

FEBRUARY 2025

Building Apprenticeship Capacity

San Diego & Imperial Counties

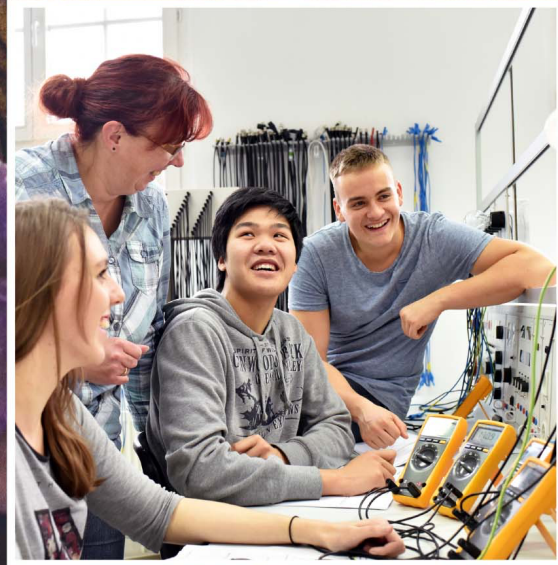


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Executive Summary

Building on the findings from the 2024 report, **Opportunities for Apprenticeships in San Diego and Imperial Counties**, this study provides an updated analysis of registered apprenticeship programs in the region. In the original report, the San Diego & Imperial Center of Excellence (COE) highlighted the need to expand equitable apprenticeship opportunities, particularly in high-wage, high-demand occupations, to support California’s goal of training 500,000 registered apprentices by 2029. While there has been some progress since then, significant barriers remain, such as limited program data and underrepresentation of females in registered apprenticeships.

The most concerning issue is that apprenticeship program growth has not kept pace with state and regional goals. While state and regional funds are available to develop apprenticeship programs, the San Diego & Imperial Center of Excellence found that the primary bottleneck for expanding apprenticeships is the lack of capacity within the San Diego and Imperial Counties Community Colleges.

Unlike the previous report, which emphasized multiple program opportunities and strategies, this report provides a singular, actionable recommendation: **Each college should establish an apprenticeship lead.**

This lead would be responsible for securing apprenticeship funding and coordinating with partners to develop apprenticeship programs. Without dedicated leadership, the region will continue to underutilize critical funding sources, such as the California Apprenticeship Initiative (CAI), California Opportunity Youth Apprenticeship (COYA), and the Related and Supplemental Instruction (RSI) Program.¹ The apprenticeship lead would also work with the San Diego & Imperial Counties Community Colleges Regional Consortium to braid² or leverage Strong Workforce Program (SWP) funds³ and support the creation of new and innovative apprenticeship and pre-apprenticeship programs.

Without a dedicated apprenticeship lead or staff member to oversee these efforts, the recommendations from the 2024 report—including the development of new programs, increased participation from underrepresented groups, enhanced collaboration with state and regional partners, and improved program data tracking—will remain unrealized. **Without such leadership at each college, the region is unlikely to meet its apprenticeship goals.**

¹ cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship

² “Braiding” occurs when multiple funding streams separately and simultaneously provide specific services.

³ sdiregionalconsortium.org/strong-workforce-program/rfas

Introduction

Apprenticeships are a proven work-based learning model where individuals earn wages while acquiring valuable skills, certifications, and professional networks. For employers, apprenticeships provide a strategic way to build a skilled workforce through structured partnerships. With clearly defined job expectations and learning goals, these programs offer both learners and employers a pathway to success.⁴

