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# UNLOCKING REGISTERED APPRENTICESHIP GROWTH POTENTIAL: OPPORTUNITIES IN THE NORTH FAR NORTH REGION

A Report Prepared by the North Far North Center of Excellence



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NORTH FAR NORTH

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## Executive Summary

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In 2021, Governor Gavin Newsom announced the Apprenticeship Innovation Funding (AIF) program along with the ambitious goal of serving 500,000 apprentices by 2029. In subsequent grant award cycles, the state has allocated more than \$42 million toward apprenticeship programs, with the North Far North Region receiving more than \$14 million in California Apprenticeship Initiative (CAI) New & Innovative Pre-Apprenticeship and Apprenticeship Grant Program funding.

In light of these developments and to assist with the expansion of more registered apprenticeships in the region, the North Far North Center of Excellence (NFN COE) analyzed state and federal registered apprenticeship data in the Northern Coastal, Northern Inland, and Greater Sacramento subregions to assess existing apprenticeships and identify opportunities for the development of new registered apprenticeships.

Using data from the state Division of Apprenticeship Standards (DAS) and the U.S. Department of Labor (DOL), the study conducted by the NFN COE applied this information to a labor market framework created by the California Community Colleges Chancellor's Office (CCCCO) that categorizes occupations into 12 individual sectors.

Through this approach, this study provides a regional view of current apprenticeship offerings and highlights promising occupational areas that are compatible with the requirements and structure of state and federal registered apprenticeships.

### North Far North Data Highlights

- The North Far North Region accounts for 16% of all DAS apprenticeship registrations in the state.
- Apprentices are represented across every CCCCCO sector except Life Sciences/Biotechnology, based on DOL and DAS data.
- There are 22 active community college apprenticeship programs in the region, according to the Chancellor's Office Curriculum Inventory System (COCI) and community college websites.
- COCI lists 456 active apprenticeship courses in the region.

### Key Findings

- **Data limitations remain a major challenge.** Apprenticeship data is often incomplete, inconsistent, or contradictory across sources (DOL, DAS, CCCCCO), making reliable analysis difficult.
- **Metrics and tracking systems are lacking.** Current data systems do not adequately capture program outcomes (e.g., apprenticeship completions or employment), underscoring the need for a regional dashboard to support continuous improvement.

- **NFN registered apprenticeships are concentrated in traditional trades.** The majority of programs are in construction and building trades, with fewer opportunities in nontraditional sectors, such as health care, education, and information technology (IT).
- **Demographic imbalances persist, making some equity gaps identifiable early-on.** Apprenticeship participation largely mirrors the building trades, with men comprising the majority of apprentices, in addition to notable race and ethnicity disparities compared to the broader NFN labor force. Most apprentices fall within the prime working ages of 25 to 54, but expanding into nontraditional sectors or offering apprenticeships that complement community college programs could help close early-identified equity gaps.
- **Rural communities face unique barriers.** Limited employer resources, long commutes, and small talent pools restrict apprenticeship growth, particularly for small businesses and nontraditional fields.
- **Funding opportunities are expanding.** The region has received more than \$14 million in CAI grant funding and \$4.7 million in California Opportunity Youth Apprenticeship (COYA) grant funding, with additional funding streams available to support program growth.
- **Opportunities for expansion exist in the North Far North Region.** Extending traditional apprenticeship models into new sectors and developing nontraditional programs in emerging fields can strengthen workforce pathways and address equity gaps.



## Introduction

Registered apprenticeships are a workforce training model that allow students to receive wages while earning a credential and learning critical skills through on-the-job training.<sup>1</sup> For community colleges and other higher education institutions, apprenticeship programs help bridge classroom learning and employment by aligning academic instruction with technical and industry-relevant skills. For employers, apprenticeships help strengthen talent pipelines, build workforce skills, and improve employee retention.<sup>2</sup>

According to the U.S. Department of Labor, 90% of apprentices remain employed after completing an apprenticeship program, illustrating the strong potential of apprenticeships to help meet and address workforce needs.<sup>3</sup> These opportunities are especially crucial in rural areas, where employers often face smaller talent pools, limited resources, and other challenges.<sup>4</sup>

Given the critical role of apprenticeships in education and workforce development, the State of California established a goal of serving 500,000 registered apprentices by 2029.<sup>5</sup> The purpose of this report is to examine the landscape of registered apprenticeships in the North Far North Region and uncover opportunities for new apprenticeships as well as gaps in existing data and resources that may constrain apprenticeship expansion.

To achieve this goal, the North Far North Center of Excellence (NFN COE) reviewed literature to define apprenticeship types and regional nuances by analyzing data from the U.S. Department of Labor (DOL), California Division of Apprenticeship Standards (DAS), and California Community Colleges Chancellor's Office (CCCCO). This study builds upon research conducted by WestEd that was published in the "North Far North Regional Consortium Apprenticeship/Pre-Apprenticeship Landscape Scan" in March 2024.<sup>6</sup>

To advance new apprenticeship program development, the NFN COE identified occupations compatible with apprenticeship development that regional community colleges can prioritize for program development. (The study only selected occupations approved by DAS that meet apprenticeship standards.) The study team also examined apprentice demographics in terms of race and ethnicity, sex and gender, and age to identify areas where learners from diverse backgrounds may be encountering inequities in access and success.

The analysis was conducted for three subregions within the North Far North Region:

- Northern Coastal (Humboldt, Lake, Mendocino, Trinity, and Del Norte counties)
- Northern Inland (Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, and Tehama counties)
- Greater Sacramento (Sacramento, El Dorado, Placer, Yolo, Sutter, Yuba, and Nevada counties)

<sup>1</sup> "Monograph Series — Apprenticeships," California Community Colleges Chancellor's Office, November 2024, accessed October 28, 2025, <https://www.cccco.edu/-/media/CCCCO-Website/docs/general/monograph-on-apprenticeships-at-california-community-colleges-october-2024-final-ally.pdf?hash=AE1135439C15EF5923E762BCBD4DAD507AB2AA2F&la>.

<sup>2</sup> "Colleges and Universities as Partners in Registered Apprenticeship," ApprenticeshipUSA, last modified February 2025, accessed December 5, 2025, [https://www.apprenticeship.gov/sites/default/files/Higher%20Edu\\_FactSheet\\_2.7.25.pdf](https://www.apprenticeship.gov/sites/default/files/Higher%20Edu_FactSheet_2.7.25.pdf).

<sup>3</sup> "Explore Registered Apprenticeship," ApprenticeshipUSA, last modified August 2023, accessed October 28, 2025, <https://www.apprenticeship.gov/sites/default/files/IndustryFS-Apprenticeship101-081623-508.pdf>.

<sup>4</sup> Kathleen Moxon and Kimberly Phinney, "Registered Apprenticeship and Work-Based Learning: Challenges and Opportunities for Rural America," Jobs for the Future's Center for Apprenticeship & Work-Based Learning, June 2021, accessed October 28, 2025, <https://www.apprenticeship.gov/sites/default/files/registered-apprenticeship-and-WBL-challenges-and-opportunities-for-rural-america.pdf>.

<sup>5</sup> "The Road to 500,000 Apprentices: Ideas for Expanding Apprenticeship in California," New America, last modified October 23, 2020, accessed February 6, 2024, [newamerica.org/education-policy/reports/road-500000-apprentices/introduction](https://newamerica.org/education-policy/reports/road-500000-apprentices/introduction).

<sup>6</sup> Greg Hill, Jr. et al., "North Far North Regional Consortium Apprenticeship/Pre-Apprenticeship Landscape Scan: Summary of Findings," WestEd, March 2024, accessed December 5, 2025, <https://drive.google.com/drive/folders/1SAYfn8THQK9apHJB3AAVulq1SaeAR2wL>.

# Apprenticeship Overview

Apprenticeship is an important form of work-based learning (WBL), which seeks to connect classroom learning with developing real-world skills and competencies in the workplace.<sup>7</sup> Exhibit 1 shows definitions by the Academic Senate for California Community Colleges (ASCCC) describing various educational strategies that fall within work-based learning.<sup>8</sup>

Apprenticeship programs employ an “earn and learn” strategy geared toward obtaining work experience in which apprentices are trained on-the-job under the supervision of a mentor, receive classroom instruction, and move up a progressive wage scale as they develop relevant skills needed for the occupation they are being trained to enter.

There are many types of apprenticeship programs in California. However, most fall into one of two categories:

- **Non-registered apprenticeships**, which are not approved by a federal or state entity.
- **Registered apprenticeships**, which are certified by the federal Department of Labor or the state of California’s Division of Apprenticeship Standards.

Additionally, there are many different terms that can be used to describe the variety of apprenticeships that are in existence. One term, “big A” apprenticeships, is commonly used to refer to registered apprenticeships, while the term “little a” apprenticeships refers to non-registered, employer-offered apprenticeships.

Apprenticeships also can be categorized as traditional or nontraditional. Traditional apprenticeships are typically associated with skilled trades within the construction industry. Examples include plumbing, electrical work, carpentry, and ironworking.

## Exhibit 1: Types of work-based learning<sup>9</sup>

<b>Apprenticeship</b>	• Paid hands-on work-based learning, coordinated by employers or trade groups with colleges and students.
<b>Cooperative Work Experience</b>	• Hands-on work-based learning, either general or occupational, paid or unpaid, coordinated by colleges with students and employers.
<b>Clinicals/ Practicum</b>	• Unpaid hands-on work-based learning completed as part of a course—often utilized in allied health courses but may be used in other disciplines as well.
<b>Internships</b>	• Any work-based learning opportunity that allows a student to apply learned skills and theories to a hands-on, paid or unpaid employment environment.
<b>Preceptorships</b>	• Hands-on work-based learning completed at the end of a program of study in coordination with employed professionals in the discipline, which common in registered nursing and other allied health programs but may apply to other disciplines as well.
<b>Work Study</b>	• Federal Work Study is an educational financial aid program for students with demonstrated financial need while enrolled.

<sup>7</sup> "Work Based Learning in California Community Colleges," Academic Senate for California Community Colleges CTE Leadership Committee, 2019, accessed December 5, 2025, [https://www.aNfnc.org/sites/default/files/Work\\_Based\\_Learning.pdf](https://www.aNfnc.org/sites/default/files/Work_Based_Learning.pdf).

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

In line with national trends, apprenticeships in California have historically been concentrated in a few key sectors: in 2018, “74% of the apprenticeships in California were in construction building trades, 12% were in firefighter positions, and 5% were in correctional officer positions. Only 9% of apprenticeships were in all other occupations combined.”<sup>10</sup> Examples of sectors that have been targeted for the development of nontraditional apprenticeships include education and childcare, health care, hospitality, information technology, and manufacturing. Focusing on nontraditional apprenticeships helps fill shortages for high-demand occupations, such as registered nurses,<sup>11</sup> teachers,<sup>12</sup> and childcare providers,<sup>13</sup> while also broadening access for more students to enter fields in need of a skilled workforce.

