APPRENTICESHIP CODING GUIDANCE DOCUMENT

WHY DATA COLLECTION MATTERS

Correctly coding apprenticeship and pre-apprenticeship students and courses is critical for accurate reporting, tracking, funding compliance, and program accountability. This includes ensuring accurate SB23 status updates, correct CB09 course coding, robust local tagging (cohort/attribute codes), and close collaboration across curriculum, scheduling, Management Information Systems (MIS), Institutional Research (IR), and employer partners. Consistent and reliable coding leads to trustworthy and valid data that drives better decisions for apprentices, employers, educators, and policymakers.

This document provides guidance for how the California Community Colleges Chancellor's Office (Chancellor's Office) MIS handles course- and student-level data for apprenticeships and pre-apprenticeships, particularly in relation to coding. It defines the required data element that supports tracking apprentices: the SB23 Student-Apprenticeship-Status element. It also discusses the optional use of cohort or attribute coding for additional local tracking and outlines two main approaches to course coding for apprenticeship programs:

1. Creating dedicated apprenticeship courses coded with the Student Accountability Model (SAM) code "A" (for apprentices only).
2. Enrolling apprentices in standard Career and Technical Education (CTE) courses coded with SAM codes other than "A."

Finally, it provides best practices and next steps for institutions.

CODING CONTEXTUALIZED

Coding apprenticeship courses and students begins at the college level. Colleges use local Enterprise Resource Planning (ERP) systems to maintain data at the course and individual apprentice levels. Campus stakeholders, including apprenticeship directors, apprenticeship coordinators, administrative staff, faculty, information technology (IT) staff, IR staff, and curriculum committee representatives, each play a role in ensuring that data is tracked and reported accurately. While the Chancellor's Office MIS refers to this process as "coding," many colleges refer to identifying an individual student as an apprentice as "flagging." Each ERP system may also use different terminology to define status.

At the completion of a term, each college submits its apprenticeship data, as part of the full college dataset, to the district. At the district level, IT and IR representatives translate the data from the local ERP system into the Chancellor's Office MIS system. The Chancellor's Office then aggregates the data received from all districts. Because of the multi-step process and variety of ERPs and terminology, it is critical that colleges and districts understand the full data collection process and how the data is used after submission.

This document describes how data elements are defined at the Chancellor's Office level. While primarily useful for district-level staff, others such as college faculty, staff, and administrators should also use this information to ensure that locally collected data is accurate and formatted for MIS submission.

APPRENTICE CODING

It is **always required** to code individual apprentices and pre-apprentices who are in a Division of Apprenticeship Standards (DAS) Registered Apprenticeship Program (RAP) using the SB23 status. Colleges may opt for additional tracking mechanisms, such as attribute or cohort coding to provide additional tracking at the local level.

Required: SB23 – STUDENT-APPRENTICESHIP-STATUS

This field identifies whether a student is participating in a RAP or Registered Pre-Apprenticeship Program within a reporting term. It is essential for tracking apprentices and pre-apprentices for reporting, funding, outcome metrics, and correct student classification. SB23 is the primary and preferred coding method that provides necessary data to the Chancellor's Office MIS.

Data Element Name: SB23 STUDENT-APPRENTICESHIP-STATUS

Format: X (one character)

Code Definitions:

- **0** = NOT registered with the Department of Industrial Relations (DIR) or participating in a pre-apprenticeship program approved by DAS.
- **1** = Registered with the DIR in an approved apprenticeship program.
- **2** = Participating in a pre-apprenticeship program approved by DAS.
- **X** = Apprenticeship status unknown or not collected.
- **Y** = College does not offer an apprenticeship program.

DED#	DATA ELEMENT NAME	FORMAT
SB23	**STUDENT-APPRENTICESHIP-STATUS**	**X**
This element identifies students who are registered apprentices or are participating in approved pre-apprenticeship programs.		

Coding	Meaning
0	NOT registered with the Department of Industrial Relations (DIR) or participating in a pre-apprenticeship program approved by the Division of Apprenticeship Standards through a Memorandum of Understanding
1	Registered with the DIR an approved apprenticeship program
2	Participating in a pre-apprenticeship program approved by the Division of Apprenticeship Standards through a Memorandum of Understanding
X	Apprenticeship status unknown / uncollected
Y	College does not offer an apprenticeship program

Definition and Purpose:

- Identifies whether a student is engaged in a state-recognized apprenticeship or pre-apprenticeship pathway.
- Supports accurate reporting to the Chancellor's Office and alignment with statewide workforce and apprenticeship initiatives.
- Enables tracking of apprenticeship participation for funding, accountability, program evaluation, and equity analysis.
- Helps distinguish between registered apprentices, pre-apprentices, and non-apprentice students for programmatic and compliance purposes.