California has a goal of 500,000 registered apprentices by 2029



In California, apprenticeships are a crucial part of both workforce and education strategies. Recognizing their importance, Governor Gavin Newsom set a goal in 2018 to expand the state’s apprenticeship system to 500,000 participants by 2029 as part of his plan to close the state’s income gap.⁵ To support this goal, the Division of Apprenticeship Standards (DAS) created the California Opportunity Youth Apprenticeship (COYA) fund to develop and test innovative strategies that increase opportunity youth’s participation in pre-apprenticeship and apprenticeship programs.⁶ Similarly, the California Community Colleges Chancellor’s Office (CCCCO) prioritizes apprenticeships with investments such as the California Apprenticeship Initiative (CAI) New and Innovative (N&I) Grant Program. This program supports the creation or expansion of apprenticeship programs in priority or emerging industries where apprenticeship training is underdeveloped.⁷ The Chancellor’s Office also allocates ongoing funds through the Related and Supplemental Instruction (RSI) Program, which reimburses Community College Districts (CCDs) and K-12 Local Education Agencies (LEAs) for apprentices enrolled in approved courses, in line with California Labor Code Section 3074.⁸

⁴ coecc.net/san-diego-imperial/2024/02/opportunities-for-apprenticeships-in-san-diego-imperial-counties

⁵ “The Road to 500,000 Apprentices: Ideas for Expanding Apprenticeship in California,” *New America*, accessed February 6, 2024, newamerica.org/education-policy/reports/road-500000-apprentices/introduction.

⁶ dir.ca.gov/das/Grants/California-Youth-Apprenticeship-Grant.html

⁷ cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship

⁸ cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship

At the regional level, the San Diego & Imperial Counties Community Colleges Regional Consortium supports apprenticeship growth through robust employer engagement, individualized technical assistance, and Strong Workforce Program (SWP) funds.

The Consortium offers two Requests for Applications (RFAs)⁹ that can provide colleges with funding for apprenticeship development:

1. **Accelerating Career Education Outcomes Investments** Supports pre-apprenticeships and other innovative projects to accelerate outcomes for Career Technical Education (CTE) or Career Education students.
2. **Sector Investments** Provides funding for projects that address the workforce needs of regional industries, including apprenticeship programs.



Despite the availability of funding resources, robust technical assistance, and connections to employers showing interest in developing apprenticeship programs, there has been limited progress in developing new apprenticeship programs in the San Diego and Imperial region.

After examining the Chancellor’s Office Curriculum Inventory (COCI)¹⁰, the San Diego & Imperial Center of Excellence found that the number of apprenticeship programs recognized by the Chancellor’s Office has remained unchanged since the 2024 report.¹¹ The following section revisits the recommendations from the 2024 report and examines the region’s continued challenges in expanding apprenticeships since the initial assessment.

⁹ sdiregionalconsortium.org/strong-workforce-program/rfas

¹⁰ coci2.ccctechcenter.org/programs

¹¹ The San Diego & Imperial Center of Excellence found 60 programs in COCI with “apprenticeship” in the title in 2024 and 2025.

Progress Since the Initial Assessment

In February 2024, the San Diego & Imperial Center of Excellence assessed the regional apprenticeship landscape and provided four recommendations to help the community colleges develop registered apprenticeship programs:

- 1 Use the “apprenticeable occupations” list to develop new and expand existing programs
- 2 Develop pre-apprenticeships to increase participation of underrepresented groups and close equity gaps
- 3 Collaborate with state and regional partners to refine program inventory and outcomes data
- 4 Utilize existing intermediary models to establish a regional apprenticeship ecosystem

This section examines the progress made in these recommendations since the **2024 report**.

1 Use the “apprenticeable occupations” list to develop new and expand existing programs

The 2024 report identified 136 high-wage, high-demand occupations in San Diego County and 129 in Imperial County that have been approved by the Division of Apprenticeship Standards (DAS), the state agency responsible for regulating and approving apprenticeship programs.¹² Developing apprenticeship programs for these “apprenticeable occupations” would streamline the approval process, as they are pre-approved by DAS, while also diversifying regional apprenticeships in non-traditional fields such as Life Sciences and Information and Communication Technologies (ICT).

Achieving California’s goal of 500,000 apprentices by 2029 requires both developing new and expanding existing apprenticeship programs in the region. The apprenticeable occupations list provided a foundation for the colleges to apply for state start-up funding, such as the California Apprenticeship Initiative (CAI). However, a review of the October 2024 Notice of Intent to Award from the Chancellor’s Office¹³ found that **MiraCosta College was the only community college in the region awarded CAI funding for program year 2024-25**. The approved occupations—Pharmacy Technicians, Software Developers, Market Research Analysts, and Clinical Laboratory Technologists and Technicians—met the apprenticeable criteria identified in the 2024 report (Exhibit 1).¹⁴

¹² For the full list of apprenticeable occupations, see “Appendix A: High-Wage, High-Demand, Apprenticeable Occupations” of the 2024 report.

