



APPRENTICESHIP

Preserving Institutional Knowledge While Growing the Next Generation of Talent

CALIFORNIA APPRENTICESHIP COUNCIL

3rd Quarter | 2017



In This Issue



Photo Credit: Summer Elmore

The California Apprenticeship Council Newsletter

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Photo Credit: William Cendak II

Juanita Esquer and Alexis Barba celebrate their pinning ceremony as the first two Registered Nurse graduates from the California Correctional Health Care Services apprenticeship program.



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



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

Graduating Apprentices Continue to Strengthen California Workforce



Christine Baker
Director, Department of
Industrial Relations



Graduating apprentices have the unique advantage of working and gaining experience on their career path while in their programs. Thanks to the apprenticeship “earn while you learn” model, the graduates have already gained first-hand knowledge in their chosen field.

CONGRATULATIONS to all apprentices graduating this year! Graduation is an important milestone in anyone’s life. It is not simply the completion of coursework, it’s the start of a professional journey. The closing of one chapter and the opening of a new one—when an individual begins to build on the foundation of their education.

Graduating apprentices have the unique advantage of working and gaining experience on their career path while in their programs. Thanks to the apprenticeship “earn while you learn” model, the graduates have already gained first-hand knowledge in their chosen field. According to a study done by the California Workforce Development Board, apprentices that graduated in construction trades programs in 2014–2015 earned a median average of \$69,000 per year. This year we have approximately 5,000 apprentices graduating in a variety of trades—carpenters, electricians, welders, sheet metal workers, and the like. This is just one example of the power of apprenticeship: apprentices emerge from their rigorous training with well-paying and sustainable jobs, without student loan debts.

Apprentices thrive not just in building trades but also in many other industries. Our programs continue to innovate and grow as we expand apprenticeship in California. The cover photo features the first two Registered Nurse (RN) apprentice graduates from the California Correctional Health Care Services

apprenticeship program at Stockton Hospital. These two graduates started out as Licensed Vocational Nurses (LVN) working for the state of California. This apprenticeship opportunity allowed them to work part time while earning full time wages. After graduating, they can look forward to a bump up in salary from a bottom range of \$3,659 a month for LVN to \$7,617 for RN. This new program provides registered nurses for state prisons, a sector where recruiting and retaining qualified nurses is essential. We will continue to develop partnerships like this one to bring more apprentices to diverse industries, which will continue California’s momentum to strengthen our workforce and help our economy prosper.

All of those graduating exhibit a well-deserved pride in their accomplishments. They have spent hours in the classroom and on the job, for the past four or five years, to master the knowledge and skill needed to succeed. Programs for apprentices often have smaller classes and this learning environment creates the shared collegial experience of journey-level status in their chosen field. We should recognize all who contribute to our graduating apprentices’ success this year. These graduates’ achievements are celebrated not only by fellow classmates and proud families, but also by program coordinators and instructors. That is what is at the heart of apprenticeship, that today’s apprentices can become tomorrow’s leaders who will be instrumental in training the next generation.

Workforce Development Graduation, see story on page 7



Photo Credit: Morgan Murphy

It's Apprenticeship Graduation Season!



Diane Ravnik
Chief, California Division of
Apprenticeship Standards



We often call apprenticeship “the original 4-year degree,” but apprenticeship offers some significant benefits over the 4-year college degree. Notably, apprentices graduate *with* jobs and *without* any student loan debt, which is a great way to start a successful career!

IT'S APPRENTICESHIP GRADUATION SEASON!

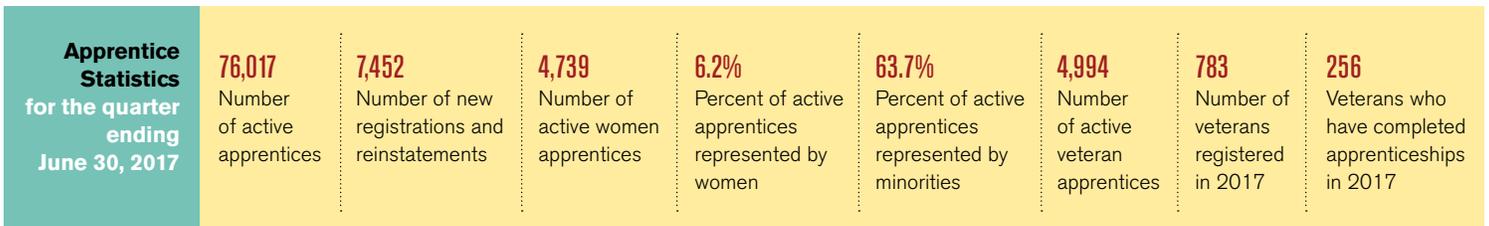
For me, this is the most satisfying and rewarding time of the year—as it reminds me of what, and who, all of us in the apprenticeship community come to work for every day. Our apprenticeship program sponsors do it to sustain the future of their industries; and all of us do it to build the next generation of skilled workers, creating unparalleled opportunities for satisfying and well-paid careers, while helping to build a strong middle-class in our State.

