

APPRENTICESHIP

*Preserving institutional knowledge while
growing the next generation of talent*



Safety First!

CALIFORNIA APPRENTICESHIP COUNCIL

First Quarter 2012

SAFETY FIRST: APPRENTICESHIP TRAINING CAN HELP PREVENT INJURIES



Christine Baker, Director,
Department of Industrial
Relations

As apprenticeship programs expand into new industries, a major benefit to employers and workers will be a reduction in injuries.

Apprenticeship programs have been an important avenue for young workers to train for well-paying, important careers.

Less well known is the attention paid during apprenticeship training to teaching important lessons about occupational safety, OSHA requirements, and the role of teamwork in construction safety.

Construction remains one of the most dangerous occupations because of the inherently high risk associated with the industry.

However, highly trained workers have been historically safer, probably due to the training delivered as part of the apprenticeship program.

The greater level of safety is reflected in the lower workers' compensation rates paid by construction employers that operate joint and or unilateral apprenticeship training programs

under the direction of the Division of Apprenticeship Standards.

As apprenticeship programs expand into new industries, a major benefit to employers and workers will be a reduction in injuries.

Not only is apprenticeship the vehicle to train a skilled work force, but also the vehicle to reduce injuries through safety training, and to reduce workers' compensation costs.

Happy New Year!

While the new year brings challenges, what better pursuit could we engage in? I'm proud of California's apprentices and the apprenticeship system that prepares our future workforce for satisfying careers that provide good benefits and wages. We hope you enjoy reading about them in the pages that follow, and that you find these success stories as inspiring as I do.

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Cover illustration
by Nicolas Burgos

APPRENTICESHIP GOALS & PRIORITIES FOR 2012



Diane Ravnik, DAS Chief

My top priority is to increase employment opportunities for existing apprentices, and to create new employment opportunities for apprentices yet to be.

As we start the new year, I begin my first full year as Chief of DAS. Over the preceding four months I have had the opportunity to meet with apprenticeship program sponsors, coordinators, and DAS staff at headquarters and around the state at our five field offices to assess the current state of DAS, and to establish my own goals and priorities for the year ahead.

With its 56,000 apprentices and a reputation built over 70 years, California's premier apprenticeship system remains the largest and most respected in America. But like the rest of the country, we are affected by a difficult economy and the loss of employment opportunities for our apprentices and journey-level workers.

California's labor code sets out the charge for every DAS Chief "to foster, promote and develop the welfare of the apprentice and industry . . . and advance their opportunities for profitable employment." That charge is all the more important in these difficult economic times, and it is my top priority: to increase employment opportunities for existing apprentices, and to create new employment opportunities for apprentices yet to be, in industries and occupations that until now have not used apprenticeship to build a skilled work force.

Another top priority is to advance and enhance opportunities for apprentices currently registered in the building trades by vigorously enforcing the law requiring employment of apprentices on all California public works projects.

Toward that end, I have recently elevated our Public Works Unit and its director, Pacia Parker, to the level of Area Administrator, report-

ing directly to me. Pacia has some 30 years of experience enforcing apprenticeship law in both the public and private sectors, but more importantly, she and her staff have the commitment and dedication to get the job done.

During 2011, the Public Works Unit more than tripled the collection of fines and penalties assessed against violating contractors over the previous year from \$129,000 to \$386,000 and captured lost training fund contributions. Strict enforcement can be a powerful deterrent against contractor misbehavior, encouraging future compliance with the law and greater employment opportunities for our apprentices.

Public works enforcement was also strengthened by recent changes to apprenticeship law initiated by the CAC. First, starting in 2009, was the requirement that contractors on public works jobs must request apprentices of ALL committees in their local area and craft—not just one. And starting just this year, changes to section 230.1 of the California Code of Regulations require contractors seeking apprentices to request a dispatch of at least eight hours in most cases. Both requirements help thwart the circumvention of apprenticeship law by unscrupulous contractors, level the playing field for our participating contractors, and most importantly, provide employment opportunities for our state's apprentices—as the law was designed to do.