¹³ [ccco.edu/-/media/CCCCO](https://www.cccco.edu/-/media/CCCCO)

[Website/docs/memo/eslei2458noticeofintenttoawardcaliforniaapprenticeshipinitiativewandinnovativegrantprogram202425a1.pdf](https://www.cccco.edu/-/media/CCCCO/Website/docs/memo/eslei2458noticeofintenttoawardcaliforniaapprenticeshipinitiativewandinnovativegrantprogram202425a1.pdf)

¹⁴ [hub.miracosta.edu/news/index.aspx?id=4598](https://www.hub.miracosta.edu/news/index.aspx?id=4598)

Exhibit 1. CAI 2024-25 Grant Awards to San Diego & Imperial Counties Community Colleges

Lead Institution	Occupation	Budget	CAI Grant Award
MiraCosta College	Pharmacy Technicians	\$120,000	Program Planning
MiraCosta College	Software Developers	\$1,500,000 ¹⁵	Program Apprenticeship Implementation
MiraCosta College	Market Research Analysts	\$1,500,000	Program Apprenticeship Implementation
MiraCosta College	Clinical Laboratory Technologists and Technicians ¹⁶	\$500,000 ¹⁷	Program Pre-Apprenticeship Implementation

Other community colleges that applied for 2024-25 CAI funding but were not awarded included Cuyamaca College (Industrial Engineering Technicians); Palomar College (Electro-Mechanical and Mechatronics Technologists and Technicians); San Diego Miramar College (General Mechanics); and Grossmont College (Computer User Support Specialists). Colleges are encouraged to continue applying for future CAI funding opportunities.

While CAI provides start-up funding for apprenticeships, the Chancellor’s Office also offers ongoing support through the Related and Supplemental Instruction program. The Chancellor’s Office allocates RSI funding annually to Community College Districts (CCDs) to cover the costs of classroom-related instruction. The current rate for RSI funding is \$10.05 per hour of instruction.¹⁸ Additionally, the Chancellor’s Office reimburses attendance of apprentices enrolled in for-credit community college classes via apportionment—the state’s system of allocating funds based on enrollment metrics, including Full-Time Equivalent Students (FTES). This ensures colleges receive financial support proportionate to the number of students they serve and the courses they offer.

In the 2024 report, the San Diego & Imperial Center of Excellence identified 60 active apprenticeship programs across three of the region’s six CCDs.¹⁹ Since then, the number of districts with apprenticeships and programs has remain unchanged. In August 2024, the Chancellor’s Office released a formal notification regarding the initial RSI allocations for Fiscal Year (FY) 2024–25—totaling \$95,540,000 statewide. Of this amount, 7.6 percent (\$7,261,895) was allocated to the southern border region²⁰, and 3.2 percent (\$3,071,596) to the three participating CCDs (Exhibit 2).

Exhibit 2. FY 2024-25 RSI Initial Allocations to San Diego & Imperial Counties Community College Districts

Institution	Initial Hours Allocated	Initial Dollars Allocated
Imperial CCD	4,456	\$44,786
Palomar CCD	257,137	\$2,584,225
San Diego CCD	44,038	\$442,585

Following the August notification, the Chancellor’s Office issued a December 2024 memorandum outlining how California community colleges can access RSI or FTES funding for apprenticeship programs. This guidance suggests that the Chancellor’s Office recognizes these funds may be underutilized. Notably, the other three CCDs in the region—MiraCosta, Grossmont-Cuyamaca, and Southwestern—have not yet accessed these resources.

¹⁵ Previously funded with 2023-24 funding and then provided with continued funding for 2024-2025.

¹⁶ Application was continuation of previous CAI planning grant and therefore prioritized for award.