Over the last couple of months I have been honored to attend numerous apprenticeship graduation ceremonies around the state. These graduations are the embodiment of all that is special and unique about registered apprenticeship. They are joyous occasions, of course; with family and loved ones there to join in the celebration—often featuring a dinner at a lovely hotel. We honor the graduates for their discipline, hard work, perseverance and diligence as well as their wise choice to apply for, and enter, their respective apprenticeship programs some 4 or 5 years before. We often call apprenticeship “the original 4-year degree,” but apprenticeship offers some significant benefits over the 4-year college degree. Notably, apprentices graduate *with* jobs and *without* any student loan debt, which is a great way to start a successful career! The graduating apprentices have taken every class together; and have worked with each other, over the course of their often 4 or 5 year apprenticeship programs—creating bonds that last a lifetime, and as they “journey out” they become the next

generation of mentors and trainers for the apprentices behind them.

Our building trades journeymen and women may experience economic ups and downs in their careers as the national economy ebbs and flows but their jobs will never be “outsourced” as we will always need to build and rebuild our infrastructure, roads, bridges, commercial and industrial buildings, homes and schools right here at home. And yes—like our DAS video proclaims—during their careers they will have frequent opportunities to look around their communities and announce, with justifiable pride, “I built that!”

Looking on at these graduation events with pride, are not only the parents and spouses of the graduates but those equally responsible for the graduates’ success, the apprenticeship program sponsors, coordinators, training directors, instructors and JATC and UAC members, most of whom can recall their own apprenticeship graduations. These are the ones who give their time generously, in addition to and after their “day jobs” as employers and union representatives, to insure the success of each of the apprentices in their respective programs. It is selfless, rewarding and satisfying work that members of our California apprenticeship community have been carrying on for the last 78 years, which has made our State’s apprenticeship system the largest and most robust in the nation. This is something we can all take great pride in, as we welcome yet another successful graduating class of new journeymen and women building their own and California’s future. Congratulations, all!



Do You Know How the Pyramids Were Built?



Jim Hussey
2017 Chairperson, California
Apprenticeship Council



NOPE, NO ONE DOES. We know a lot of folks in loincloths did it, but even our best engineers, with the latest technology and equipment, cannot figure out how it was done. How is it possible to lose that knowledge? The same is true for hieroglyphs. Until Napoleon found the Rosetta Stone, no one knew how to read the writing on the walls of those buildings that today are impossible to replicate. How is it possible to lose a language? I believe it's a combination of negligence and a lack of respect for the skill and knowledge of the craftsmen who figured it out so many centuries ago.

Back in the '80s, I visited an old sheet metal shop that had closed. The new owner of the building was emptying the contents of the foreman's office into a dumpster. I stood there aghast as armloads of books were simply tossed away. I reached in and retrieved one small book. It was called "Sheet

Metal Catechism." In it was a wealth of craft knowledge. One example was a chapter with formulas for making flux to join dissimilar metals. Today we use a tube of silicone caulk. It usually fails within a few years. On the other hand, the formulas that were being tossed in the garbage were used to seal flashings on cathedrals that have stood for hundreds of years.

It took generations for our craft professionals to develop those skills and formulas. In the span of my generation alone, it is quite possible those skills may all end up in the dumpster. Just as we have lost the skills used thousands of years ago to build the pyramids, we may well be witnessing the loss of many other skills that got our society all the way to the 21st century.