In recent years, attention has been devoted toward developing nontraditional apprenticeships in areas where apprenticeships have historically not been offered in an effort to address systematic barriers that have excluded underrepresented populations from accessing certain areas of the workforce. For example, ESQ Apprentice is an apprenticeship geared toward helping women of color become attorneys or work in legal professions through a variety of education and training pathways, since California is one of a handful of states that permits taking the bar exam and obtaining a law license without attending law school.<sup>14</sup> Another example of a nontraditional registered apprenticeship is California Farm Academy’s Beginning Farm and Ranch Manager Apprenticeship, offered in conjunction with Los Rios Community College, which requires participants to complete 3,000 hours of paid training on commercial production farms.<sup>15</sup>

## Registered Apprenticeships

This report focuses specifically on opportunities for registered apprenticeships, rather than the full range of work-based-learning models, to ensure a consistent and validated framework for analysis. A registered apprenticeship is a proven, industry-vetted training model that has been approved and validated by the federal DOL or a state apprenticeship agency, such as California’s DAS.<sup>16</sup>

While non-registered apprenticeship programs may offer on-the-job training or related industry instruction, they lack the formal recognition and oversight of a registered program and are therefore not eligible for funding opportunities tied to registered apprenticeships. For this reason, this study focuses on data and opportunities related to registered apprenticeships to better understand the current state of apprenticeships, including funding, and offer guidance for expanded apprenticeship opportunities in the North Far North Region.

Registered apprenticeships typically have three main components: the recruitment and enrollment process, classroom training, and on-the-job training.<sup>17</sup> Registered apprenticeships are associated with benefits for the company hosting the apprenticeship and for the worker participating in the apprenticeship. For example, federal and state funding or tax credits are

<sup>10</sup> “Expanding Non-Traditional Apprenticeships in California: The Role of the 45 Local Workforce Development Boards,” Grow Apprenticeship California, last modified March 17, 2020, accessed August 7, 2024, <https://ca-hwi.org/public/uploads/pdfs/Expanding-non-traditional-apprenticeships-report-WEB.pdf>.

<sup>11</sup> Kristen Hwang, “California Needs Thousands of Nurses, but Leaders Can’t Agree on How to Fill Jobs,” CalMatters, July 31, 2023, accessed December 5, 2025, <https://calmatters.org/health/2023/07/california-nursing-shortage-solution/>.

<sup>12</sup> Diana Lambert, “Number of New California Teacher Credentials Declines After Seven Years of Increases,” EdSource, June 8, 2023, accessed December 5, 2025, <https://edsources.org/2023/number-of-california-teacher-credentials-down-after-seven-years-of-increases/692024>.

<sup>13</sup> Claudia Boyd-Barrett, “California Has a Child Care Crisis. How Finding It – and Paying for It – Can Be a Nightmare,” Fresno Bee, June 22, 2022, accessed December 5, 2025, <https://www.fresnobee.com/news/local/article262549737.html>.

<sup>14</sup> “Home,” Esq. Apprentice, 2025, accessed July 2, 2024, <https://esqapprentice.org/>.

<sup>15</sup> “CFA Apprenticeship Program,” Center for Land-Based Learning, 2025, accessed December 5, 2025, <https://www.landbasedlearning.org/program/cfa-apprenticeship-program/>.

<sup>16</sup> “Registered Apprenticeship Program,” ApprenticeshipUSA, accessed December 5, 2025, <https://www.apprenticeship.gov/employers/registered-apprenticeship-program>.

<sup>17</sup> Leela Hebbar et al., “Building New Apprenticeship Programs: A Briefing Paper for the California Apprenticeship Initiative Evaluation,” Foundation for California Community Colleges, October 2018, accessed December 5, 2025, <https://sprac.com/wp-content/uploads/2022/09/cai-apprenticeship-brief.pdf>.

sometimes available to companies to offset the cost of hiring apprentices or developing curriculum. Additionally, veterans can use G.I. Bill benefits to support participation in an apprenticeship.

### **In California, an apprenticeship registered with DAS is characterized by the following:**

- Programs provide on-the-job-training and job-related classroom instruction.
- The classroom curriculum is critiqued and approved by a local education agency.
- Participants are paid by the employer during the apprenticeship, and compensation follows wage progression scales. An apprentice is a full-time, paid employee of the sponsoring organization.<sup>18</sup>
- On-the-job training is conducted in a work setting with the guidance of a more senior employee.
- Programs meet California's minimum hours for registration: **144 hours** of classroom instruction and **2,000 hours** (one year, full time) of on-the-job training.<sup>19</sup>
- Participants who complete the program receive an industry-recognized credential.<sup>20</sup>

In addition to the time-based program measures mentioned above, there may be competency-based program measures that examine the apprentice's ability to perform the duties associated with the occupation.

### **A federally registered apprenticeship through DOL must clear similar hurdles. DOL's criteria for registered apprenticeships states that these programs must:**

- Involve skills that are customarily learned in a practical way through a structured, systematic program of on-the-job supervised learning.
- Be clearly identified and commonly recognized throughout an industry.
- Involve the progressive attainment of manual, mechanical, or technical skills and knowledge, which, in accordance with the industry standard for the occupation, would require the completion of **at least 2,000 hours** of on-the-job learning to attain.
- Require related instruction to supplement the on-the-job learning.<sup>21</sup>

<sup>18</sup> Adele Burnes, "Financial of Apprenticeship at Community Colleges," Bay Area Community College Consortium, 2021, accessed December 5, 2025, <https://www.sdccd.edu/docs/ISPT/workforce/docs/CCCAOE-2021-Fall-FinancialsofApprenticeship.pdf>.

<sup>19</sup> "California Code of Regulations, Title 8, Section 205. Definitions," State of California Department of Industrial Relations, accessed December 5, 2025, [https://www.dir.ca.gov/t8/205.html#:~:text=California%20Code%20of%20Regulations%2C%20Title%208%2C%20section,%20Instruction%20course%20outlines%20\\*%20Policy%20statements](https://www.dir.ca.gov/t8/205.html#:~:text=California%20Code%20of%20Regulations%2C%20Title%208%2C%20section,%20Instruction%20course%20outlines%20*%20Policy%20statements).

<sup>20</sup> Hebbard et al., "Building New Apprenticeship Programs."

<sup>21</sup> "CFR 29.4 – Criteria for apprenticeable occupations," National Archives Code of Federal Regulations, last modified October 31, 2025, accessed December 5, 2025, <https://www.ecfr.gov/current/title-29/subtitle-A/part-29/section-29.4>; "Youth with Disabilities Entering the Workplace through Apprenticeship: Understanding Apprenticeship Basics," Office of Disability Employment Policy, accessed December 5, 2025, <https://www.dol.gov/sites/dolgov/files/odep/categories/youth/apprenticeship/odep1.pdf>.

## State and National Trends

In California and the United States, recent efforts have focused on expanding and strengthening the apprenticeship system. In 2014, the federal government launched the American Apprenticeship Initiative (AAI), providing \$175 million in DOL grants to increase the number of apprenticeships nationwide and develop programs in high-growth industries.<sup>22</sup>

In 2017, a federal executive order expanded apprenticeship policy by authorizing DOL to review and approve industry-recognized apprenticeship programs developed by companies, trade associations, and labor organizations.<sup>23</sup> Over the past five years, federal initiatives have strengthened and unified the apprenticeship system by expanding registered apprentices and diversifying participation across industries.<sup>24</sup>

As of 2025, federal workforce goals have emphasized apprenticeship program growth, with a goal to surpass one million active apprentices, underscoring a continued commitment to apprenticeships as a key workforce development strategy.<sup>25</sup>

Building on federal strategies to expand workforce and economic opportunities, Governor Gavin Newsom released a statewide plan in 2018 focused on driving economic growth across California. This workforce development strategy included three initiatives, the second of which established California's goal for apprenticeship growth: *"First, we will develop transformation maps for every cluster, industry, and region of our state to make sure we're preparing folks for the jobs that actually exist... We will establish 500,000 earn-and-learn apprenticeships by 2029, creating a new vocational pipeline of high-skill workers."*<sup>26</sup>



<sup>22</sup> Keith Rolland, "Apprenticeships and Their Potential in the U.S.," Philadelphia Federal Reserve Bank, 2015, accessed December 5, 2025, <https://www.philadelphiafed.org/community-development/workforce-and-economic-development/apprenticeships-and-their-potential-in-the-us>.

<sup>23</sup> Dan Merica, "Trump, Working with Ivanka, to Push Expanded Apprenticeship Programs," CNN, June 15, 2017, accessed December 5, 2025, <https://www.cnn.com/2017/06/15/politics/trump-executive-order-apprenticeship-job-training/index.html>.

<sup>24</sup> U.S. Department of Labor, "Biden-Harris Administration Awards Over \$244M to Modernize, Diversify, Expand Registered Apprenticeships in Growing Industries," news release, July 11, 2024, accessed August 7, 2024, <https://www.dol.gov/newsroom/releases/eta/eta20240711-0>.

<sup>25</sup> "Preparing Americans for High-Paying Skilled Trade Jobs of the Future," The White House, April 23, 2025, accessed December 5, 2025, <https://www.whitehouse.gov/presidential-actions/2025/04/preparing-americans-for-high-paying-skilled-trade-jobs-of-the-future/>.

<sup>26</sup> Gavin Newsom, "Here's How We Grow California's Economy for Everyone," Medium, February 8, 2018, accessed December 5, 2025, <https://medium.com/@GavinNewsom/heres-how-we-grow-california-s-economy-for-everyone-b1b06c7b49c9>.

To meet these objectives, the state's Labor & Workforce Development Agency, the Department of Industrial Relations, and DAS released a five-point action plan titled "Advancing Apprenticeship in California" in July 2022, outlining strategies to more than double the number of existing apprenticeships to serve 500,000 Californians through apprenticeships by 2029.<sup>27</sup>

This type of expansion requires substantial, targeted investments in apprenticeships across the state, along with broader and more diverse funding opportunities. The Chancellor's Office supports scaling registered apprenticeship growth through the California Apprenticeship Initiative (CAI) New & Innovative Pre-Apprenticeship and Apprenticeship Grant Program, which funds the development of nontraditional and emerging apprenticeship programs.<sup>28</sup>

Additionally, the Chancellor's Office allocates funds through the Related and Supplemental Instruction Reimbursement (RSI) Program, which supports apprenticeship programs at community colleges and K-12 local education agencies (LEAs). These programs enable community colleges to track apprenticeship attendance and award academic credits for apprenticeship-related training in collaboration with approved employer partners.