¹⁷ Previously funded with 2023-24 funding and then provided with continued funding for 2024-2025.

¹⁸ ccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship/rsi-program

¹⁹ A list of apprenticeship programs in COCI can be found in “Appendix E: Regional Community College Apprenticeship Programs” in the 2024 report.

²⁰ Grossmont Union High: \$4,162,854; Sweetwater Union High: \$27,445; Imperial CCD: \$44,786; Palomar CCD: \$2,584,225; San Diego CCD: \$442,585.

Pre-apprenticeships are an effective strategy for expanding registered apprenticeship programs. The 2024 report emphasized the importance of adopting existing pre-apprenticeship models²¹ in California to support underrepresented groups in the San Diego-Imperial region. These programs prepare individuals for entry into apprenticeships by offering foundational skills, hands-on training, and career exploration. By enhancing participants' readiness, pre-apprenticeships create a direct pathway to apprenticeship opportunities and improve their chances of success.²²



Despite their potential, pre-apprenticeships remain underutilized in the region. The COYA Program Year (PY) 2024-2026 grant announcement revealed that 51 grantees across the state received \$31,180,190 for planning and implementing pre-apprenticeships and apprenticeship programs.²³ However, the southern border region of California, which includes San Diego and Imperial Counties, only received \$993,278—or three percent of the total funding—for pre-apprenticeship planning. San Diego Miramar College and San Diego College of Continuing Education were the only community colleges in the region to receive these awards (Exhibit 3). These grants are critical to building capacity, and ongoing, persistent attempts from multiple colleges is needed to increase funding for our region.

Exhibit 3. COYA PY 2024-26 Pre-Apprenticeship Planning Grants for the Southern Border Region

Proposal Title	Lead Organization	Sector	Occupations	Amount Funded
Pre-Apprenticeship Planning Grant for Fire Academy Students	San Diego Miramar College	Fire Trades	Entry-Level Firefighter	\$286,715
The Emergency Medical Technician (EMT) Apprenticeship Readiness Program	San Diego College of Continuing Education	Fire Trades	Fire and Rescue Services and Health Care Industry	\$298,430
San Diego JCCS ICT Pre-apprenticeship	San Diego County Office of Education	Information and Communications Technology	Software Developer, QA Engineer	\$108,133
Pre-Apprenticeship Planning in Automation Technician Programming for Opportunity Youth with Autism Spectrum Disorder and Other Developmental Disabilities	Children's Hospital Los Angeles	Advanced Manufacturing	Automation Technician, Electro-Mechanical and Mechatronics Technologists and Technicians	\$300,000

²¹ A list of DAS-approved pre-apprenticeship programs is provided in "Appendix D: Pre-Apprenticeship Programs in California" in the 2024 report.

²² dir.ca.gov/das/preapprenticeship.htm

²³ dir.ca.gov/das/Grants/COYAGrantteeWebsiteAnnoucement.pdf

The 2024 report found that no centralized inventory existed to accurately track program availability and outcomes in pre-apprenticeship and apprenticeship programs. For existing databases, there were significant data gaps and discrepancies between the Division of Apprenticeship Standards (DAS) and the California Community Colleges Chancellor's Office. Apprenticeship programs listed in the Chancellor's Office Curriculum Inventory (COCI)²⁴ did not always appear in DAS records, and employer sponsor information from DAS²⁵ lacked details on LEAs.

To respond to this need, the San Diego & Imperial Center of Excellence leveraged research investments²⁶ from the San Diego & Imperial Counties Community Colleges Regional Consortium to address gaps in apprenticeship data. Through these investments, the Consortium funded research experts at the community colleges to support Career Technical Education (CTE)-related data and research needs. The Center of Excellence guided these experts in developing a regionwide apprenticeship data repository²⁷, designed to fill information gaps left by the DAS and COCI databases. This initiative aimed to provide colleges with a more comprehensive and accurate source of apprenticeship data to support better decision-making and program development across the region. Although the repository is still in progress, it serves as a valuable resource and demonstrates incremental progress toward a comprehensive, regional database of active apprenticeship programs.