Why am I concerned? For the last few months we have been asked to look at minimum qualifications for apprentice instructors. We are under pressure to measure apprentice instructors against the criteria used to measure academic instructors. I have no problem discussing whether apprenticeship programs should be encouraged to raise the bar for instructors. But I do have a problem accepting minimum qualifications that bar an experienced craftsman with a wealth of knowledge from passing his/her skill to the next generation.

The core concept behind apprentice training is that of an experienced journeyman passing his/her knowledge on to the next generation. This system has been highly successful for thousands of years. So successful that we are looking at ways to expand apprentice training to many new occupations. Yes, we want apprentice instructors who know how to teach. But as we work to define minimum qualifications for our instructors, I hope we do so in a way that assures the last journeyman who knows how to stack five ton blocks into a pyramid, or how to make his/her own flux, is deemed qualified to pass that knowledge on. Once lost, we may never relearn those skills. I'd truly hate to be on the team who threw that journeyman into the academic dumpster.

Just as we have lost the skills used thousands of years ago to build the pyramids, we may well be witnessing the loss of many other skills that got our society all the way to the 21st century.



Photo Credit: Bob Gumpert

Expanding the Apprenticeship Model



Van Ton-Quinlivan

California Community Colleges
Vice Chancellor of Workforce
& Economic Development and
CAC Commissioner



THE CALIFORNIA COMMUNITY COLLEGE Chancellor's Office's California Apprenticeship Initiative is bringing the apprenticeship earn-and-learn model to new industries and employers across California. Historically, the apprenticeship model has been concentrated in the building trades. To help expand the model into new sectors, the CCCCCO is providing seed money to community colleges to create apprenticeship programs in new sectors.

This year, CCCCCO funded 13 New & Innovative grants to support the creation of registered apprenticeship in sectors that include hospitality, viticulture, and cyber security. In total, the CAI is currently supporting 27 New & Innovative grantees to create registered apprenticeship programs in occupations such as Coach Operator, Food Safety Quality Technician, CNC Machinist, and Lodging Manager. Grantees are working with employers who have identified apprenticeship as a strategy for addressing their human resource challenges. For example, some employers are using the apprenticeship model to prepare a pipeline of trained workers, to fill positions they will need to fill when older workers retire.

Each New & Innovative grantee and

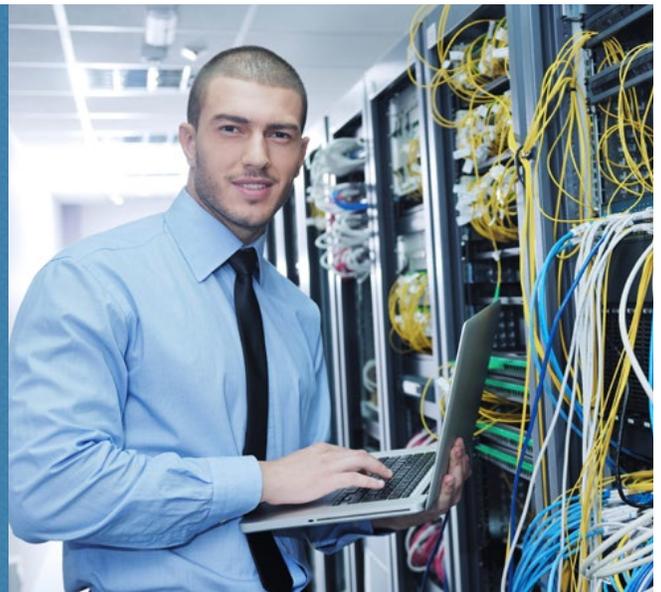
their employer partners works closely with the Division of Apprenticeship Standards to create a set of apprenticeship program standards that helps employers outline the classroom curriculum standards, on-the-job training content, and career ladders for apprentices.

Concurrently CCCCCO is funding 20 Pre-Apprenticeship grants, which are designed to link to Registered Apprenticeship programs to help diversify the pipeline of people applying to registered apprenticeship programs. For example, one current CAI pre-apprenticeship grantee has trained a cohort of all female participants for positions in the construction trades. The program prepares participants for apprenticeships in construction and related fields through instruction and hands-on skill-building in HVAC and electrical systems, and plumbing. It also includes mentorship opportunities where current participants can learn from other women with years of experience working in the construction trades.

Together the two groups of grantees are working to widen the reach of the apprenticeship earn and learn model to help individuals across California prepare for their careers, and to help employers and colleges co-create education and career pathway structures that benefit both employers and students.