## Apprenticeship Funding

The California Apprenticeship Initiative (CAI) New & Innovative Pre-Apprenticeship and Apprenticeship Grant Program, established under California Education Code Section 79148.1 through Assembly Bill 1809 in 2018, is a state-funded effort designed to expand apprenticeship and pre-apprenticeship opportunities in nontraditional and emerging sectors.<sup>29</sup>

The goal is to increase access to hands-on training and education in fields considered new and innovative, or apprenticeship programs in priority and emerging industry sectors or areas in which apprenticeship training is not fully established or does not exist.<sup>30</sup> This initiative is integral to achieving California's goal of 500,000 apprentices by 2029 and places a strong emphasis on workforce equity and access.

Through planning, implementation, and expansion grants made available since the 2021-22 academic year, CAI has supported innovative programs that align with industry needs, ensuring that the training provided is relevant and responsive to the evolving labor market. Coordination with DAS is mandatory for all grant types. Grantees awarded planning grants must secure DAS registration within the grant period; implementation grant applicants must already have DAS-registered programs at the time of application; and expansion grant applicants must be submitted by the lead LEA of an existing DAS-registered program.

Additionally, programs funded under CAI are required to demonstrate long-term sustainability and meet key performance indicators, including retention, completion, and wage benchmarks, while providing student support services to remove barriers to success. These structured requirements ensure that funded programs are not only aligned with regulatory standards but are also positioned to develop apprenticeships that are compatible with occupations with regional labor market demand and that create long-term career pathways.

<sup>27</sup> "Advancing Apprenticeship in California: A Five-Point Action Plan," State of California Department of Industrial Relations, July 2022, accessed December 5, 2025, <https://www.dir.ca.gov/DAS/e-News/2022/Five-Point-Action-Plan.pdf>.

<sup>28</sup> "Apprenticeship Programs," California Community Colleges Chancellor's Office, 2025, accessed March 2, 2025, <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship>.

<sup>29</sup> "California Apprenticeship Initiative New and Innovative Grant Program: Request for Application," California Community Colleges Chancellor's Office, October 23, 2023, accessed December 5, 2025, <https://www.cccco.edu/-/media/CCCCO-Website/docs/rfa/apprenticeshipcaioctober2023rfafinal10192023a11y.pdf?la=en&hash=A028770E5447D06A7E6C161125C117DD01B54452>.

<sup>30</sup> "California Apprenticeship Initiative," California Community Colleges Chancellor's Office, 2025, accessed December 5, 2025, <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship/ca-apprenticeship-initiative>.

## Rural Considerations

Because much of the North Far North Region is rural, it is essential to recognize the unique challenges rural communities face in expanding both traditional and nontraditional registered apprenticeships. A DOL-funded study identified several barriers to apprenticeship growth in rural areas, including limited employer resources, long commutes and transportation issues, and a small pool of skilled workers.<sup>31</sup>

Engaging employers, particularly small businesses, remains difficult as they often have lower capacity, are limited to hosting a few apprentices at a time, and have fewer resources available to develop apprenticeships compared to larger employers.<sup>32</sup> These challenges can be even more pronounced in nontraditional fields, where limited employer capacity and fewer training opportunities further restrict access to apprenticeships.

Addressing these challenges requires stronger collaboration among rural employers, community colleges, and workforce development organizations to build and sustain apprenticeship capacity in rural places.<sup>33</sup> Learning from successful models in rural areas is also key to understanding how to best support the development of registered apprenticeships in rural communities. For example, Jobs for the Future highlighted Shasta College’s California Registered Apprenticeship Forest Training (CRAFT) program, which uses a multi-employer, or “group,” sponsorship model that allows employers, including small businesses with lower capacity, to participate.<sup>34</sup>

## Apprenticeship Sector Alignment

The most critical component of the apprenticeship system is the role of program sponsors—employers responsible for establishing and managing apprenticeship programs. To initiate a state-registered apprenticeship program, a sponsor must first obtain DAS approval and be listed in the Registered Apprenticeship Partners Information Database System (RAPIDS), a case management platform used by states that participate in federally registered apprenticeship programs.<sup>35</sup>

While RAPIDS classifies apprenticeships based on specific industries (hereby referred to as “DAS Industries”), Taxonomy of Programs (TOP) codes are used by the California Community Colleges to categorize programs by academic and vocational disciplines.<sup>36</sup> DAS does not disaggregate apprenticeship data sectors, limiting the ability to analyze participation trends across different apprenticeship models.

The applicable data for the North Far North Region was organized by DAS industry and mapped to sectors designated by the Chancellor’s Office and referred to as CCCCO sectors, as shown in Exhibit 2.

<sup>31</sup> “Approaches to Expanding Registered Apprenticeship in Rural Areas: Takeaways from Seven States,” U.S. Department of Labor, December 2024, accessed December 5, 2025, [https://www.dol.gov/sites/dolgov/files/OASP/evaluation/pdf/State-Capacity-Assessment-Approaches-to-Expanding-Registered-Apprenticeship-in-Rural-Areas\\_OnePager.pdf](https://www.dol.gov/sites/dolgov/files/OASP/evaluation/pdf/State-Capacity-Assessment-Approaches-to-Expanding-Registered-Apprenticeship-in-Rural-Areas_OnePager.pdf).

<sup>32</sup> Moxon and Phinney, “Registered Apprenticeship and Work-Based Learning.”

<sup>33</sup> “Approaches to Expanding Registered Apprenticeship in Rural Areas.”

<sup>34</sup> Vanessa Bennett, “How to Engage Rural Employers in the Promise of Apprenticeship,” Jobs for the Future (JFF), November 1, 2022, accessed October 28, 2025, <https://www.jff.org/blog/engaging-rural-employers-in-the-promise-of-apprenticeship/>.

<sup>35</sup> “What is RAPIDS?”, ApprenticeshipUSA, accessed February 20, 2025, <https://www.apprenticeship.gov/help/what-rapids>.

<sup>36</sup> “Taxonomy of Programs (TOP): 6th Edition, Corrected Version,” California Community Colleges Chancellor’s Office, last modified July 2013, accessed December 5, 2025, <https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx?la=en&hash=C43FF81459CBF3BFF7D8FC14EFEC28A2E6D01244>.

**Exhibit 2: CCCCCO sectors aligned with DAS industries, North Far North Region**

CCCCCO Sector	DAS Industry
Advanced Manufacturing	Engineer Fabricated Metal Products, Except Machinery and Transportation Inspector/Tester Machinery, Except Electrical Miscellaneous Manufacturing Industries Stationary Engineer and Building Support Tester Manufacturing/Aerospace
Advanced Transportation & Logistics	Automotive Repair, Services, and Garages Transportation Equipment
Agriculture, Water & Environmental Technologies	Agricultural Services
Business & Entrepreneurship	Business Services
Education & Human Development	Childcare and Educational Services
Energy, Construction & Utilities	Asbestos Workers Bricklayer Carpentry Carpet, Linoleum - Soft Tile Cement Masons Construction Pre-apprentice Drywall Finishing (Taping) Drywall/Lather Electric, Gas, and Sanitary Services Electrical - Electronic Elevator Glazier - Glass Workers Iron - Steel Workers Laborers

**CCCCO Sector**

**DAS Industry**

	<ul style="list-style-type: none"> <li>Lineman</li> <li>Millwright</li> <li>Painting - Decoration</li> <li>Pile Driver</li> <li>Plasterers</li> <li>Plumbing</li> <li>Plumbing HVAC</li> <li>Roofers</li> <li>Sheet Metal</li> <li>Surveyor</li> <li>Tile Layer/Setter</li> </ul>
Health	Health Services
ICT/Digital Media	<ul style="list-style-type: none"> <li>Information Technology</li> <li>Motion Pictures</li> <li>Sound/Communication</li> </ul>
Other/Unassigned	Miscellaneous Services
Public Safety	<ul style="list-style-type: none"> <li>California Firefighter</li> <li>Executive, Legislative, and General Government, Except Finance</li> <li>Fire Sprinkler Fitter</li> <li>Inmate Programs</li> <li>Justice, Public Order, and Safety</li> <li>Teamster</li> </ul>
Retail, Hospitality & Tourism	<ul style="list-style-type: none"> <li>Eating and Drinking Places</li> <li>Food Stores</li> <li>Personal Services</li> </ul>

## Data Analysis

This report examines available data from DOL, DAS, and the Chancellor’s Office to assess registered apprenticeships and apprentice participation and demographics in the North Far North Region. In some instances, distinctions between the datasets are analyzed. The study also provides information on apprenticeship courses offered by North Far North community colleges, CAI Grant awards within the region, and occupations that are compatible with registered apprenticeship development.

To identify areas of opportunity, the NFN COE first conducted a review of existing DOL and DAS registered apprenticeships to understand where efforts have concentrated in the region. Then, in order to identify occupations with strong potential for apprenticeship opportunities, particularly in emerging areas, the NFN COE reviewed the list of “apprenticeable” occupations approved by DOL.

Labor market information from the economic modeling firm and job postings aggregator Lightcast was applied to develop a list of priority occupations with strong potential for registered apprenticeship development in the region. Exhibit 3 summarizes the apprenticeship data available in the region.

**Exhibit 3: Summary of available apprenticeship data by source in the North Far North Region**

Data Source		Total # Apprentices	Industries/ CC Sectors	Program Sponsors/ Location	Wages	Occupations	Apprentice Demographics	Traditional vs. Nontraditional	CC Programs
DOL	Apprenticeship Dashboard	11,025	✓	✓	✗	✓	✓	✗	✗
	Website Homepage	✗	✓	✗	✗	✗	✗	✗	✗
DAS	Program Search Tool	✗	✓	259	✓	✓	✗	✗	✗
	Registration Dashboard	14,223	✓	✗	✗	✓	✓	✗	✗
CCCCO	COCI/ Data Mart/ Websites	✗	✗	✗	✗	✗	✗	✗	22
	CAI Award Letters	✗	✗	✗	✗	✓	✗	✗	✓

✓ = Complete/Consistent Data

✓ = Incomplete/Inconsistent Data

✗ = No Data Found

## DOL Data Sources

Apprenticeship data is publicly accessible through DOL's *Apprentices by State* dashboard.<sup>37</sup> This interactive tool, updated monthly dating back to fiscal year 2015, presents county, state, and national data through RAPIDS.

Available metrics include demographics (e.g., ethnicity, sex, age, disability status, education, and veteran status) as well as work-related indicators, such as RAPIDS occupation and industry, offering a comprehensive and historical overview of apprenticeship participation across jurisdictions. As of January 1, 2025, there are 678,014 active apprentices nationwide, with 11% (77,774) in California.