Considerations and Implications:

- Because apprenticeship and pre-apprenticeship designations affect eligibility for certain funding streams, misclassification can lead to reporting errors or missed opportunities.
- Institutions must maintain reliable documentation of student participation and registration status with DAS to ensure accurate coding.
- Incorrect coding may impact accountability metrics, performance reporting, and state or local decision-making related to apprenticeship funding and expansion.

Best Practice:

Ensure this element is populated when an apprentice starts the program. Local systems should flag apprentices at intake and update SB23 = 1 (or SB23 = 2 for pre-apprentices, including California Adult Education Program (CAEP)-funded pre-apprenticeship programs) accordingly. Conduct periodic reviews to clear X (unknown) values.

Optional: Cohort/Attribute Coding

The MIS Data Element Dictionary does not include a single "Cohort Code" element specifically for apprenticeship. However, the term "cohort" is used in various other reporting contexts, such as Perkins, Strong Workforce, or LaunchBoard. IR offices often use local cohort identifiers to track groups of apprentices or pre-apprentices by employer, term, level, or other defined characteristics.

Attribute codes (e.g., local codes or section-level flags) are often used by colleges to tag a section as apprenticeship-eligible or to identify a student as part of an apprenticeship cohort. For example, a district may apply a local section attribute or enrollment flag for registered apprentices.

Purpose:

Cohort or attribute codes help institutions track apprentices within defined program cohorts. They support monitoring progression, funding eligibility, and outcomes such as completion, wage data, job placement. These codes also support local reporting and funding claims, including Related and Supplemental Instruction (RSI) reimbursement.

Best Practice:

Establish a standardized local attribute or cohort code for each apprenticeship or pre-apprenticeship group (e.g., "Employer X 2025 Cohort" or "Level 1 Apprenticeship Spring 2025"). Ensure this attribute is included in local student records and aligned with SB23 status. Work with IR or MIS to build appropriate queries and dashboards. Coordinate with scheduling and registrar staff so that designated apprenticeship sections are properly flagged in the ERP.

Important to Note:

Cohort and attribute coding primarily impacts local data and should be used in addition to, not in place of, the required SB23 student-level coding. Program coordinators should work with IT and IR to ensure that local flagging connects to SB23 MIS reporting.

MAIN APPROACHES TO COURSE CODING

The CB09 Course-SAM-Priority-Code (referred to interchangeably as "CB09" and "SAM") is used to indicate "the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs." CB09 helps the college and state track course type (apprenticeship versus standard CTE), sequence of occupational courses, funding eligibility, and outcomes metrics. For example, SAM codes A, B, and C are used in Perkins and Strong Workforce reporting.

Data Element Name: CB09 COURSE-SAM-PRIORITY-CODE

Format: X (one character)

Code Definitions:

- **A** = Apprenticeship (offered to apprentices only) – must have DAS approval.
- **B** = Advanced Occupational (not limited to apprentices) – advanced stage CTE.
- **C** = Clearly Occupational (entry/mid-level) – courses in occupational programs.
- **D** = Possibly Occupational – beginning occupational or service-type.
- **E** = Non-Occupational – courses not in occupational/CTE pathway.

DED#	DATA ELEMENT NAME	FORMAT
CB09	**COURSE-SAM-PRIORITY-CODE**	**X(01)**
This code is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs.		

Coding	Meaning
A	**Apprenticeship** (offered to apprentices only) The course is designed for an apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards. Some examples of apprenticeship courses are: Carpentry, Plumbing and Electrician.
B	**Advanced Occupational** (not limited to apprentices) Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. The course may be a "capstone course" that is taken as the last requirement for a career technical education program. Priority letter "B" should be assigned sparingly; in most cases no more than two courses in any one program should be labeled "B". Each "B" level course must have a "C" level prerequisite in the same program area. Some examples of "B" level courses are: Dental Pathology, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.
C	**Clearly Occupational** (but not advanced) Courses will generally be taken by students in the middle stages of their rograms and should be of difficulty level sufficient to detract "drop-ins". A "C" level course may be offered in several occupational programs within a broad area such as business or agriculture. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills. Some examples of "C" level courses are: Soils, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Small Business Management, Advanced Keyboarding, Technical Engineering.
D	**Possibly Occupational** "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational Programs. Some examples of "D" level courses are: Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Keyboarding (Beginning or Intermediate), Accounting (Beginning).
E	**Non-Occupational** These courses are non-occupational.