Each New & Innovative grantee and their employer

partners works closely with the Division of Apprenticeship Standards to create a set of apprenticeship program standards that helps employers outline the classroom curriculum standards, on-the-job training content, and career ladders for apprentices.



The First Class of Workforce Development Professionals Graduate

SETA apprentices develop innovative ways to train and place job seekers with employers, and will be instrumental in providing statewide leadership.

BRANDON ANDERSON trained as an opera singer, Megan Bailey as a graphic designer and Ira Ayers wanted to write books. Instead, they found themselves unemployed.

Yet each one turned their experience into an advantage, as they climbed the ladder at the Sacramento Employment and Training Agency (SETA) and earned a spot as a job coach. They not only flourished in their new careers, they were singled out for a professional training that got the attention of Sacramento Mayor Darrell Steinberg. They were among 17 graduates of the inaugural Workforce Development Professional Apprenticeship at the College of Continuing Education at Sacramento State. SETA chose staffers with exceptional customer skills for the apprenticeship.

Participants complete 144 hours of classroom instruction that includes business strategies and project management, and 2,080 hours of paid on-the-job training. “They will develop innovative ways to train and place job seekers with employers,” explained Robin Purdy, a program instructor and former SETA manager. “They will be instrumental in providing statewide leadership.” At the graduation, Steinberg thanked the workforce

development professionals for “dedicating their lives in helping others develop their career pathways” and for being an essential link in the city’s economy.

Anderson knew a career in opera was a long shot, and the satisfaction he derived as a job coach was unexpected. He found a niche helping people with disabilities. “I have gained so much higher level learning from this apprenticeship,” Anderson said. “We’re looking to broaden the reach of our coaches across California.”

Bailey left graphic design when the labor market dried up, but her skills came in handy during the apprenticeship. She developed a smartphone app that gave clients another way to communicate with their coaches. “My education is current and well-rounded,” Bailey said. “And now, I feel I have the capacity of being a workforce development leader.” Before the nine-month program ended, the California Workforce Association hired three apprentices, including Anderson and Bailey.

For Ayers, the transition to coaching was a natural progression. He grew up around people struggling to find work. In college, he studied youth delinquency and planned to research and write books. He worked with foster youth and in human resources.

Then, Ayers lost his mother and was unemployed. It took him a couple of years to pull his life together and once at SETA, he fit right in as a job coach. “I tell my clients this is not just a job to me. I let them know I care about them and their successes,” he said. Ayers was nervous going back to school after 20 years but as the apprenticeship progressed, he saw himself grow and change. “We’re helping the economy, not just with the career coaching,” he said. “We’ve learned economic development.”

The Workforce Development Apprenticeship program is a partnership with the Sacramento Employment and Training Agency, California Workforce Association, American Federation of State, County and Municipal Employees, Butte County Office of Education and the College of Continuing Education at Sacramento State.

For more information, please visit <http://www.cce.csus.edu/workforce>.

Instructors Bob Lanter and Robin Purdy present Ira Ayers with his Certificate of Completion



Photo Credit: Morgan Murphy

Congratulations Graduates!

Congratulations to all of the 2017 apprentice graduates celebrating the completion of their rigorous training programs this year! Included are a few of the many graduation ceremonies taking place statewide.