## DAS Data Sources

DAS provides multiple datasets offering insights into apprenticeship program participation. These datasets include registration snapshots, a program sponsor search tool, and interactive dashboards with demographic and occupational breakdowns. Additionally, DAS data captures key variables such as starting wages, program durations, and regional trends, which can be used to assess program viability and identify industry sponsors.

As of June 2025, the DAS apprenticeship homepage displayed an undated snapshot highlighting three key metrics: (1) the total number of registered apprentices in California (90,896), (2) registered trainees (1,215), and (3) registered pre-apprentices (3,768).<sup>38</sup>

However, it is unclear when this data was last updated, and these figures do not align with the more detailed, and regularly updated, information available in the DAS Registration Dashboard, raising concerns about data consistency and reporting accuracy. These data discrepancies underscore the importance of understanding the registration and tracking processes for apprenticeship programs.

As outlined in California Code of Regulations, Title 8, Section 208, registered apprenticeship programs must follow wage schedules that increase as apprentices advance through their training.<sup>39</sup> For all apprentices, other than those in building and construction trades, wages are determined by the program sponsor and approved by the chief of DAS, ensuring wages are not less than applicable state minimum wage orders.

Building and construction trades follow prevailing wage rates that are determined by local labor market conditions as defined by DAS and collective bargaining agreements. Due to a lack of region-specific wage data and inconsistencies with available data, wages were not included in this analysis.

<sup>37</sup> "Apprentices by State Dashboard," ApprenticeshipUSA, accessed March 14, 2025, <https://www.apprenticeship.gov/data-and-statistics/apprentices-by-state-dashboard>.

<sup>38</sup> "Division of Apprenticeship Standards (DAS)," State of California Department of Industrial Relations, 2025, accessed June 11, 2025, <https://www.dir.ca.gov/das/das.html>.

<sup>39</sup> "California Code of Regulations, Title 8, Section 208. Wages, Employee Benefits, and Other Compensation for Apprentices," State of California Department of Industrial Relations, accessed March 25, 2025, <https://www.dir.ca.gov/t8/208.html>.

## California Community College Data Sources

### Chancellor's Office Curriculum Inventory

The Chancellor's Office Curriculum Inventory (COCI) is a key data source for tracking and analyzing apprenticeship-related courses and programs across California's community colleges. COCI is a statewide database that maintains records of active, approved, inactive, and submitted courses and programs.<sup>40</sup> It provides a centralized system for curriculum approval and management, ensuring that community college offerings align with state workforce training needs.

Data Mart, another data system maintained by the California Community Colleges Chancellor's Office, is an online reporting tool that provides enrollment, program, and outcome data for the California Community Colleges.<sup>41</sup> However, because Data Mart has limitations disaggregating data by apprenticeship-specific student enrollments and outcomes, COCI was used to analyze trends in program and course availability to provide a clearer view of the apprenticeship programs currently offered by the region's colleges.

By leveraging these resources, this analysis examines the status and alignment of apprenticeship courses and programs, identifying areas of opportunity in apprenticeship tracking. To identify community college apprenticeship programs and courses, two search strategies were applied:

- COCI keyword search for programs with "Apprentice" or "Apprenticeship" in the title
- Search for courses coded as SAM Code "A," which designates courses exclusively for registered apprenticeships in COCI
- Programs and courses may be listed as "Active," "Approved," or "Inactive" within COCI

### Community College Websites

To ensure a comprehensive review of apprenticeship programs, the NFN COE also reviewed community college websites. Because program naming conventions vary, and some colleges may not include the term "apprenticeship" in their official titles, some offerings may not be easily identifiable through COCI alone. These direct website searches helped capture programs that might otherwise be missed, providing a more complete and accurate understanding of apprenticeship programs across the region.

### California Apprenticeship Initiative

Added to Education Code in 2018, California Apprenticeship Initiative (CAI) grants have been allocated to California Community Colleges, local education agencies, workforce development boards, industry sector partnerships, nonprofit organizations, labor unions, and other qualified organizations. To assess its regional impact, an analysis of CAI funding distribution and awarded programs in the region was conducted. However, as the CAI Grant Program is still in its early stages, comprehensive outcomes data on apprentice enrollment, completion rates, and long-term workforce impacts are not yet available. Future analysis on CAI grant-related metrics such as enrollment, retention, and program success metrics can provide further insights into these investments.

<sup>40</sup> "Program List," California Community Colleges Curriculum Inventory (COCI), accessed March 21, 2025, <https://coci2.ccctechcenter.org/programs>.

<sup>41</sup> "Courses/Calendar," California Community Colleges Chancellor's Office Management Information Systems Data Mart, accessed March 21, 2025, [https://datamart.cccco.edu/Courses/Courses\\_main.aspx](https://datamart.cccco.edu/Courses/Courses_main.aspx).

## Northern Coastal Apprenticeships

The following data points summarize key findings for active registered apprenticeships in Humboldt, Lake, Mendocino, Trinity, and Del Norte counties.<sup>42</sup>



**29**

Apprentices (DOL)



**522**

Apprentices (DAS)

### Top Sectors

- Agriculture, Water & Environmental Technologies
- Energy, Construction & Utilities



**0**

Active Community College  
Apprenticeship Programs



**0**

Active Community College  
Apprenticeship Courses



**1**

CAI Grant Projects Awarded



**\$198K**

CAI Grant Funding



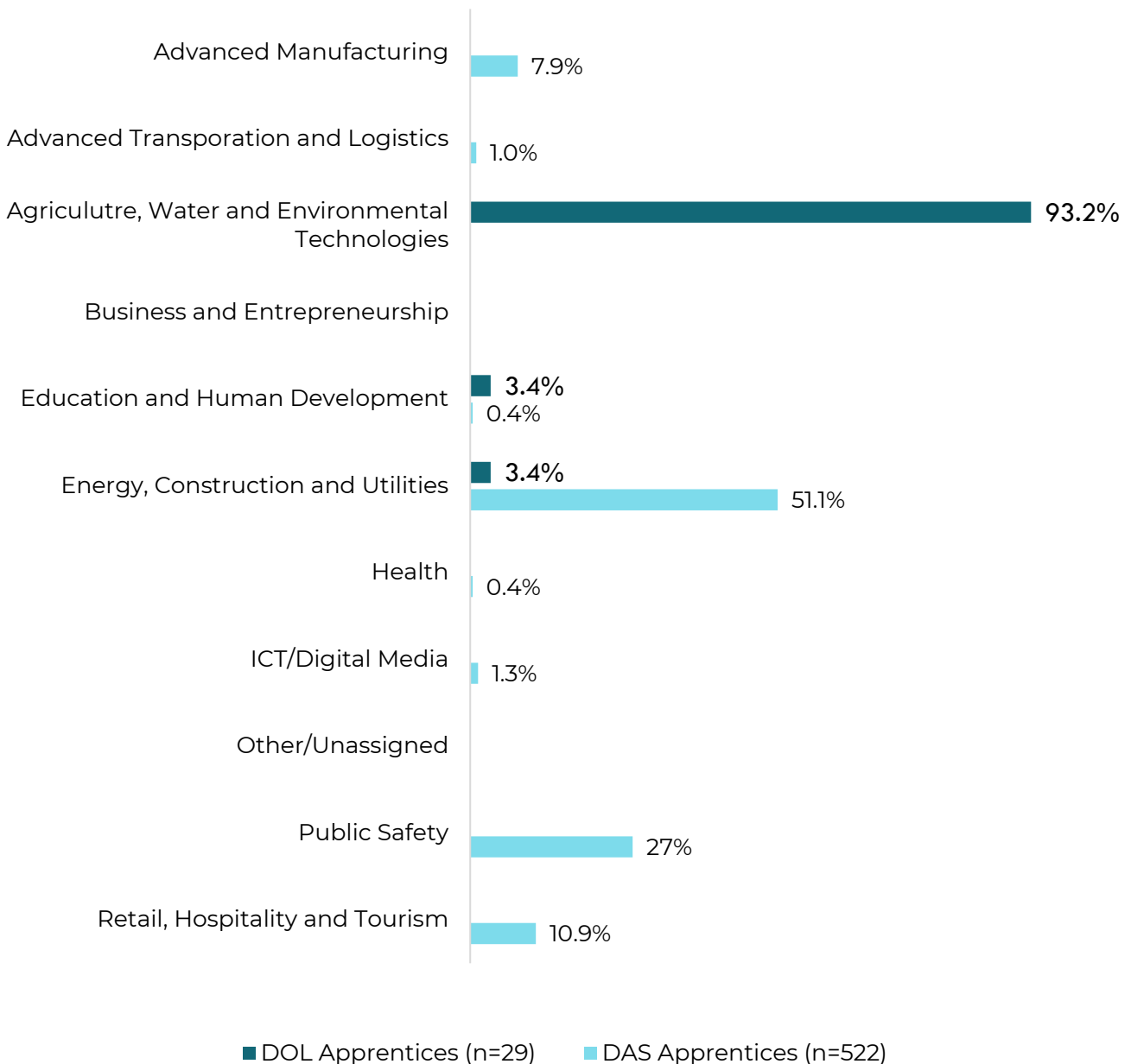
<sup>42</sup> Please note: Data overlap may exist for DOL and DAS apprentices since an apprentice can participate in an apprenticeship registered with both entities simultaneously. Because student data is not available, it was not possible to disaggregate this data.

## Apprenticeship Sectors

According to DOL data, there are 29 apprentices in the Northern Coastal Subregion, which is lower than the number of apprentices reported in DAS data. According to DAS, there are 522 apprentices in the subregion. The highest percentage of apprentices according to DOL are in Agriculture, Water & Environmental Technologies programs, while DAS data shows the highest percentage of apprentices are in Energy, Construction & Utilities programs.

Sector representation among apprentices differs between DOL and DAS datasets. Energy, Construction & Utilities and Education & Human Development rank second for apprenticeship in DOL data, whereas Public Safety is the second largest sector in DAS data. Exhibit 4 shows the distribution of apprentices within DOL and DAS datasets by sector.