Therefore, at DAS, we resolve to make continued vigorous enforcement of laws regarding employing apprentices on all public works jobs a top priority in the coming year.

BUILDING BRIDGES WITH APPRENTICESHIP



Scott Gordon, CAC 2012 Chair

I hope the new year brings positive changes—we need to be a community that deeply believes in apprenticeship and its goals. Apprenticeship programs should be diligently graduating apprentices and we should all commit to compliance and enforcement.

I am honored to serve as the California Apprenticeship Council Chairman for 2012. I've worked in the construction industry my entire life, spending vacations and holidays as a laborer during my high school and college years. After graduating from Santa Clara University, I built a career in the construction industry.

I have held many positions, including laborer, carpenter, Operations Manager for Hardy & Harper Asphalt Paving, AGC District Manager, and Trustee for the Laborers Training & Retraining Trust. The need for a safe, skilled and productive workforce trained in state laws, codes and regulations encouraged me to join the Laborers Training & Retraining Trust in 2000 as Executive Director.

Empowering people through training and providing them with the opportunity for a dignified and sustainable life has been my privilege for the last eleven years—the best years of my life. It was my need, as a Trustee, for a safe, well-trained, skilled and productive workforce, that encouraged me to be part of the Laborers Training Trust.

Back in 1995, membership retention was at 18 percent; today, even in these difficult times, we retain 80 percent of our members and we train them to enhance their skills using curriculum guided by state laws, codes and regulations, and developed by subject matter experts. Training has been the engine that keeps us up to speed with our customers.

At every annual apprenticeship graduation we challenge our graduates to look at their futures; having invested greatly in them, we want to know how they plan to apply their skills. In fact, our annual Alumni Dinner serves as the platform for former graduates to share the stories of how their lives have progressed since graduation. We make these events memorable with special guests such as U.S. Secretary of Labor, Hilda L. Solis, and Governor Jerry Brown, both of whom have witnessed the model citizens the Laborers Apprenticeship Program has produced.

I hope the new year brings positive changes—we need to be a community that deeply believes in apprenticeship and its goals. Apprenticeship programs should be diligently graduating apprentices and we should all commit to compliance and enforcement.

My role as Chairman of the CAC is to facilitate the four at-large meetings. Our newly-streamlined two-day meetings will necessitate a commitment to maintain our schedule and focus on our goals.

I hope that in 2012 bridges are built and reinforced within our community. I would like to extend best wishes to our leaders and each of the commissioners on this CAC. May this be a year in which we can be proud of the role we played in rebuilding the great State of California.

Yours in building better opportunities for our families and communities. —Scott

LEARNING, OPPORTUNITY, WAGES & BENEFITS



“ I am currently a third-year Apprentice for DC16 Local Union 169 Glaziers out of Oakland, CA. I joined the glazing trade in 2008, working with my brother-in-law as nonunion drywall finisher. After three and a half years, I realized that working long hours for straight time and no benefits was not fair. My grandfather and two of my uncles are members of the Glaziers Union, so I joined the glazing trade. Working in the glazing trade has been great to me—with learning, better wages, and benefits for my family. I’m thankful that I made the decision to join the Glaziers Union because it is a lifelong career that supports my family and me.

Robert Conrad, 29, Apprentice Glazier, Oakland



“ I was born in Mexico City, Mexico, and moved here when I was 2 years old. I am currently a third-year apprentice for DC16 Local Union 741 Painters and Decorators out of Martinez, CA. I joined the Painters Union in 2008 after working in a warehouse building doors. It got slow and I was looking for work, so my brother-in-law, who was in the Painters Union, talked me into joining. Coming into the trade with some mural experience helped me to catch on quickly. Being a painter has given me a career to support myself and my family with good wages and benefits. As a painter working for Joe Darden Painting, I’ve been able to pursue my passion: painting murals. Having an owner like Joe, who believes in me and is willing to give me an opportunity, has been great.