Electrical JATC Graduates in San Joaquin and Calaveras Counties
2017 Graduates



Sacramento/Shasta Butte Area Electrical Training Center & JATC
2017 Graduates

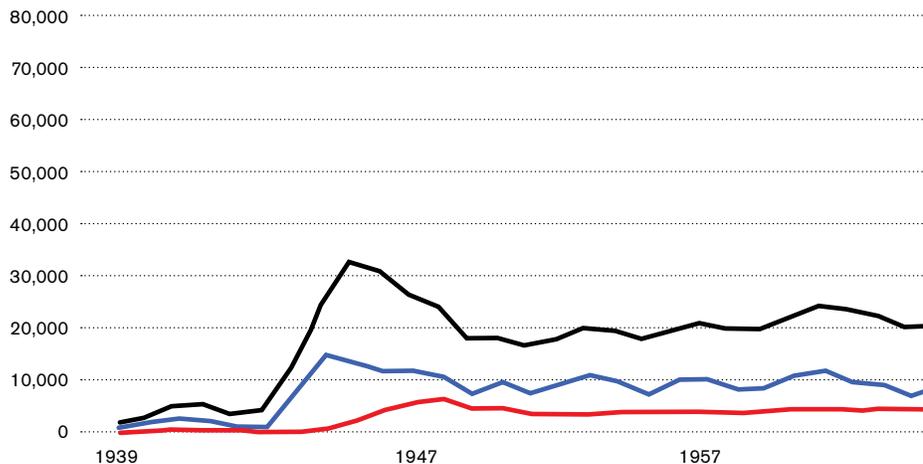


ABC Northern California Chapter
2017 Graduates

California Apprentice Data From Beginning to Present

As of July 1, 2017, the total number of apprentices in California has reached an all-time high since 1939 when the Shelly-Maloney Apprenticeship Act was first enacted. Current apprenticeship enrollment surpasses the 73,920 achieved in 2005 and represents exponential growth of 22,651 more apprentices in just three years, from 2014 to 2017.

-  Total Year Active
-  Total Yearly Indentures
-  Total Completions



**Alameda County Electrical
Trades Program,
Inside Wiremen Class A**
Spring 2017 Graduates



**Alameda County
Electrical Trades Program,
Sound and Communication**
2017 Graduates



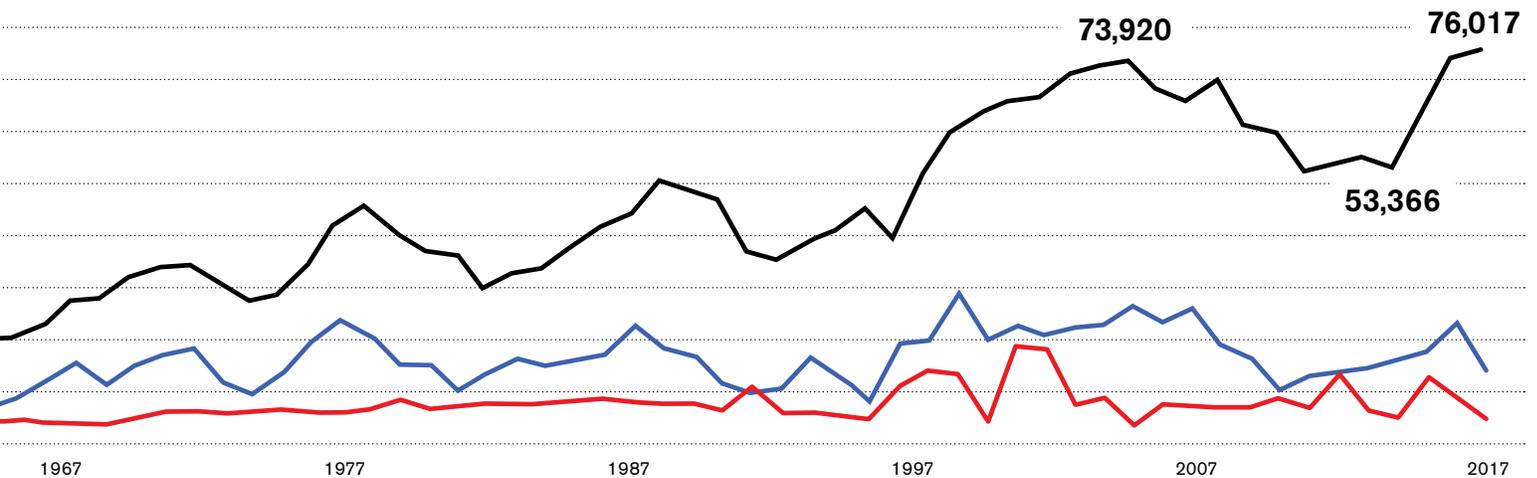
**Alameda County
Electrical Trades Program,
Inside Wiremen
Class B**
Spring 2017 Graduates



**Monterey Bay Area
Tri-County Electrical JATC**
2017 Graduates



Northern California Operating Engineers Local 3 2017 Graduates



Building Bridges 2017: The First U.S. Tradeswomen Delegation in India

Construction in India is the largest non-agricultural form of employment. A construction worker's normal workday is 12 hours, and over 90% of construction workers are classified as informal. This means they are paid cash for their work.