**Exhibit 4: Apprentices by sector, Northern Coastal Subregion**



## Apprenticeship Sponsors

In the Northern Coastal Subregion, 306 program sponsors were listed in the DAS Program Sponsor Tool. Among the occupations tracked in RAPIDS, the occupation of barbers accounted for the most apprenticeship programs, followed by cosmetologists, medical assistants, plumbers, and maintenance machinists. The program sponsors with the most apprenticeship programs in the subregion are Advanced Manufacturing and Transportation Apprenticeships of California; California Firefighter Joint Apprenticeship Committee; and Apprenti, a nonprofit connecting skilled workers with employers through registered apprenticeships (Exhibit 5).<sup>43</sup>

**Exhibit 5: DAS program sponsor top search results, Northern Coastal Subregion (n=306)**

DAS Occupations	Program Sponsors
<ul style="list-style-type: none"> <li>● Barbers</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced Manufacturing and</li> </ul>
<ul style="list-style-type: none"> <li>● Cosmetologists</li> </ul>	<ul style="list-style-type: none"> <li>● Transportation Apprenticeships of</li> </ul>
<ul style="list-style-type: none"> <li>● Medical Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● California</li> </ul>
<ul style="list-style-type: none"> <li>● Plumbers</li> </ul>	<ul style="list-style-type: none"> <li>● California Fire Fighter Joint</li> </ul>
<ul style="list-style-type: none"> <li>● Maintenance Machinists</li> </ul>	<ul style="list-style-type: none"> <li>● Apprenticeship Committee</li> </ul>
<ul style="list-style-type: none"> <li>● Auto Collision Repair Planners</li> </ul>	<ul style="list-style-type: none"> <li>● Apprenti</li> </ul>
<ul style="list-style-type: none"> <li>● Marketing Managers</li> </ul>	<ul style="list-style-type: none"> <li>● Music Forward Foundation</li> </ul>
<ul style="list-style-type: none"> <li>● Mold Makers</li> </ul>	<ul style="list-style-type: none"> <li>● Nor Cal Carpenters Training (NCCT)</li> </ul>
<ul style="list-style-type: none"> <li>● Painters</li> </ul>	<ul style="list-style-type: none"> <li>● Surplus Service</li> </ul>
<ul style="list-style-type: none"> <li>● Carpenters</li> </ul>	<ul style="list-style-type: none"> <li>● Rx Research Services Unilateral</li> </ul>
	<ul style="list-style-type: none"> <li>● Apprenticeship Committee</li> </ul>
	<ul style="list-style-type: none"> <li>● Joint Apprenticeship Committee for</li> </ul>
	<ul style="list-style-type: none"> <li>● Operating Engineers for the 46</li> </ul>
	<ul style="list-style-type: none"> <li>● Northern Counties in California</li> </ul>
	<ul style="list-style-type: none"> <li>● Bay Area Sheet Metal Jac</li> </ul>
	<ul style="list-style-type: none"> <li>● Bricklayers &amp; Allied Crafts Local 3</li> </ul>
	<ul style="list-style-type: none"> <li>● J.A.T.E.C.</li> </ul>

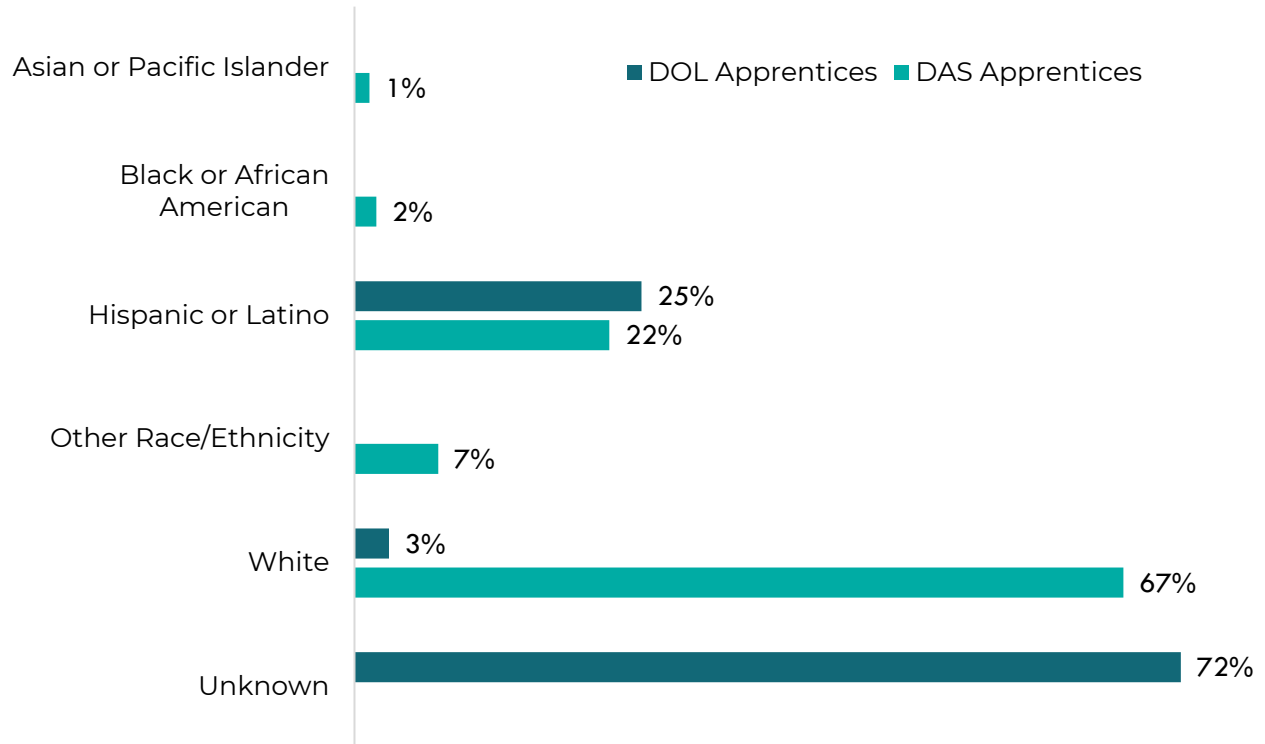
<sup>43</sup> "Home," Apprenti, 2025, accessed December 5, 2025, <https://apprenticareers.org/>.

## Apprenticeship Demographics

### Race and Ethnicity

In the Northern Coastal Subregion, the race and ethnicity of 72% of apprentices is unknown, according to DOL data. White individuals account for the highest percentage of apprentices within DAS data, 67% (Exhibit 6). The second largest group of apprentices within DOL and DAS data is Hispanic or Latino, accounting for 25% of DOL apprentices and 22% of DAS apprentices.

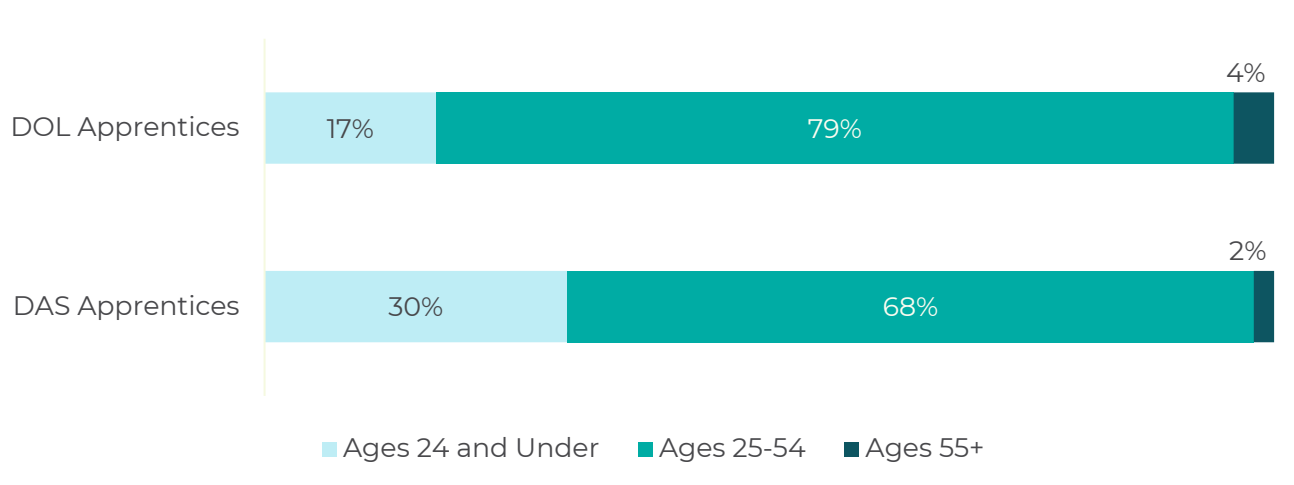
**Exhibit 6: Apprentices by race and ethnicity, Northern Coastal Subregion**



### Age

Exhibit 7 shows the distribution of DOL and DAS apprentices by age group. DOL data shows that over three-fourths, or 79%, of apprentices in the Northern Coastal Subregion are between the ages of 25 and 54, which is higher than DAS data, 68% (Exhibit 7). In DOL data, 17% of apprentices are age 24 and younger, a lower percentage than DAS data, 30%. Notably, only 2% of DAS apprentices are 55 or older, which is slightly lower than 4% of DOL apprentices.

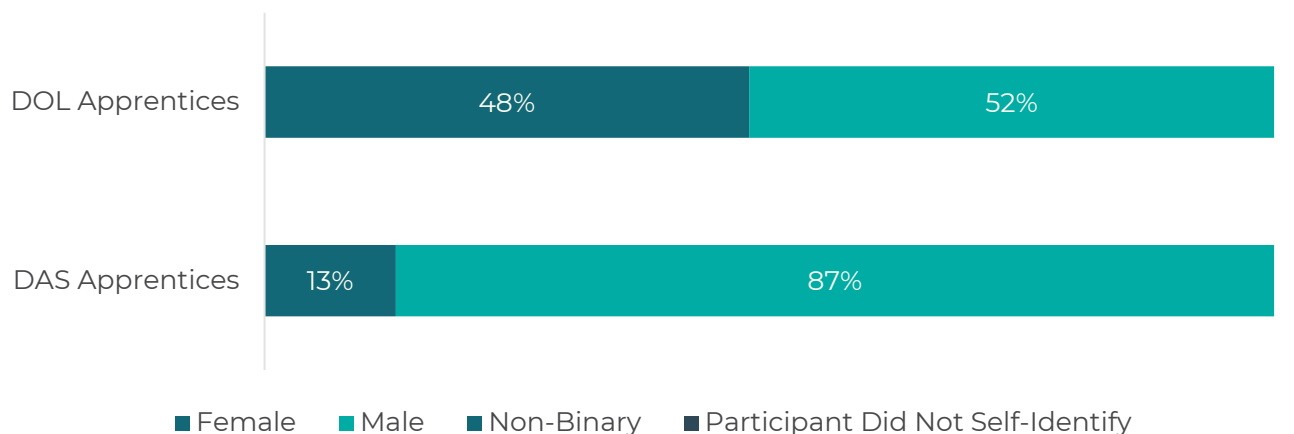
**Exhibit 7: Apprentices by age, Northern Coastal Subregion**



### Sex and Gender

When examining data on sex and gender, male apprentices comprise the majority, 52% of DOL apprentices and 87% of DAS apprentices (Exhibit 8). However, the reported percentage of female apprentices is considerably higher in DOL data than DAS data, 48% and 13%, respectively.