Antony Ledesma, 27, Apprentice Painter & Decorator, Martinez



“ I was born in Laos and moved here when I was 12 years old. I am currently a fourth-year apprentice getting ready to become a journeyman with DC16 Local Union 12 Floor Coverers out of Oakland CA. I joined the Floor Coverers in 2007 after working two jobs, one as a security guard at a retirement home and the other as a book binder for U.C. Berkeley. My friend told me about the Union and that he worked as a glazier. I didn’t know anything about the trade so I went to the Local Union to apply. They told me about the different trades, and I signed up to become a Floor Coverer. The Floor Coverers Union has been good to me. I’ve been able to take care of my family with benefits and a good wage. Having an apprenticeship with a training center that teaches me the trade and betters my career has been great. Getting knowledge and an education while being paid has been a blessing.

Vanthong Sengvongdeuane, 43, Apprentice Floor Coverer, Oakland

THERMOLYSIS SKILLS IN DEMAND



Cheryl Conway, Electrologist

Cheryl Conway, a California state licensed electrologist, has been using the Thermolysis procedure for permanent hair removal for 20 years. She studied and practiced in Philadelphia, PA, working with institutions such as the University of Pennsylvania and Children’s Hospital. Cheryl relocated to California and started her practice in 1998. She has worked closely with local physicians and estheticians.



Vanessa Coronado, Electrology Apprentice Graduate

Vanessa Coronado, of Oxnard CA, has successfully completed the training and passed the licensure examination from the State Board of Cosmetology to become the second apprentice of Electrology in the state of California. Aunika Straton is a current student enrolled in the program and will become the next graduate of Apprenticeship.



Aunika Straton, Electrology Apprentice

Established by Cheryl Conway, owner of Hair Free Forever in Ventura, CA, with the support of the Division of Apprenticeship Standards, the Department of Education, and the local education agency, Hacienda La Puente Unified School District, the program teaches students the highly specialized procedure of Thermolysis for permanent hair removal.

Ms. Conway explained, “I also learned as an apprentice, more than 20 years ago, and find it an exceptional way to achieve the skills needed to perform the technique. An apprenticeship program provides the student with personalized attention they may not otherwise receive, and allows them to develop at an accelerated pace.”

The Thermolysis procedure offers the patient FDA approved, medically proven, safe and effective permanent removal of unwanted hair.

“While some patients seek our services for purely cosmetic reasons, we receive many referrals from dermatologists, to treat severe cases of infected hair follicles and also from endocrinologists, for conditions that cause symptoms of hirsutism. This procedure provides a vital opportunity to students who want to pursue a career in this field, to help those afflicted with the serious and embarrassing problem of excess hair growth.”

Apprenticeship is one way to generate more education and experience for the student and promote a renewed interest in the profession of Thermolysis.

Yet, there are not enough qualified practitioners to accommodate patients seeking treatment options. The shortage of schools combined with the dwindling number of students is part of the problem. Apprenticeship is one way to generate more education and experience for the student and promote a renewed interest in the profession of Thermolysis.

To learn more about permanent hair removal with Thermolysis, visit www.hairfreeforever.net

ROBERT STUART, ABC NATIONAL INSTRUCTOR OF THE YEAR

Robert Stuart's career as an electrician began 13 years ago, when he was a sophomore in high school. What began as a teenager earning extra money landscaping neighbors' yards turned into a lifelong career when one of his neighbors, the owner of Stronghold Engineering, Inc., hired him as a shop assistant.

When Robert was a junior in high school, his mentor encouraged him to compete at the Associated Builders and Contractors (ABC) Southern California Chapter's Craft Championship competition. He became an ABC electrical apprentice in 1999, and competed in the 2001 and 2002 competitions, placing second both years.

Robert has enjoyed every second of the experience he has gained working as an apprentice electrician, a journeyman electrician and currently, electrical foreman and general superintendent for Stronghold. Robert's past 13 years in the electrical industry have made him the well-rounded, experienced electrician he is today.