Maintaining the repository will require community colleges to review its accuracy and designate a lead responsible for regular updates and data management.



²⁴ A list of apprenticeship programs in COCI can be found in "Appendix E: Regional Community College Apprenticeship Programs" in the 2024 report.

²⁵ A list of DAS-approved apprenticeship programs can be found in "Appendix C: San Diego-Imperial Registered Apprenticeships" in the 2024 report.

²⁶ sdiregionalconsortium.org/strong-workforce-program/rfas

²⁷ docs.google.com/spreadsheets/d/11Mczswbr6Q2sl8yb22Z7Ses7lOdpIV3j/edit?gid=1767243281#gid=1767243281

Developing pre-apprenticeship and apprenticeship programs can be daunting for both employers and community colleges, as noted in the 2024 report. To address these challenges, the report proposed establishing a regional intermediary to streamline the state registration process and foster partnerships with industry, high schools, and colleges. This intermediary approach would also provide ongoing support for employers, apprentices, and LEAs. Equally important is the formation of an apprenticeship workgroup at each college to ensure cross-departmental collaboration and sustain the momentum of new and existing programs.

Since the 2024 report, some progress has been made both regionally and locally. At the regional level, the San Diego & Imperial Counties Community Colleges Regional Consortium partnered with an apprenticeship intermediary, Local Apprenticeships Uniting a Network of Colleges & High Schools (LAUNCH)²⁸, to bring key partners together, streamline the program registration process, and scale apprenticeship efforts for the long term. Acting as a coordinating “backbone,” LAUNCH gathers employer requirements, collaborates with educators to design programs, oversees state registration, and provides ongoing support to employers and LEAs.

In alignment with Strong Workforce Program priorities, the Regional Consortium uses this partnership to bolster opportunities for colleges and employers to initiate new programs through access to sponsored, DAS-approved programs. This makes it easier for colleges and employers to plug into existing approved programs versus having to start from scratch.

Locally, Palomar College²⁹ and San Diego Community College District³⁰ have integrated apprenticeship support into existing staff positions. However, the labor-intensive nature of developing and maintaining new programs often strains employees who also handle other CTE responsibilities. Currently, MiraCosta College is the only institution in the region with a dedicated director-level position for apprenticeship program development.³¹ At other San Diego & Imperial Counties Community Colleges, staff with primary duties outside of apprenticeships shoulder this work, limiting the extent of what they can accomplish. Colleges that require support to create and fund these positions should work with the Regional Consortium to explore opportunities and solutions.

Capacity constraints pose significant challenges to scaling apprenticeships in the region. Without a dedicated leader at each college to oversee program development, the four recommendations from the 2024 report are unlikely to move forward.

²⁸ launchapprenticeship.org

²⁹ palomar.edu/wcce/apprenticeship

³⁰ sdccd.edu/departments/educational-services/workforce/apprenticeship.aspx

³¹ hub.miracosta.edu/directory

Recommendation: Each college should establish an apprenticeship lead

Unlike the previous report, which outlined multiple recommendations, this report provides a singular, actionable recommendation:

Each college should establish an apprenticeship lead.

Given each college’s unique needs and priorities, there is no “one-size-fits-all” staffing model for apprenticeship programs. However, creating a dedicated position—such as an apprenticeship lead, coordinator, or manager—in partnership with the CTE or Career Education Dean is a crucial first step for each college. This role would involve applying for grants; overseeing the registration and management of new programs; coordinating with regional partners, college leadership and faculty; and tracking data and outcomes—all tasks that align with the four recommendations from the 2024 report. Several California community colleges, including Riverside City College³², West Los Angeles College³³, Skyline College³⁴, and Santiago Canyon College³⁵, have already established dedicated apprenticeship staff. These positions not only secure apprenticeship funding (e.g., CAI, COYA, SWP) but also foster the coordination, implementation, and expansion of apprenticeship programs. Although not exhaustive, these examples suggest three potential staffing positions for colleges to consider, depending on available funding and institutional priorities:

Apprenticeship Manager/Coordinator

Reports to CTE or Career Education Dean. Key responsibilities may include:

1. Administers and manages day-to-day development, activities and operations of apprenticeship program development, grants, determines apprenticeship eligibility requirements, and establishes appropriate guidelines
2. Interfaces with community college deans, faculty, career services staff, and others to connect with students and employers seeking apprenticeship opportunities
3. Actively explores and pursues opportunities for additional funding through various new grant applications and leveraging existing projects and funding sources

³² rcc.edu/academics/apprenticeship.html

³³ wlaac.edu/student-services/career-center/apprenticeships

³⁴ skylinecollege.edu/societyandeducation/ecap.php

³⁵ sccollege.edu/academics/areasofstudy/Apprenticeships/SitePages/Home.aspx

Apprenticeship Employer Relations Liaison

Reports to CTE or Career Education Dean or Apprenticeship Manager/Coordinator. Key responsibilities may include:

1. Serves as the primary liaison between community college, employers, industry, and community in coordinating apprenticeships and pre-apprenticeships that align to priority career pathways
2. Identifies and connects employers and industry needs with relevant community college apprenticeship and pre-apprenticeship programs
3. Collaborates with community college team to develop and implement effective apprenticeship and pre-apprenticeship opportunities for students with a focus on new and innovative sectors

Apprenticeship Program Specialist/Technician

Reports to CTE or Career Education Dean or Apprenticeship Manager/Coordinator. Key responsibilities may include:

1. Provides data, conducts research, manages special projects, creates schedules, and provides other relevant information pertaining to apprenticeship development for internal and external stakeholders
2. Compiles, maintains, and reviews computerized files and records
3. Tracks apprenticeship participation with various industry partners and monitors apprentice outcomes upon completion of the apprenticeship period

Key Activities and Responsibilities

Regardless of title or position, staff dedicated to apprenticeships will need to manage a range of start-up and ongoing tasks that extend beyond traditional CTE or Career Education duties:



Start-up Work

1. Establishing partnerships to define the target occupation
2. Clearly delineating partner roles and responsibilities
3. Aggregating employer demand
4. Completing grant applications and fulfilling compliance/reporting requirements
5. Filing program standards with the California Division of Apprenticeship Standards and/or the United States Department of Labor (DOL)

Ongoing Work

1. Managing employer relationships
2. Recruiting, matching, and placing students into apprenticeships
3. Providing ongoing support for apprentices throughout their program
4. Offering wraparound services (e.g., childcare, transportation, food, housing support) to ensure equitable access
5. Tracking and reporting apprenticeship data to the Chancellor's Office, DAS, and/or DOL
6. Serving as a mediator for stakeholder issues in Joint Apprenticeship Training Committees (JATC) or Unilateral Apprenticeship Training Committees (UATC)³⁶

By establishing clear roles and responsibilities—and dedicating the necessary time and resources—apprenticeship leads can significantly advance pre-apprenticeship and apprenticeship programs at their colleges. The next section builds on these activities by examining different levels of engagement that the colleges can adopt to further refine and scale their apprenticeship efforts.

Apprenticeship Levels of Engagement for Community Colleges

After outlining the essential activities and responsibilities associated with a dedicated apprenticeship staff position,³⁷ it is useful to consider how deeply a community college may choose to engage in these efforts. Some colleges begin with minimal involvement, while others opt for a full sponsorship approach. There are four levels of engagement to consider, with the college's workload and involvement increasing at each successive level:

Level 1: The community college district contracts with a public or private entity to provide instruction or services (or both). The apprentices in these programs may or may not be officially enrolled at the college.

Level 2: The apprentices are enrolled in college classes, but their apprenticeship is not registered with the Division of Apprenticeship Standards (DAS).

Level 3: A formalized agreement exists between the college (the LEA) and employer partner(s), in which apprentices are part of a registered program with DAS. In this scenario, the employer (or a designated intermediary) typically acts as the lead sponsor that registers the program with DAS.

Level 4: The college assumes complete responsibility for the apprenticeship program by serving as the official sponsor and registering the program with DAS.