First delegation of U.S. trade-women to India. Author Holly Brown is second from the left.

ON JANUARY 16, 2017, 15 U.S. delegates went to New Delhi. We came from all over the United States: California, Michigan, Missouri, Kansas and Massachusetts. The trades in attendance were operating engineers, carpenters, electricians, laborers and sheet metal workers. Except for one, we have all been through an apprenticeship program. Representing apprentices were 14 women and one man. The women in our group were active with their union or other organizations that supported women, minorities, or their communities.

Part of our mission was to educate officials about how women should have access to high skilled jobs in the industry. We visited New Delhi, Mumbai and Chennai. We met with workers, union leaders, policy makers, social workers, and advocates, and helped build relationships to advance dialogue and try to improve the lives of Indian women working in construction.

On January 17, we went to the VV Giri National Labor Institute in Noida. This was

got started, and struggles with harassment. We had discussions and dialogue with government, trade unions, civil social organizations, academic researchers, senior organization and officers of the National Labor Institute.

Construction in India is the largest non-agricultural form of employment. A construction worker's normal workday is 12 hours, and over 90% of construction workers are classified as informal. This means they are paid cash for their work. Most workers do not know who they are working for and are not put on the working books, so they are not entitled to social benefits.

Next, we went to Mumbai on January 22, for a conference with the Tata Institute of Social Sciences (TISS). We were able to talk with various union advocates and other Mumbai and Pune-based stockholders and give them construction safety and health posters in Marathi, the language of Mumbai. These talks were a big help for us in understanding Indian culture. We discussed apprenticeship, cultural perceptions, harassment, best practices, policy implementations, and the development of women in construction. From this, a more focused conversation emerged concerning why women cannot be masons in India. The Archana Women's Center in Kerala and the Self Employed Women's Association (SEWA), have both trained women in masonry. Even when fully trained to work, there was no work for them.

Our group raised over \$30,000 in funds to help pay for airline tickets to India, rooms, food, vans, etc. We also gave money to various groups to help with women in construction including unions, Mobile Crèches, Archana Women's Centre, TISS, VV Giri National Labor Institute and others. Thanks to everyone that helped with donations to make this all possible. We were not paid to attend this event and we all bought our own airline tickets and took time off from work to be a part of this life changing effort! The delegation is also trying to bring two women from India to the Chicago Women building the Nations Conference in October. The level of hospitality and openness we experienced from the people we met in India was wonderful. These are amazing and resilient people who work hard. This experience was humbling for all of us. I am now more committed to fighting for women's equality worldwide.



Photo Credit: Courtesy of Operating Engineers Local 3 JATC

a two-day conference. The Inaugural address was done by Sri Rajeev Arora, Joint Labor and Employment, Government of India. The only construction workers in attendance from India were two young women. We gave them safety posters that we had made in Hindi and some financial support. The U.S. delegation shared their experiences and successes being skilled union tradeswomen. We talked about equal pay and equal training for women and men. We all talked about our careers, how we

U.S. Marine Encourages Other Vets to Pursue the Electrical Trades

Shippey's advice for new apprentices: "Ask questions—every time a student raises their hand, it gives everyone else in the room an opportunity to better understand the course material."

Raydon Shippey, second year electrical apprentice

RAYDON SHIPPEY is a second year Commercial Apprentice with Western Electrical Contractors Association (WECA), currently working for Contractor Bosley Electric. Before applying to become an apprentice, Raydon performed a lot of "general labor and other miscellaneous work for several years before that. I was interested in trying something new and I wanted the opportunity to take better care of my family." He was also interested in "staying in a construction-related field that would keep me moving, engaged, and working with my hands."

Raydon's first job with Bosley Electric was on the build of a tilt-up UPS warehouse; "It was basically putting to use everything I learned early in my apprenticeship, and I really felt like I was able to hold my own and fit in." Raydon enjoys his work with Bosley Electric, and values the fulfilling, lifelong career he is building through apprenticeship.

He says being punctual, willing to learn, and persistent in his education helps him be a successful apprentice with Bosley. He adds, "I have been employed full-time since I've been with them. And that means I can take care of my family." He recommends apprentices also practice patience with themselves—"The more patient I am with myself, the faster I learn." It helps to have excellent teachers as well. Raydon says, "The instructors at WECA are extremely skilled at helping us visualize and understand concepts that seem beyond our reach. These guys are my heroes." His best piece of advice for new apprentices? "Ask questions—every time a student raises their hand, it gives everyone else in the room an opportunity to better understand the course material."