To give back to his trade, and recognizing that his past successes were all due to his apprenticeship training, upon graduating in 2003 Robert came back to ABC in a very different capacity: first as an electrical lab technician and later as an electrical instructor.

Wanting to do more for his students, Robert joined the ABC Craft Championships committee, and as been its Chairman for the past four years. In 2011 he was also a judge at the ABC National Craft Championship competition.

Robert's love for the industry motivates him to teach and train others the way he was taught, and he strives to impart that joy and enthusiasm to his students. Seeing students excited about learning



new and better ways to do their jobs is what motivates him. Watching students progress from having no knowledge of the concepts or theories he teaches, to the point where it all seems to click for them, is what keeps him wanting to be an even better instructor.

Teaching allows Robert to stay current with the latest trends in the industry. He has a thirst for knowledge which drives him to continually educate himself in the field and helps him to quickly react and respond with confidence to the many questions his students constantly ask.

Always recognized by Stronghold for his exceptional work ethic and superior electrical skills, in March, 2011, Robert received a new honor: he was selected as the ABC National Instructor of the Year out of the thousands of eligible active instructors.

Robert Stuart is a true inspiration to apprenticeship, the electrical trade, and the thousands of construction craft professionals that he so proudly represents.

ABC Instructor and General Superintendent electrician Robert Stuart

Robert's love for the industry motivates him to teach and train others the way he was taught, and he strives to impart that joy and enthusiasm to his students.

HOW CDE PROMOTES CAREER TECHNICAL EDUCATION

By John Dunn



John Dunn is an Educational Programs Consultant at the California Department of Education.

Be sure to visit the CITEP blog and sign up for the newsletter on-line at:

<http://citep.wordpress.com>

In the last newsletter I wrote that the California Department of Education (CDE) will be promoting internship and externship opportunities for career technical education (CTE) and academic teachers, and partnering with the apprenticeship community as a whole. Since then, I've been asked how the CDE will do that, and how we support CTE students and teachers throughout California.

CDE decided about 10 years ago to separate careers and industries into fifteen "industry sectors," i.e., agriculture, building trades/construction, marketing, health sciences and manufacturing. What used to be called "industrial technology education" was split into five sectors: building trades/construction; engineering and design; energy and utilities; manufacturing design; and transportation. Most of the occupations in California apprenticeship programs are in these five sectors.

All industry sectors are supported by the Federal Carl D. Perkins grant, which provides funding for existing CTE programs mainly paid for through Regional Occupational Centers/Programs (ROP) monies and district/county general funds. While ROP funds can now be spent on classes other than CTE, ROP programs, courses, instructors and students remain part of the largest delivery system for CTE in California, sending their students to your apprenticeship programs with career skills and training supported by local industry advisory committees.

The California Industrial Technology Education Project (CITEP) in particular supports the five industry technology sectors. Funded by the Perkins grant, it is administered by the Fresno County ROP. An important goal of the project is to bring statewide advisory committees together to give CTE teachers and the CDE current feedback supported by industry's model practices.

Secondly, CITEP provides funding and support for teachers and administrators who want to improve their own knowledge and abilities. While districts struggle with funding for that purpose, CITEP has stepped in to help keep teachers and administrators up-to-date. This year the program sent 10 educators to the Association of Career Technical Education conference and will be sending more to the California Industrial Technology Education Association event in the spring. In addition, this funding will help sponsor educators to attend the CCA in April, enabling more to participate and increasing their awareness of apprenticeship in California.

Exciting new developments in the near future include improved communications with you and other supporters through the CITEP blog and newsletter, as well as a CDE-supported Twitter account for California CTE coming in February.

If you have questions or would like to get involved with your local school district or ROP, please e-mail me at jdunn@cde.ca.gov.

California Community Colleges

TASK FORCE RECOMMENDATIONS WILL BENEFIT STUDENTS

Important changes are in the works at community colleges to improve their effectiveness and efficiency. Members of the apprenticeship community will recognize that many of the practices long used in apprenticeship programs are the basis for this proposed reform, notably a focus on outcomes and a clear plan for required courses to support the educational goal.