**Exhibit 8: Apprentices by sex and gender, Northern Coastal Subregion**



## Community College Analysis

### Chancellor’s Office Curriculum Inventory

As of October 2025, no community colleges in the Northern Coastal Subregion have active apprenticeship programs listed in COCI, and a review of community college websites similarly failed to identify any other existing programs. Additionally, COCI data suggests no courses in the subregion are officially designated as apprenticeship courses.

### CAI Funding

In the Northern Coastal Subregion, one community college—Mendocino College—has been awarded a total of \$197,670 in CAI funding. The grant project focused on apprenticeship planning within the Agriculture, Water & Environmental Technologies sector (Exhibit 9).

**Exhibit 9: CAI grant awards by phase and recipient, Northern Coastal Subregion**



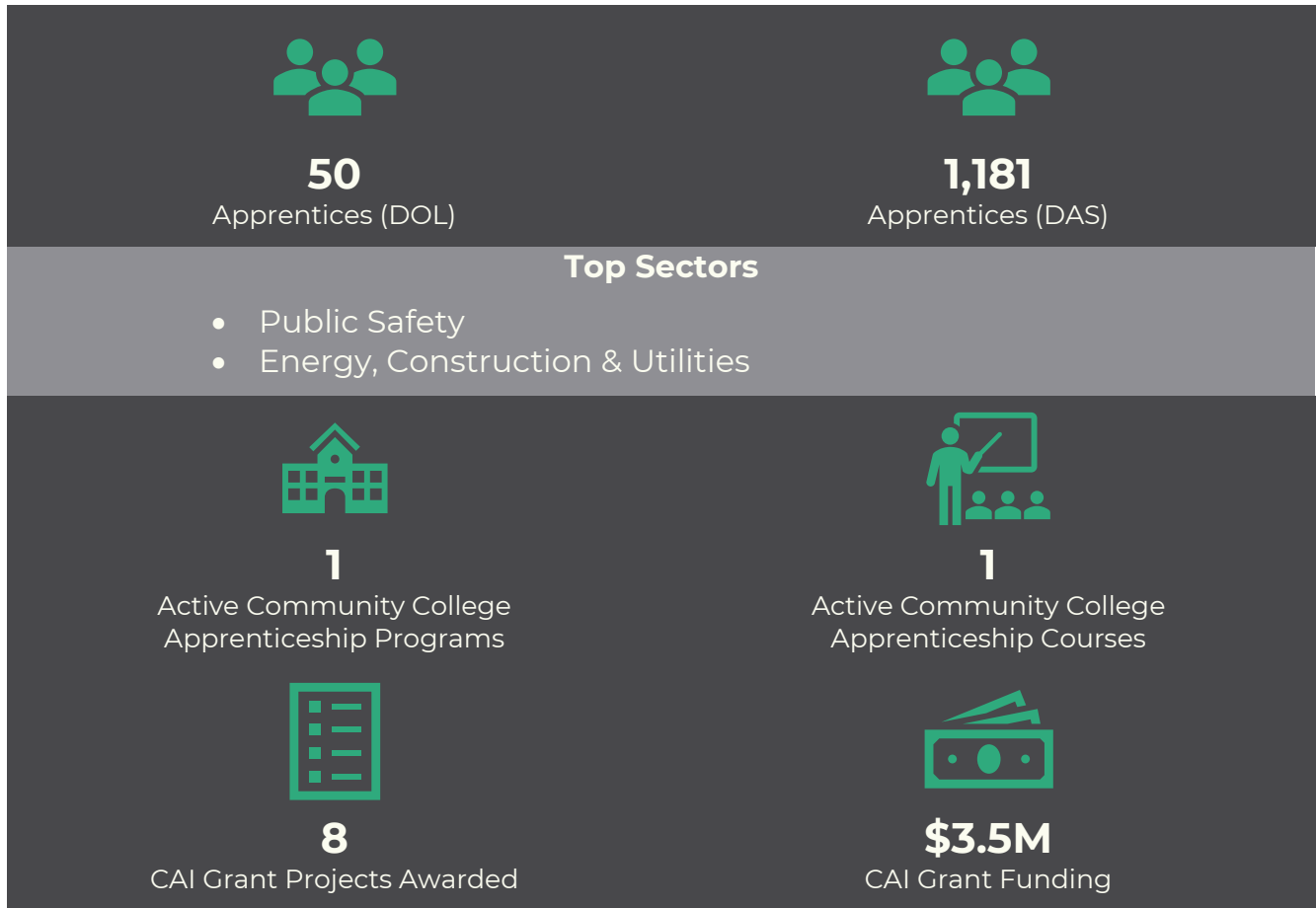
In the Northern Coastal Subregion, CAI funding focused on one occupation: farmers, ranchers, and other agricultural managers. As shown in Exhibit 10, no additional programs in the subregion were awarded funding, and no other institutions have applied for CAI grants in the subregion.

**Exhibit 10: Awarded CAI projects, Northern Coastal Subregion**

Fiscal Year	Awardee	Occupation	Award Type	Funded
AGRICULTURE, WATER & ENVIRONMENTAL TECHNOLOGIES				<b>\$197,670</b>
2023-24	Mendocino College	Farmers, Ranchers, and Other Agricultural Managers	Planning	\$98,835
2024-25	Mendocino College	Farmers, Ranchers, and Other Agricultural Managers	Planning	\$98,835
			<b>TOTAL</b>	<b>\$197,670</b>

## Northern Inland Apprenticeships

The following data points summarize key findings for active registered apprenticeships in Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, and Tehama counties.<sup>44</sup>



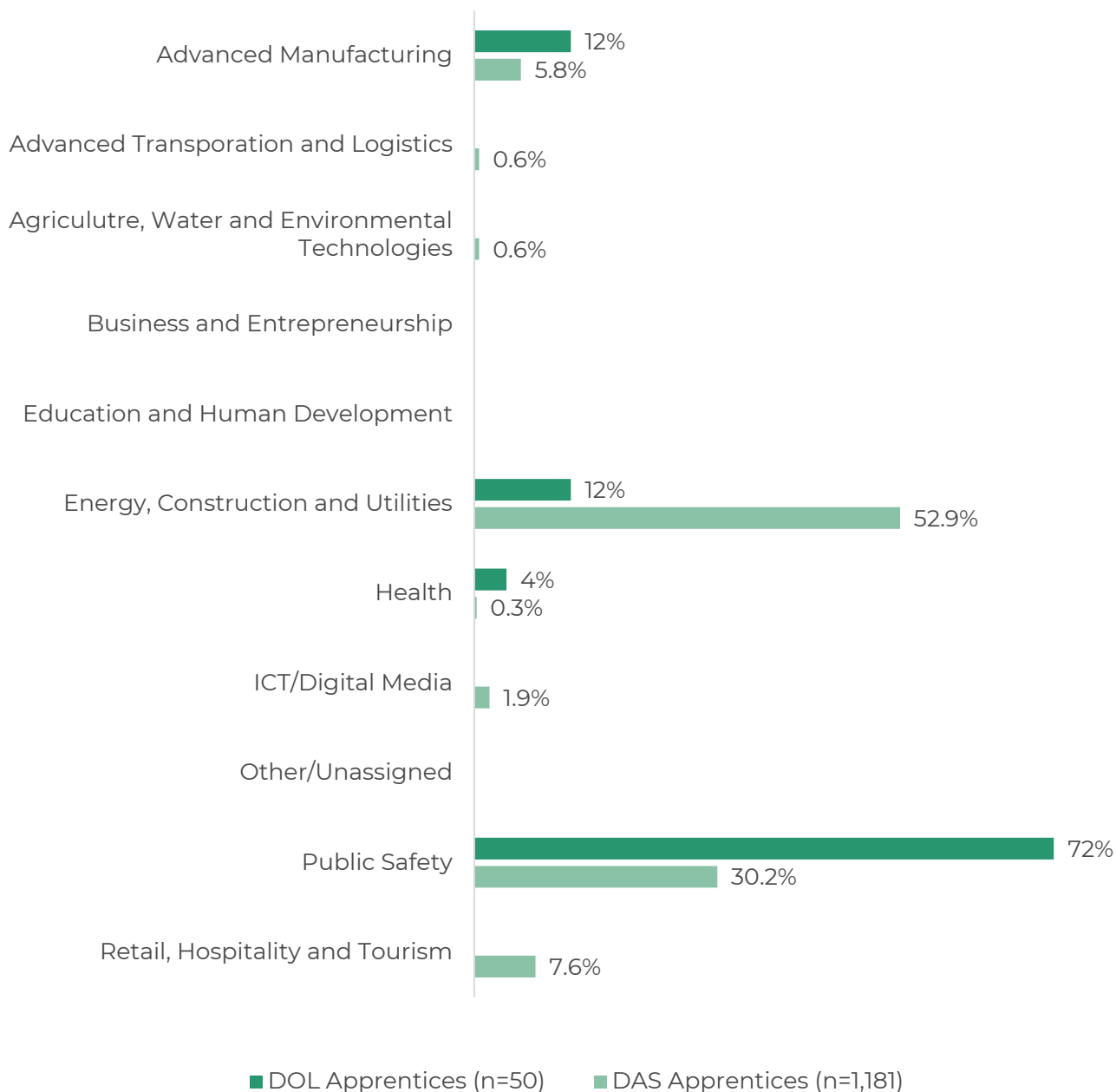
<sup>44</sup> Please note: Data overlap may exist for DOL and DAS apprentices since an apprentice can participate in an apprenticeship registered with both entities simultaneously. Because student data is not available, it was not possible to disaggregate this data.

## Apprenticeship Sectors

According to DOL data, there are 50 apprentices in the Northern Inland Subregion, which is significantly fewer than the apprentices reported within DAS data, which shows a total of 1,181 apprentices. According to DOL data, the highest percentage of apprentices occurs in Public Safety programs, 72%. By comparison, 52.9% of apprentices are categorized in Energy, Construction & Utilities programs in DAS data.

Advanced Manufacturing and Energy, Construction & Utilities rank second in DOL data, 12%, whereas Public Safety is the second largest sector in DAS data, accounting for 30.2% of apprentices. Exhibit 11 shows the distribution of apprentices within DOL and DAS datasets by sector.

**Exhibit 11: Apprentices by sector, Northern Inland Subregion**



## Apprenticeship Sponsors

In the Northern Inland Subregion, 294 program sponsors were listed in the DAS Program Sponsor Tool. Among the occupations tracked in RAPIDS, the occupation of barbers accounted for the most apprenticeship programs, followed by cosmetologists, medical assistants, tile finishers, and software developers. The program sponsors with the most apprenticeship programs in the subregion are Advanced Manufacturing and Transportation Apprenticeships of California; California Firefighter Joint Apprenticeship Committee; and Apprenti, as shown in Exhibit 12.

