability of a program that feeds students into a sector that does not have a predictable need for new labor.

However, lessons learned regarding program design and the positive working relationship of the core partners persist. The core partners will continue to work together in several ways. Based on the positive working experience between the two organizations so far, SCCC has become the Local Education Agency for the Laborers' Northern California Apprenticeship Program. SCCC staff also spoke incredibly highly of their partners and of FEOC-VAC and their skills in engaging high-barrier adults, and they hope to work with FEOC-VAC staff in the future.

Another potential way the program’s work will be sustained is through a maintenance mechanic PA program. Building on the success of the CVPAT program design—a combination of intensive, CBT-based work readiness and high quality, hands-on technical instruction—SCCCD has already started to put together a draft curriculum. They have identified a set of employers interested in onboarding mechanic apprentices and have secured letters of commitment from the San Joaquin Valley Manufacturing Alliance and the Greater Madera County Industrial Association to develop formal agreements to give program graduates an invitation to apply to their RA programs. SCCC is already operating relevant credit and non-credit courses, including nine-week industry entry courses, as well as longer-term mechanic courses. Administrators envision these courses as the building blocks for a credit-tied PA career pathway. If pursued, SCCC intends to use the CVPAT framework for the development of this new PA pathway.

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 four 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

Endnotes

- 1 February 2018 was the end of the grant performance period.
- 2 <https://www.cpwr.com/chart-book-6th-edition-labor-force-characteristics-age-construction-workers-union-status-hispanic#Production%20workers>
- 3 <http://www.hsr.ca.gov/About/index.html>
- 4 CBT is a form of psychotherapy that treats problems and boosts happiness by modifying dysfunctional emotions, behaviors, and thoughts. CBT focuses on solutions and encouraging individuals to change destructive patterns of behavior.
- 5 CVPAT's initial cohort, which was trained at Fresno City College, also received training on welding and operating a forklift. However, these components have since been dropped because the program is now being offered at other locations where instructional resources to provide welding and forklift training are not available.
- 6 Demographic statistics are based on the 116 participants served between January 21, 2016, and September 30, 2017.