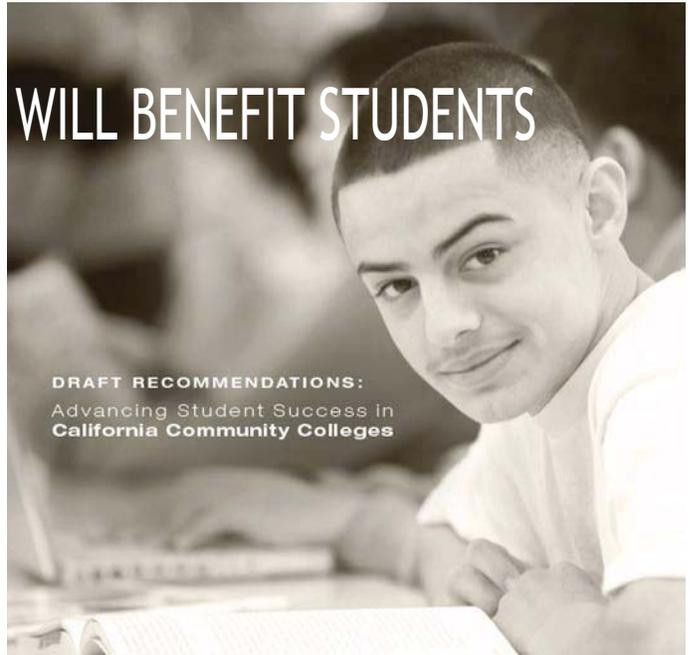
Each year, the California Community Colleges provide instruction to approximately 2.6 million students, representing nearly 25 percent of the nation's community college student population. Supporting apprenticeship and pre-apprenticeship training is part of the career technical education mission of many of the colleges, as well as the mission of transfer-readiness (to 4-year colleges), and basic skills remediation.

Budget cuts by the state and growing concerns about the number of students who successfully navigate educational offerings to a successful completion created a need for change. To address the concerns, a task force of 20 members representing divergent stakeholder groups met for over a year, and recommended 22 changes that would help students attain their educational goals—whether it is to transfer, obtain career preparation or advancement like apprenticeships, or remediate basic skills.

It is anticipated that the report will generate policy, regulatory and legislative change to support more successful student outcomes.

Highlights of the recommendations are below:

- **Start students off right:** Adopt common assessment, placement, mandatory orientation, education plans, and declaration of a program of study for all incoming community college students, including a mandatory student success course for underprepared students;



- **Make progress to completion earlier:** Prioritize enrollment that supports students on pathways to transfer, career technical education, and basic skills;
- **Share information:** Implement and publicize a student success score card offering transparency on progress across milestones and toward degree, certificate completion or transfer—with data disaggregated by race for each college;
- **Put students first:** Innovate basic skills delivery to accelerate progress for students and redirect existing resources through consolidating programs and calling for the allocation of new resources to support student success.

Although initial deliberations of the Task Force included considering merging apprenticeship “Related and Supplemental Instruction” (RSI) funding with other workforce training funding, compelling testimony supported the report’s recommendation to keep RSI funding as a separate budget item. As various recommendations are implemented in the future, the Workforce and Economic Development Division of the California Community Colleges Chancellor’s Office will be vigilant to ensure that apprenticeship programs are served well.

For a full list of task force recommendations, visit:
<http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

Concrete Mason Instructor Isabella M. Montero

APPRENTICE GRAD TEACHES HIGH STANDARDS TO STUDENTS



Isabella M. Montero, Apprenticeship Graduate, Journeyman, and Cement Mason Instructor, at work on the Red Building addition at the Design Center, a West Hollywood showpiece where visitors from around the world will admire its innovative design

Isabella M. Montero has over 15 years of experience performing all phases of work both as a cement mason journeyman and as a cement mason apprentice.

Isabella was registered as a first period cement mason apprentice in June, 1996, and was issued a Certificate of Completion of Apprenticeship by the CAC in January, 2001.