**Exhibit 12: DAS program sponsor top search results, Northern Inland Subregion (n=294)**

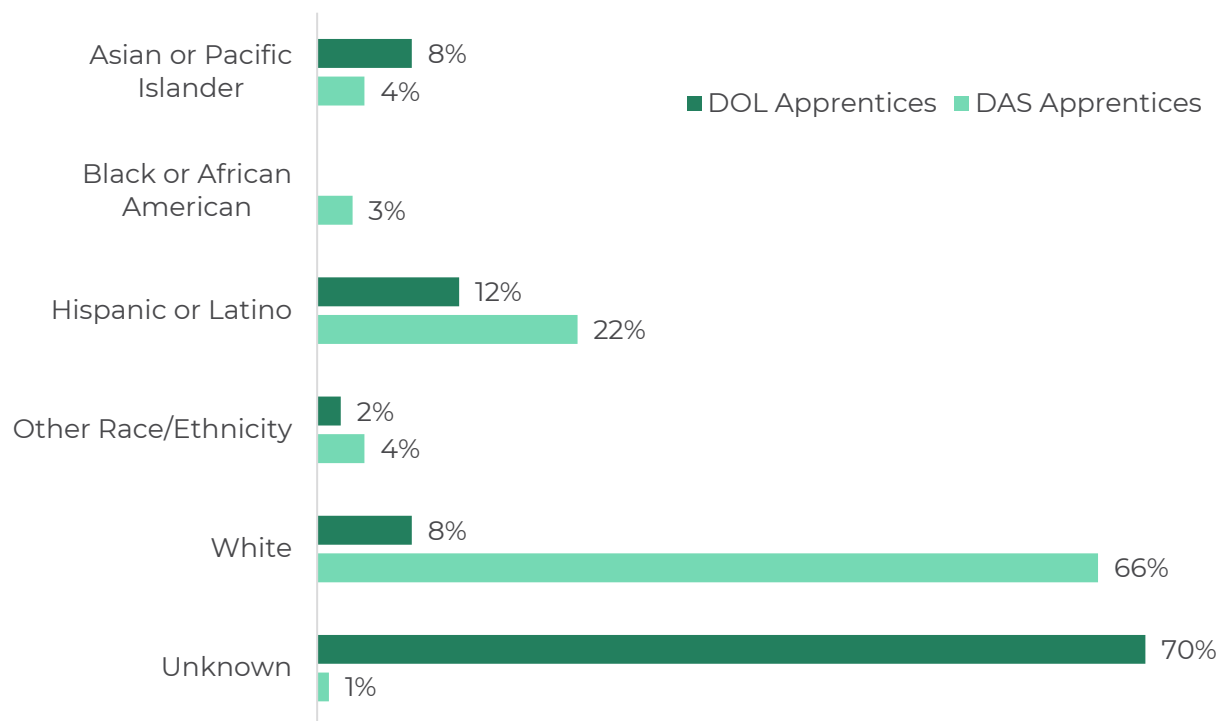
DAS Occupations	Program Sponsors
<ul style="list-style-type: none"> <li>● Barbers</li> <li>● Cosmetologists</li> <li>● Medical Assistants</li> <li>● Tile Finishers</li> <li>● Software Developers</li> <li>● Plumbers</li> <li>● Cybersecurity Analysts</li> <li>● Terrazzo Workers</li> <li>● Dental Assistants</li> <li>● Tool and Die Makers</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced Manufacturing and Transportation Apprenticeships of California</li> <li>● California Firefighter Joint Apprenticeship Committee</li> <li>● Apprenti</li> <li>● Music Forward Foundation</li> <li>● Nor Cal Carpenters Training (NCCT)</li> <li>● Rx Research Services Unilateral Apprenticeship Committee</li> <li>● Surplus Service</li> <li>● Joint Apprenticeship Committee for Operating Engineers for the 46 Northern Counties in California</li> <li>● Westcal Academy</li> </ul>

## Apprenticeship Demographics

### Race and Ethnicity

According to DOL data, the race and ethnicity of 70% of apprentices is unknown in the Northern Inland Subregion. White apprentices account for the highest percentage of apprentices, 66%, within the DAS data, although within DOL data, the percentage is significantly lower, 8%. Apprentices who identify as Hispanic or Latino account for the second largest group in both data sources, 12% for DOL and 22% for DAS. Exhibit 13 shows the distribution of apprentices by race and ethnicity, according to DOL and DAS data.

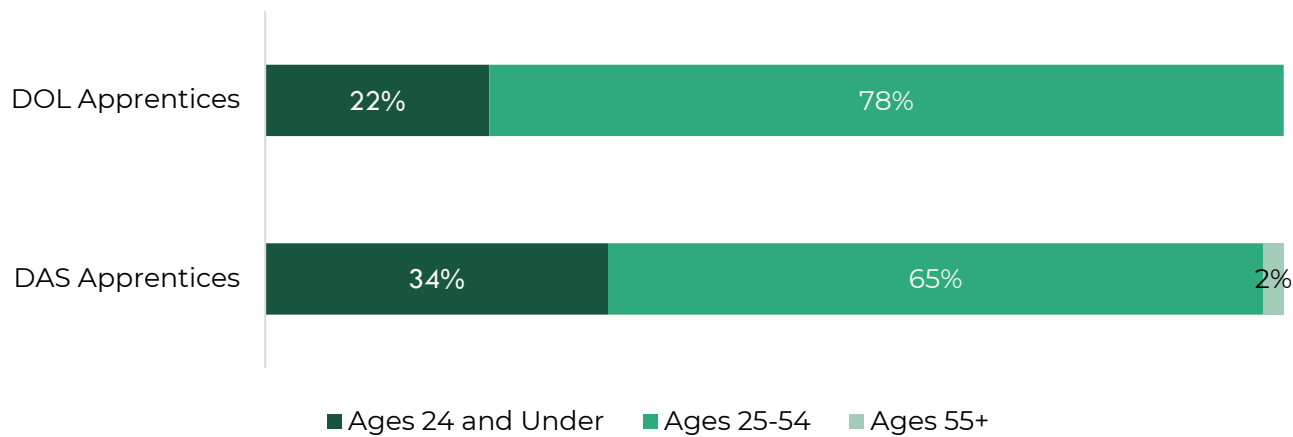
**Exhibit 13: Apprentices by race and ethnicity, Northern Inland Subregion**



### Age

Exhibit 14 shows the distribution of apprentices by age group according to DOL and DAS data. DOL data shows that over three-fourths, or 78%, of apprentices in the Northern Inland Subregion are between the ages of 25 and 54, which is higher than DAS data, in which 65% of apprentices are in the same age range. According to DOL data, 22% of apprentices are age 24 and younger, a lower percentage than the DAS data, 34%. Notably, only 2% of apprentices within DAS data are 55 or older.

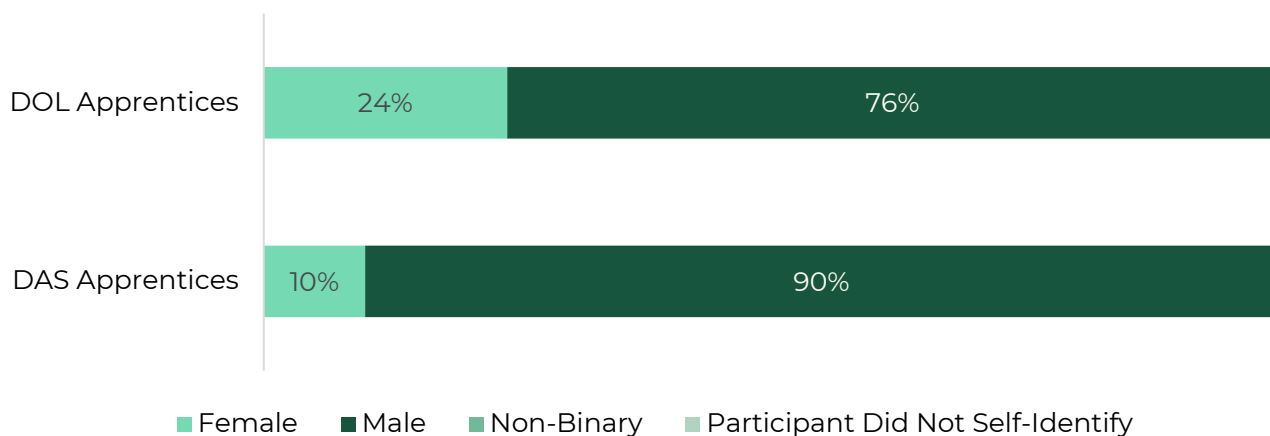
**Exhibit 14: Apprentices by age, Northern Inland Subregion**



### Sex and Gender

When examining data on sex and gender, the majority of apprentices are men, 76% in DOL data and 90% in DAS data in the Northern Inland Subregion. However, the reported percentage of female apprentices is considerably higher in DOL data, 24%, than DAS data, 10%, as shown in Exhibit 15.

**Exhibit 15: Apprentices by sex and gender, Northern Inland Subregion**



## Community College Analysis

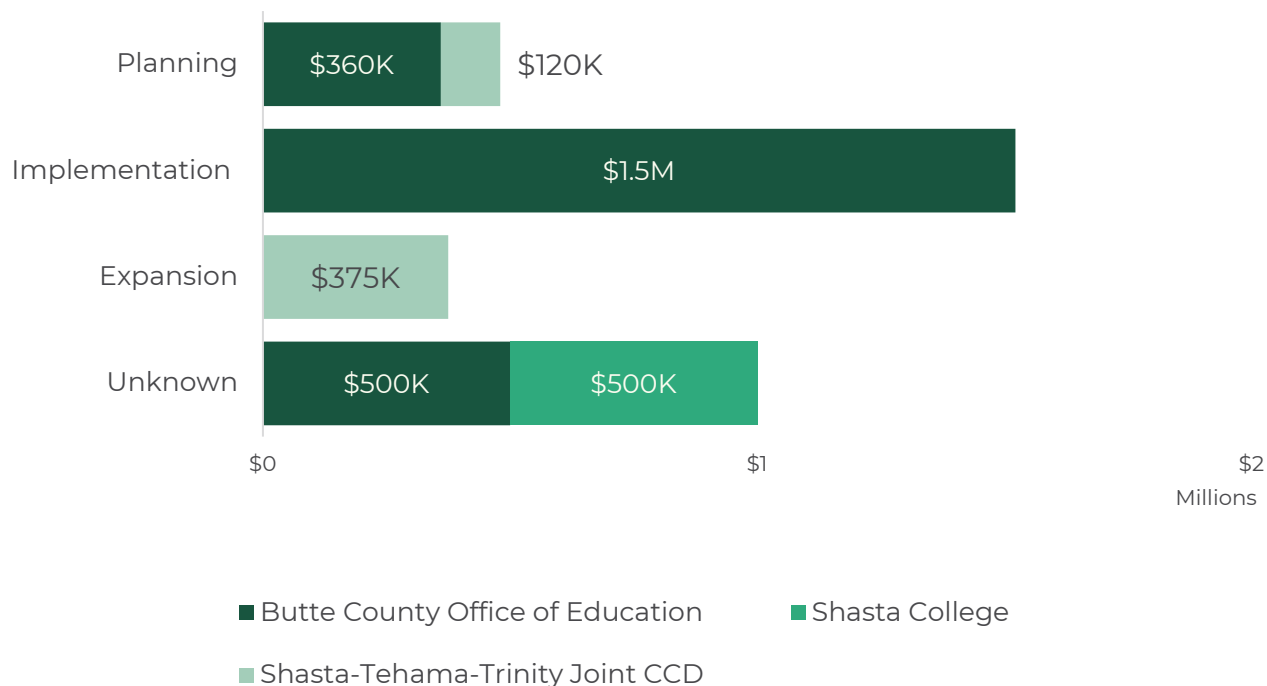
### Chancellor’s Office Curriculum Inventory