Exhibit 4 below summarizes these four levels of potential apprenticeship engagement or progression, each reflecting different roles, responsibilities, and funding opportunities for community colleges. This structure allows individual colleges to determine the most appropriate level of engagement based on their resources, strategic goals, and capacity for developing and managing apprenticeship programs.

³⁶ dir.ca.gov/databases/das/defpage.html

³⁷ sdccd.edu/docs/ISPT/workforce/docs/CCCAOE-2021-Fall-FinancialsofApprenticeship.pdf

Exhibit 4. Apprenticeship Levels of Engagement³⁸

	Level 1 - Contract Education	Level 2 - Instructional Partner	Level 3 - LEA Funding Partner	Level 4 - Program Sponsor
Teaching	New courses developed and taught through Contract Ed. Courses are typically not-for-credit	Apprentices are enrolled in existing non-credit or credit classes offered at the college	Apprentices are enrolled in existing non-credit/credit course sections OR dedicated apprenticeship course sections	Apprentices are enrolled in existing non-credit/credit class sections OR dedicated apprenticeship course sections
Reporting	May or may not be necessary to report outcomes to program sponsor	Form CCFS 320 - FTES	Form CCFS 320 and or 321 RSI Collection and Management	Form CCFS 320 and or 321 DAS Reporting
Registering	MOU Letter of Support to program sponsor	MOU Letter of Support to Program Sponsor	LEA agreement to Program Sponsor	College registers the occupation with DAS
Recruiting	Community/campus marketing on website	Community/campus marketing on website	College coordinates with employer partners to recruit and select apprentices	College convenes employer partners, manages committee, recruits and selects apprentices
Running	College has little involvement in running the apprenticeship program	College has little involvement in running the apprenticeship program	College coordinates with employer partners to support and track progress of apprentices	College runs all aspects of the apprenticeship program

³⁸ Forms referenced in Exhibit 4 can be found at: ccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Attendance-Accounting-and-Residency#:~:text=The%20CCFS-320%20Apportionment%20Attendance%20Report%20is%20a%20critical,and%20report%20attendance%20data%20from%20community%20college%20di stricts



Conclusion and Next Steps

Whatever level of engagement each college chooses, the key takeaway from this update remains unchanged: each institution should establish a dedicated lead to fully leverage apprenticeship resources and achieve the four recommendations from the [2024 report](#).

Over the past year, only MiraCosta College has created a full-time apprenticeship director position, which significantly aids grant applications, program registration, and overall coordination. While the region has made some progress in expanding apprenticeship programs, some colleges have yet to capitalize on state and regional resources (e.g., CAI, COYA, RSI, SWP), with some missing out on funding opportunities altogether. Additionally, this report highlights only a handful of available resources. According to the California Department of Industrial Relations (DIR), there are a variety of grants, including apprenticeship-specific, apprenticeship-adjacent, and apprenticeship-possible funding.³⁹ Among these are U.S. Department of Labor (DOL) grants, which remain largely unexplored.⁴⁰

Apprenticeship leads at each college can oversee these various grant applications, address program gaps, and implement best practices. They could also help maintain the region's apprenticeship program repository—tracking both existing and newly developed programs at their respective colleges—thereby addressing an information gap first identified in the 2024 report.

Recognizing the challenges of adding a new position at each campus, the San Diego & Imperial Center of Excellence encourages colleges to use this report as a practical resource in advocating for an apprenticeship lead. Institutions should also take advantage of the Regional Consortium's resources, including the intermediary partnership with LAUNCH, regional apprenticeship director, and apprenticeship employer relations liaison. By doing so, they will not only help bring California closer to its goal of 500,000 apprentices by 2029, but also expand equitable access to high-quality apprenticeship programs.

³⁹ dir.ca.gov/DAS/Funding_Source.htm

⁴⁰ dol.gov/agencies/eta/apprenticeship

Acknowledgments and Disclaimers

San Diego & Imperial Center of Excellence

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Important Disclaimers

All representations included in this report have been produced from primary research and a review of publicly and/or privately available data and/or research reports. This study examines the most recent data available at the time of the analysis; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and the report findings; however, neither the San Diego & Imperial Center of Excellence (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.