Raydon is a veteran of the United States Marine Corps and strongly encourages veterans to pursue a career in the electrical trade, adding that it's a promising career path for everyone who enjoys hands-on work. "In a team-based environment it's important that everybody works together to accomplish something. One thing I learned [from my time in the military] is that everyone is different, and a lot of the times the differences that may separate you are insignificant when considering what you are able to accomplish together." He adds, "I am definitely an advocate of the trades being a great place for veterans." Raydon adds that the benefits he receives from the GI Bill are a huge help when it comes to building a career, and encourages all veterans to utilize them.

Raydon is also a 2017 Western Electrical Contractors Education Foundation (WECEF) scholarship recipient, having applied as a WECA apprentice and been chosen for this award to help cover the cost of his books and tools. Raydon, expressing gratitude for his recent WECEF scholarship award, says "It really hit home to see how many people were present in support of our trade, community, apprentices, and hopeful electricians in California...I can't thank everyone enough for giving us the opportunity to develop ourselves. It takes a community to nurture and grow excellence, and I'm very happy to be among such a large group of involved and enthusiastic professionals."



Photo Credit: Courtesy of WECA

Acoustical Installer 'Activity Director 'Aerospace Engineer 'Aerospace Engineering & Operations Technician 'Air Balance and Testing Tech 'Air Balance Testing Technician 'Air Conditioning and Refrigeration Mechanic 'Air Conditioning Mechanic 'Air Conditioning Refrigeration Mechanic 'Air Conditioning Specialist 'Air Conditioning/Refrigeration Mechanic (Maintenance) 'Aircraft Governor Technician 'Aircraft Structure, Surfaces, Rigging, and Systems Assemblers (A/C Installer Mechanic) 'Arson & Bomb Investigator 'Assistant Lineman (LRV) 'Assistant Lineman (Wayside) 'Auto & Truck Body Builder 'Auto Body & Fender Repairer 'Auto Body & Fender Repairman 'Auto Body Repairer Fender 'Auto Machinist 'Auto Mechanic 'Automatic Screw Machine Set Up Operator 'Automatic Screw Machine Set-Up 'Automotive Body Repairer 'Automotive Electrical Repairer 'Automotive Electrician 'Automotive Machinist 'Automotive Mechanic 'Automotive Painter 'Automotive Parts Clerk 'Automotive Radiator Mechanic 'Automotive Radio Repair 'Automotive Technician 'Automotive Technician Specialist - Lead Tech 'Automotive Technician Specialist - Senior Tech 'Automotive Technician Specialist - Tech 'Automotive Technician Specialist - Trainee 'Automotive Upholsterer 'Automotive Upholsterer & Trimmer 'Automotive Upholsterer (Trimmer) 'Automotive/Equipment Mechanic 'Baker 'Barber 'Biomedical Equipment Technician 'Body and Fender 'Boilermaker 'Book Binder 'Brick Tender 'Brick Tender (Hod Carrier) 'Bricklayer 'Bricklayer & Stonemason 'Bricklayer (Construction) 'Bricklayer/Stonemason 'Bridge, Structural, Ornamental and Reinforcing Ironworker 'Broiler Cook 'Building Insulator 'Building Service Engineer 'Bus Mechanic 'C N C Machine Operator 'C.N.C. Machine Technician 'C.N.C. Machinist 'Cabinet Maker 'Cable Splicer 'Cable Splicer - GC 'California Highway Patrol 'California Highway Patrol Officer 'Caltrans Heavy Equipment Mechanic 'Carp Main 'Carpenter 'Carpenter (Maintenance) 'Carpet & Resilient Installer 'Carpet Installer 'Carpet, Linoleum & Resilient Floor Layer 'Carpet, Linoleum & Soft Tile Layer 'Caseworker Specialist 'Caterpillar Dealer Engine Technician 'Caterpillar Dealer Equipment Technician 'Cement Mason 'Chainman 'Chemistry & Radiation Protection Technician 'Chief of Party 'Church Planter 'Cleaner 'Combination Welder 'Commercial Body Builder 'Communication & Instrumentation Mechanic (Electronics Mechanic) 'Communication & Systems (C/S) Installer 'Communication Technician 'Communication Technician (GC) 'Computer Controlled

What Is the California Apprenticeship Council?