Having distinguished herself in the concrete construction industry as an apprentice and journeyman, Isabella continues to pass on her skills and knowledge as a cement mason instructor, teaching all aspects of concrete construction.

She has also been selected to teach classes in “green” concrete construction, including pervious and polished concrete; pervious concrete allows water to flow through it into the water table, rather than run off to drain into the ocean; polished concrete floors reflect outside ambient light into rooms so lower wattage lamps can be used for indoor lighting.

She makes sure that everyone she teaches learns the value of the brotherhood of her union, and that her students learn to take personal responsibility for the quality of their work.

Deeply committed to her craft as a cement mason, Isabella always holds herself accountable for producing quality work for any company that employs her. She is grateful to everyone who has helped her become the superb craftsman she is.

She makes sure that everyone she teaches learns the value of the brotherhood of her union, and that her students learn to take personal responsibility for the quality of their work.

Isabella would not do another job—even though at first, she didn’t even know what concrete was.

Apprentice Statistics For the quarter ending December 31, 2011

Number of active apprentices	53,838
Number of new registrations and reinstatements	2,373
Number of active women apprentices	3,524
Percent of active apprentices represented by women	6.5%
Percent of active apprentices represented by minorities	50.5%

CTNC PRE-APPRENTICESHIP PROGRAM PREPARES PARTICIPANTS

In today's competitive job market, a new apprentice must be prepared to excel from the moment they step onto a construction site. The wages and benefits that are paid to a first-level apprentice far exceed most entry-level positions. In the Bay Area, beginning carpenter apprentices start out at \$22.50 per hour plus benefits. With those wages come high expectations on the part of the construction companies providing the opportunities. For these reasons pre-apprenticeship programs have become an important step in preparing people for the rigors of an apprenticeship.

The Carpenters Training Committee for Northern California (CTCNC) has been holding mandatory pre-apprenticeship classes since March, 2009. The rigorous nine-week training is designed to help people decide if a career in carpentry is a good choice for them. The curriculum consists of both academic and hands-on training. There is a strong emphasis on both math and construction terminology. Successful participants graduate with eight industry-recognized certifications such as OSHA 10 and Forklift Safety. Students are also introduced to green construction techniques and terminology, as well as basic solar panel installation.

Although the program is relatively new, the CTCNC is seeing improvements in retention of new apprentices, despite the downturn in the construction industry. One of the main goals of the Pre-Apprenticeship program is to improve retention rates. Another goal is to supply CTCNC's partners, the contractors, with a better-prepared and more productive workforce.

The response from the contractors has been positive. Not everyone who enters the challenging field of construction is going to make it, but with the help

of a preparatory class such as Pre-Apprenticeship, one has a much greater chance of success.

Carpenter Apprentice Joy Lam is a great example of how pre-apprenticeship training benefits entry-level construction workers. Joy, a second-year apprentice carpenter living in San Francisco, graduated from the CTCNC Pre-Apprenticeship program and is a proud member of Local 22 in San Francisco. Joy was sponsored into the program by Fine Line Construction.

One of the unique things about Joy is that she holds a Bachelor's degree in economics. Originally from Maryland, Joy moved to San Francisco and was referred by a friend to one of the local community-based organizations that help residents with job placement.

Joy was one of the top students in her Pre-Apprenticeship class and shows a natural talent for carpentry work. When she completes her apprenticeship she hopes to use both her construction skills and her expertise in economics to become a general contractor.

When asked what was surprising about her the first day on the job, she commented that the reality of how dangerous the work can be took some adjustment. She now understands why safety was such an important topic in her Pre-Apprenticeship class.

Joy likes the variety that construction work offers, and feels that the Pre-Apprenticeship class she took at the CTCNC training center in Pleasanton greatly benefitted her as a beginning carpenter.

We are proud to have Joy on our team in San Francisco. She is currently working for Cahill Construction.



Carpenter Apprentice Joy Lam will use her BA in Economics as a general contractor.

In today's competitive job market, a new apprentice must be prepared to excel from the moment they step onto a construction site.