Best Practice:

Ensure your curriculum committee reviews the SAM code assignment and that it aligns with the program goals and reporting requirements.

Approach 1: SAM-A (Apprenticeship-Only) Courses

Definition and Purpose:

A code of "A" under CB09 designates: Apprenticeship (offered to apprentices only) – the course is designed for a RAP and must have approval from DAS. In practice, many apprenticeship programs develop their own dedicated courses restricted to registered apprentices and coded CB09 = A.

Benefits of SAM-A courses include simplified tracking via course coding, the ability to apply apprenticeship-specific approval/funding (e.g., RSI hours), and eligibility for apprenticeship minimum qualifications under Title 5 § 53413.

SAM-A courses are often structured so that standard student fees do not apply, depending on local ERP configuration and funding status. Note, all students enrolled in a SAM-A course should be codded as SB23 = 1.

Considerations and Implications:

- Creating separate SAM-A courses will increase the number of courses in your catalog. These courses must be maintained through curriculum review, program review, and Student Learning Outcomes (SLO) assessment.
- Instructor minimum qualifications for apprenticeship courses and associated curriculum must align with Title 5 standards (e.g., § 53413), which may differ from standard CTE courses.
- For smaller apprenticeship programs, maintaining separate courses may create additional administrative burden.

When this Approach is Recommended:

- When the institution has a DAS-approved RAP with a robust cohort of apprentices.
- When course enrollment is restricted to apprentices for simplified reporting and tracking.
- When apprenticeship-specific funding (e.g., RSI or apportionment) or fee waivers apply.

Approach 2: Enrolling Apprentices in Non-SAM-A Courses

Definition and Purpose:

Apprentices can be enrolled in standard CTE or other credit courses that are coded SAM-B, C, D, or E. These courses can still count towards the apprenticeship or RSI pathway even if they are not coded as SAM-A. Enrollment limitations do not apply in these cases.

Considerations and Implications:

- Because the course is not restricted to apprentices only, mixed enrollment of apprentices and non-apprentices may complicate tracking.

- If the course is non-SAM-A, fee waivers or apprenticeship-specific funding/RSI tracking may require additional local processes. For example, external tracking of hours may be required.

When this Approach is Recommended:

- When the apprenticeship program is smaller or integrated within broader CTE offerings and requires additional flexibility.
- When mixed-enrollment CTE courses include apprentices.
- When administrative systems are in place to track apprentice status and hours in mixed-enrollment sections.
- When minimizing extra catalog/course overhead.

Summary Comparison: SAM-A Course vs. Non-SAM-A Course Approach

Feature	SAM-A Course Approach	Non-SAM-A Course Approach
Course is restricted to apprentices only	Yes, designed for apprentices and coded CB09 = A	Possibly, but not required; mixed enrollment allowed
Easier tracking of apprentices via course code	Yes, all sections with CB09 = A are apprenticeship-only	More work required (need local tags)
Student fee waiver/apprenticeship funding clarity	Yes, typical in apprenticeship-only sections	Must ensure local processes to apply waiver/funding
Catalog/course overhead (curriculum, review)	Higher overhead, many specific apprenticeship courses	Lower, use existing CTE courses
Flexibility (apprentices in general CTE courses)	Less flexible, apprentices limited to those courses	More flexible, integrate apprentices into standard CTE
Alignment with DAS program structure	Often aligns cleanly	Need careful mapping and tracking that the standard courses fulfil apprenticeship curriculum

If your college has the capacity and administrative support, the SAM-A approach can simplify tracking and align well with apprenticeship requirements. If you prefer flexibility and integration with broader CTE offerings, enrolling apprentices into non-SAM-A courses is feasible but you must ensure you have the local systems to tag, track, and report these appropriately.

BEST PRACTICES

Apprentice Coding

- Incorporate apprentice coding into orientation and registration procedures. Ensure apprentices have the correct SB23 code in your ERP.
- Coordinate with MIS and IR to build queries and dashboards that combine SB23 status, CB09 coding, cohort or attribute codes, and outcome measures.
- Ensure apprentices are clearly identified in the student information system so advising, orientation, and support services can be tailored.
- Revisit coding each term to verify that SB23 values are accurate and cohort or attribute tags are applied consistently.