Established by the 1939 landmark Shelley-Maloney Apprentice Labor Standards Act, the California Apprenticeship Council sets policy for the Division of Apprenticeship Standards (DAS). The 17-member council is made up of six employer, six employee and two public representatives appointed by the governor, plus one representative each of the chancellor of the California community colleges, superintendent of public instruction, and director of industrial relations as administrator of apprenticeship. The DAS chief serves as secretary to the council, and the division provides staff assistance to the CAC and its subcommittees.

The council meets quarterly in different locales around the state to address issues affecting apprenticeship in California:

- Receives reports from the DAS chief and other cooperating agencies
- Provides policy advice on apprenticeship matters to the administrator of apprenticeship
- Ensures selection procedures are impartially administered to applicants
- Conducts appeals hearings on apprentice agreement disputes, new apprenticeship standards for approval, and apprenticeship program administration
- Adopts regulations carrying out the intent of apprenticeship legislation

'Packaging Technician 'Painter 'Painter (Maintenance) 'Painter I (Maintenance) 'Painter, Decorator 'Paperhanger 'Painter, Paperhanger and Decorator 'Paramedic 'Parking & Highway Improvement Painter (Laborer) 'Parole Agent 'Parole Agent (Field & Institution) 'Parts Person 'Pastry Cook 'Pattern Maker 'Patternmaker Wood 'Pavement Striper 'Photovoltaic Installer 'Pile Driver 'Pipe Fitter 'Pipe Maintainer 'Pipefitter 'Pipefitter/Steamfitter 'Plant Equipment Operator 'Plant Mechanic 'Plant Operator 'Plaster Tender 'Plaster Tender (Hod Carrier) 'Plasterers 'Plumber 'Plumber & Pipefitter 'Plumber (Maintenance) 'Plumber Residential 'Plumber, Service, Repair & Remodel 'Plumber/Pipefitter 'Pointer-Cleaner-Caulker 'Police Officer 'Police Officer I 'Power House Mechanic (Generation Mechanic) 'Power Line Mechanic 'Power Lineman 'Power Plant Control Operator 'Power Plant Mechanic 'Precision Grinding Technician 'Precision Machine Tool Mechanic 'Precision Machining Technician 'Printer 2 'Protective Signal Installer 'Psychiatric Technician 'Radiation & Process Monitor (Traveling) 'Radiator Repairman 'Refrigeration & Air Conditioning Fitter 'Refrigeration & Air Conditioning Mechanic 'Refrigeration & Air Conditioning Mechanic Equipment Service & Maintenance 'Refrigeration & Air Conditioning Service & Repair (Residential and Commercial) 'Refrigeration & Air-Conditioning Mechanic 'Refrigeration And Air Conditioning Fitter 'Refrigeration and Air Conditioning Mechanic 'Refrigeration Fitter 'Refrigeration Fitter & Air-Conditioning Mechanic 'Refrigeration Fitter / Air Conditioning Mechanic 'Refrigeration Mechanic 'Refrigeration Mechanics and Installers 'Refrigeration Unit Mechanic 'Registered Nurse 'Reinforcing Ironworker 'Relays Technician 'Residential Plumber 'Residential Sheet Metal Worker 'Residential Sheet Metal/Service Technician 'Residential Wireman 'Residential/Light Commercial A/C Specialist 'Revenue Maintainer I 'Revenue Maintainer II 'Rigger/Crane Operator 'Rock, Sand & Gravel 'Rodman/Chainman 'Roofer 'Roofer & Waterproofers 'S.C.A.D.A./Telecommunications Technician 'Sanitary Health Technician 'Sausage Maker 'Scaffold & Shoring Erector 'Screw Machine Operator 'Security Officer - Health Services 'Security Officer - Manufacturing and Industrial 'Security Police Officer I 'Security Police Officer II 'Security Police Officer III 'Senior Electronics Technician 'Senior Parts Technician 'Service Advisor, Auto Repair 'Service Technician 'Sheet Metal Experimental Mechanic 'Sheet Metal Service Worker 'Sheet Metal Ship Yard Worker 'Sheet Metal Specialist 'Sheet Metal