



## Orientation to apprenticeship and apprenticeship programs

*Note: This is one in a series of CSBA Construction Management Task Force documents regarding orientation to apprenticeship. Please refer to “orientation to apprenticeship and apprenticeship programs fact sheet” and “Board considerations for orientation to apprenticeship.”*

### What is orientation to apprenticeship?

Orientation to apprenticeships provide basic, introductory training on a particular subject area or offer an overview of several related trades such as construction, health or business. In some areas, orientations to apprenticeship may overlap with internships. Typically, these courses outline the qualifications necessary to enter the specified trade. High school orientation to apprenticeships may be linked to course offering during the regular school day and may include the career technical education standards. The programs may also serve community college students or adults. Typically, at the completion of the program, trainers and program partners may offer career-entry advice and placement to students.

The term pre-apprenticeship is often used to describe an articulated and integrated program that: 1) provides information to students regarding apprenticeship programs; 2) improves reading, writing, and math skills necessary to qualify for an apprenticeship program; and/or 3) offers classroom instructional job training which guides a student to a registered apprenticeship occupation. It should be noted, however, that some trades use the term pre-apprenticeship as a classification of worker. In order to avoid confusion, this policy brief uses “orientation to apprenticeship” rather than “pre-apprenticeship” when referencing a secondary level educational program.<sup>1</sup>

Orientation to apprenticeships helps provide opportunities for students and adults to become aware of academic and career options in a structured paid or unpaid work setting. Programs may vary in their duration, depth, breadth and program partners including school districts, regional occupational centers and programs, community colleges, universities, private businesses, nonprofit agencies and both union and non-union programs/organizations.

### How does an apprenticeship program differ from an orientation to apprenticeship?

Registered apprenticeship programs differ because they include highly specialized, formalized training in one trade and may last from two to six years. Training includes both classroom instruction and on-the-job hours and is often paid employment. In California, program sponsors may prepare apprenticeship standards to be approved by the Chief of the Division of Apprenticeship Standards (DAS) that include all terms and conditions required by the Labor Code, Education Code and other applicable apprenticeship codes. When the apprentice has completed the training, the program hosts a “Turning Out” or commencement ceremony where an apprenticeship receives their Journeyman card.

	Orientation to apprenticeship	Registered apprenticeship
<b>Duration</b>	Varies depending on program design. An orientation to apprenticeship is often a capstone course in a series of courses so may range from two semesters to two to three years. Perkins programs require a minimum of two courses totaling 300 or more hours.	<ul style="list-style-type: none"> <li>• 2-6 years</li> <li>• Programs less than two years are typically classified “training” programs.</li> </ul>
<b>Training type</b>	<ul style="list-style-type: none"> <li>• On the job</li> <li>• Classroom instruction required in Work Experience Education Programs</li> </ul>	<ul style="list-style-type: none"> <li>• On the job</li> <li>• Classroom instruction</li> </ul> <p>Registered apprenticeship programs require 2,000 hours annually of reasonably continuous employment</p>

<sup>1</sup> Orientation to Apprenticeship: A Guide for Educators. California Apprenticeship Council and California Division of Apprenticeship Standards. January 2001. <http://www.dir.ca.gov/CAC/CACPublications.html>

	<b>Orientation to apprenticeship</b>	<b>Registered apprenticeship</b>
<b>Program partners</b>	<p>May include any of the following:</p> <ul style="list-style-type: none"> <li>• School district</li> <li>• Regional Occupational Centers and Programs</li> <li>• Community colleges</li> <li>• Higher education institutions</li> <li>• Adult schools</li> <li>• Union and non-union sponsors</li> <li>• Business and industry employer sponsors</li> </ul>	<p>May include any of the following:</p> <ul style="list-style-type: none"> <li>• School district</li> <li>• Regional Occupational Centers and Programs</li> <li>• Community colleges</li> <li>• Higher education institutions</li> <li>• Adult schools</li> <li>• Union and non-union sponsors</li> <li>• Business and industry employer sponsors</li> </ul>
<b>Payment</b>	Typically unpaid (Work Experience Education: paid or unpaid)	Typically paid, many with benefits
<b>Focus</b>	One career pathway or an overview of several related job titles (e.g., building trades and construction careers, health careers or business careers)	One craft or trade
<b>Regulation and oversight</b>	Pre-apprenticeship programs are typically monitored solely by the institution offering the program (school district, community college, etc.)	The California Apprenticeship Council provides policy advice on apprenticeship matters to the director of industrial relations, issues, rules and regulations on specific apprenticeship subjects to be published in the California Code of Regulations, and conducts appeals hearings. Registered apprenticeship programs work with and are monitored by the Division of Apprenticeship Standards (DAS)

## Resources

*Carl D. Perkins Vocational and Technical Education Act of 1998.* An overview of the federal act can be found at <http://www.ed.gov/offices/OVAE/CTE/legis.html>.

*The Evolution of Career and Technical Education in California.* This July 2005 Ed Source study outlines the history of career and technical education and current funding opportunities. The brief may be found at <http://www.edsource.org/pdf/ca-reertech05.pdf>.

*Governance Matters: The School Board Guide to Reinvigorating High Schools* produced by CSBA's High School Task Force and the Policy Analysis Department, addresses areas around reform for school board members and superintendents with a focus on effective governance and student achievement. See [http://www.csba.org/pa/hs\\_reform\\_06.pdf](http://www.csba.org/pa/hs_reform_06.pdf)

*Link Students' Out-of-School Learning Experiences to Classroom Learning* from Vishner's 1999 "Key High School Reform Strategies" is a collection of examples of out-of-school learning with corresponding research.

*Orientation to Apprenticeship: A Guide for Educators.* The California Apprenticeship Council and California Division of Apprenticeship Standards collaborated in January 2001 to produce this guide to introduce educators to career opportunities for students in apprenticeable occupations. See <http://www.dir.ca.gov/DAS/apprenticeship.pdf>

*We Build' Local Worker Program* an overview of the Los Angeles Unified School District's program that offers local residents training in construction fields. A complete program overview can be found at <http://www.laschools.org>.

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The California School Boards Association's Construction Management Task Force provides districts with policy briefs and fact sheets on construction related issues. District staff and Governing Boards should use this information as a resource when making local decisions. These documents are provided for informational purposes only and are not a substitute for legal advice from school districts legal counsel. Districts should obtain independent legal advice and review when necessary.

If you have any questions, please contact CSBA Policy Services at (800) 266-3382 or via e-mail [policy@csba.org](mailto:policy@csba.org)

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