Course Coding

- Review your course inventory: Identify which courses should be coded SAM-A or non-SAM-A. Work with your curriculum committee to assign correct SAM codes and document rationale. For SAM-A courses, ensure your apprenticeship program is DAS-approved, and that the classroom instruction component is properly mapped (e.g., RSI hours).
- Catalog clarity: For courses coded SAM-A, ensure the catalog language indicates “Restricted to apprentices in the XXX program” so that scheduling and registration align. For non-SAM-A courses enrolling apprentices, consider noting in catalog or schedule that apprentices may enroll via sponsorship or employer and that fee waiver may apply.
- Monitor enrollment and attendance tracking: For apprenticeship courses coded SAM-A, positive attendance method may apply. For non-SAM-A courses that include apprentices, ensure you have additional tracking of RSI hours, on-the-job hours, etc.
- Regular audits and quality assurance: Because apprenticeship coding is subject to audit, retain documentation of apprentice registration, Memorandum of Understanding (MOU) for pre-apprenticeship, instructor minimum qualifications, hours, etc. Note that all students enrolled in apprenticeship coded classes (SAM = A) must also be flagged as apprentices at the student level (SB23 = 1).
- Continuous review: Revisit your coding each term to verify that CB09 codes remain valid and are applied consistently.

NEXT STEPS FOR COLLEGES

- Conduct a gap analysis: Review all current apprenticeship and pre-apprenticeship related programs and courses. Identify which are coded CB09 = A.
- Meet with the curriculum committee: Propose revisions where necessary to ensure SAM codes correctly reflect apprenticeship status.
- Update institutional procedures: Develop/update policies for apprentices registration, SB23 entry and maintenance, CB09 and SB23 alignment, fee waivers application, RSI hour records, and attendance tracking. **Ensure every registered pre-apprentice and apprentice is coded using SB23. It is highly recommended to assign a primary point of contact at each college to oversee this process to ensure uniformity and accuracy.**
- Communicate to stakeholders: Inform faculty, department chairs, scheduling staff, registrars, and employers about how apprenticeship/pre-apprenticeship coding will work (e.g., SAM codes, student status tags, cohort codes, fee waivers).
- Establish/coordinate with employer partners: For each registered apprenticeship program, verify DAS approval, MOU, on-the-job training hours, and classroom instruction mapping.
- Build or refine local cohort/attribute coding infrastructure: If using cohort coding in addition to SB23, work with enrollment management, IR, and IT/ERP to define a standard coding or flagging mechanism for apprentices and pre-apprentices (e.g., a field in the student record, a cohort code for the term, an attribute flag on the section schedule).
- Develop MIS/IR queries and dashboards: Create reports that allow your institution to monitor number of apprentices (SB23 = 1), number of pre-apprentices (SB23 = 2), enrollment in SAM-A versus non-SAM-A courses, cohort progression, completions, and job placements.
- Implement training and documentation: Provide training materials for users of the ERP/MIS on how to apply SB23, SAM codes (CB09), cohort/attribute flags, and how to pull reports. Keep documentation for audit readiness.
- Audit readiness review: Ensure you have documentation for each apprenticeship program section (attendance records, instructor minimum qualifications, RSI hours, employer agreements) in case of audit.
- Review and refine after one cycle: After one full term of implementation, review how the coding and tracking worked. Identify where apprentices may have been mis-tagged, where fee waivers did not apply, or where tracking broke down. Adjust procedures accordingly.

COMMON ACRONYMS AND DEFINITIONS

Term	Definition
CB09/SAM Code	The Course - Student Accountability Model - Priority - Code. This code is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs.
Division of Apprenticeship Standards (DAS)	A division within the California Department of Industrial Relations that oversees apprenticeship and pre-apprenticeship programs, approves standards, tracks apprentices, and ensures program compliance.
U.S. Department of Labor (DOL)	A division within the federal government that oversees the approval of apprenticeship standards for RAPs.
Enterprise Resource Planning (ERP)	ERP (Enterprise Resource Planning) systems are used across various industries. ERP tools share a common process and data model, covering broad and deep operational end-to-end processes, such as those found in finance, HR, distribution, manufacturing, service, and the supply chain.
Department of Industrial Relations (DIR)	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 their employers comply with state labor laws. DIR is housed within the Labor & Workforce Development Agency.
Management Information Systems (MIS)	The data collected by MIS provides accountability for the functioning of the California Community Colleges to governing bodies and drives funding. MIS data supports accountability in the form of the DataVista, the annual State of the System report, and various reporting to the Legislature and Governor.
Registered Apprenticeship Program (RAP)	An earn and learn program model that combines classroom instruction with paid, on-the-job training that has been validated by DAS or DOL.
Related and Supplemental Instruction (RSI)	Classroom-based learning delivered by LEAs that complements the on-the-job training apprentices receive from their employers.
SB23	The Student Basic Data Record's Student Apprenticeship Status Code. This identifies students who are registered apprentices or are participating in approved preapprenticeship programs.