As of October 2025, no community colleges in the Northern Inland Subregion have active apprenticeship programs listed in COCI. However, a review of college websites revealed that Shasta College offers one apprenticeship program—the California Registered Apprenticeship Forest Training (CRAFT) program.<sup>45</sup> Of note, the Heavy Equipment Logging Operations (HELO) program serves as the pre-apprenticeship pathway preparing students for CRAFT.<sup>46</sup> A review of courses in COCI indicated that only one course was flagged as an apprenticeship course: Electricity (TOP 0934.20 Industrial Electronics). See Appendix B for a list of community college apprenticeship programs and courses in the region.

### CAI Funding

In the Northern Inland Subregion, three entities—Butte County Office of Education, Shasta College, and Shasta-Tehama-Trinity Joint Community College District—were awarded a total of \$3,377,252 in CAI funds. Nearly half of the funding, 45%, supported implementation projects. Because the first round of CAI grants (2021-22 academic year) did not specify award type, those funds are categorized as “unknown” in Exhibit 16.

**Exhibit 16: CAI grant awards by phase and recipient, Northern Inland Subregion**



<sup>45</sup> “Home – CRAFT Program,” California Registered Apprenticeship Forest Training, 2025, accessed October 28, 2025, <https://craftprogram.net/>.

<sup>46</sup> “Heavy Equipment Logging Operations and Maintenance Certificate,” Shasta College, 2025, accessed October 28, 2025, <https://www.shastacollege.edu/academics/programs/heavy-equipment-operations/heavy-logging-equipment-operations/>.

Exhibit 17 shows CAI grant projects awarded across the Northern Inland Subregion by sector. Appendix B lists projects not funded, ineligible, or funded with conditions in the Northern Inland Subregion.

**Exhibit 17: Awarded CAI projects, Northern Inland Subregion**

Fiscal Year	Awardee	Occupation / Name	Award Type	Funded
AGRICULTURE, WATER & ENVIRONMENTAL TECHNOLOGIES				<b>\$240,000</b>
2023-24	Butte County Office of Education	Agricultural and Food Science Technician	Planning	\$120,000
2024-25	Butte County Office of Education	Agricultural and Food Science Technician	Planning	\$120,000
BUSINESS & ENTREPRENEURSHIP				<b>\$995,000</b>
2021-22	Shasta College	Registered Apprenticeship in Accounting	Unknown	\$500,000
2022-23	Shasta-Tehama-Trinity Joint CCD	Bookkeeping, Accounting, and Auditing Clerks	Expansion	\$375,000
2022-23	Shasta-Tehama-Trinity Joint CCD	Customer Service Representative	Planning	\$120,000
HEALTH				<b>\$1,020,000</b>
2022-23	Butte County Office of Education	Dental Assistant	Planning	\$120,000
2023-24	Butte County Office of Education	Dental Assistant	Implementation	\$450,000
2024-25	Butte County Office of Education	Dental Assistant	Implementation	\$450,000
ICT/DIGITAL MEDIA				<b>\$622,252</b>
2023-24	Butte County Office of Education	Software Developer	Implementation	\$155,563
2023-24	Butte County Office of Education	Software Developer, Applications	Implementation	\$155,563
2024-25	Butte County Office of Education	Software Developer	Implementation	\$155,563
2024-25	Butte County Office of Education	Software Developer, Applications	Implementation	\$155,563
UNASSIGNED				<b>\$500,000</b>
2021-22	Butte County Office of Education	Workforce Development Apprenticeship Program-BCOE	Unknown	\$500,000
			<b>TOTAL</b>	<b>\$3,377,252</b>

## Greater Sacramento Apprenticeships

The following data points summarize key findings for active registered apprenticeships in Sacramento, El Dorado, Placer, Yolo, Sutter, Yuba, and Nevada counties.<sup>47</sup>



**10,946**

Apprentices (DOL)



**12,520**

Apprentices (DAS)

### Top Sectors

- Other/Unassigned
- Public Safety
- Energy, Construction & Utilities



**21**

Active Community College  
Apprenticeship Programs



**455**

Active Community College  
Apprenticeship Courses



**13**

CAI Grant Projects Awarded



**\$10.5M**

CAI Grant Funding



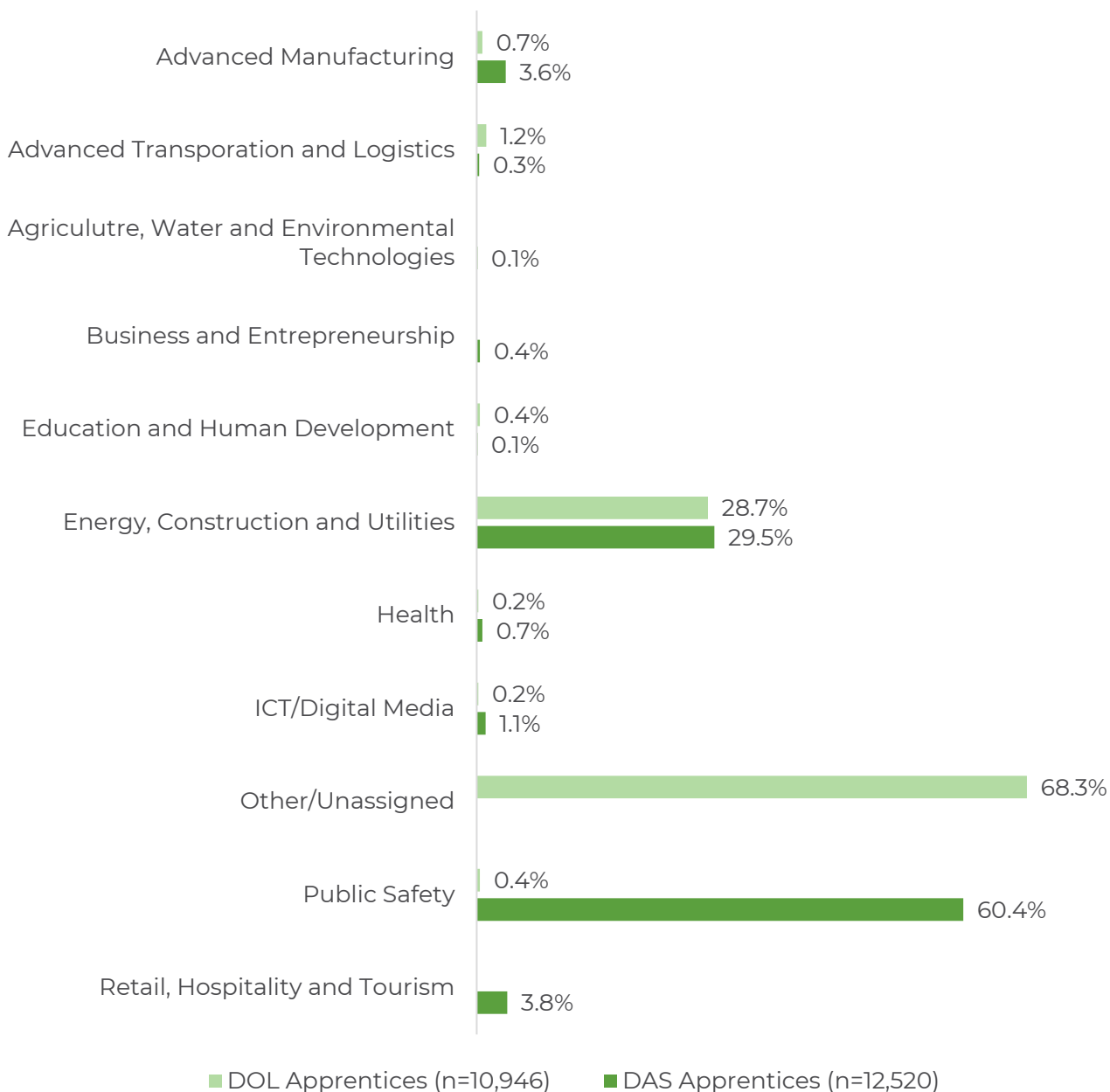
<sup>47</sup> Please note: Data overlap may exist for DOL and DAS apprentices since an apprentice can participate in an apprenticeship registered with both entities simultaneously. Because student data is not available, it was not possible to disaggregate this data.

## Apprenticeship Sectors

According to DOL data, there are 10,946 apprentices in the Greater Sacramento Subregion, which is fewer than the apprentices reported within DAS data. According to DAS, there are 12,520 apprentices in the subregion. Across DOL data, the highest percentage of apprentices are in Other/Unassigned programs, 68.3%, while 60.4% are in Public Safety in DAS data.

Notably, sector representation among apprentices is similar in some instances between DOL and DAS datasets. Energy, Construction & Utilities is the second largest sector for apprenticeships in DOL and DAS data. Exhibit 18 shows the distribution of apprentices within DOL and DAS datasets by sector.

**Exhibit 18: Apprentices by sector, Greater Sacramento Subregion**



## Apprenticeship Sponsors

In Greater Sacramento, 327 program sponsors were listed in the DAS Program Sponsor Tool. Among the occupations tracked in RAPIDS, barbers accounted for the most apprenticeship programs, followed by cosmetologists, medical assistants, and dental assistants. The program sponsors with the most apprenticeship programs in the subregion are Advanced Manufacturing and Transportation Apprenticeships of California, California Firefighter Joint Apprenticeship Committee, and Apprenti, as shown in Exhibit 19.

**Exhibit 19: DAS program sponsor top search results, Greater Sacramento Subregion (n=327)**

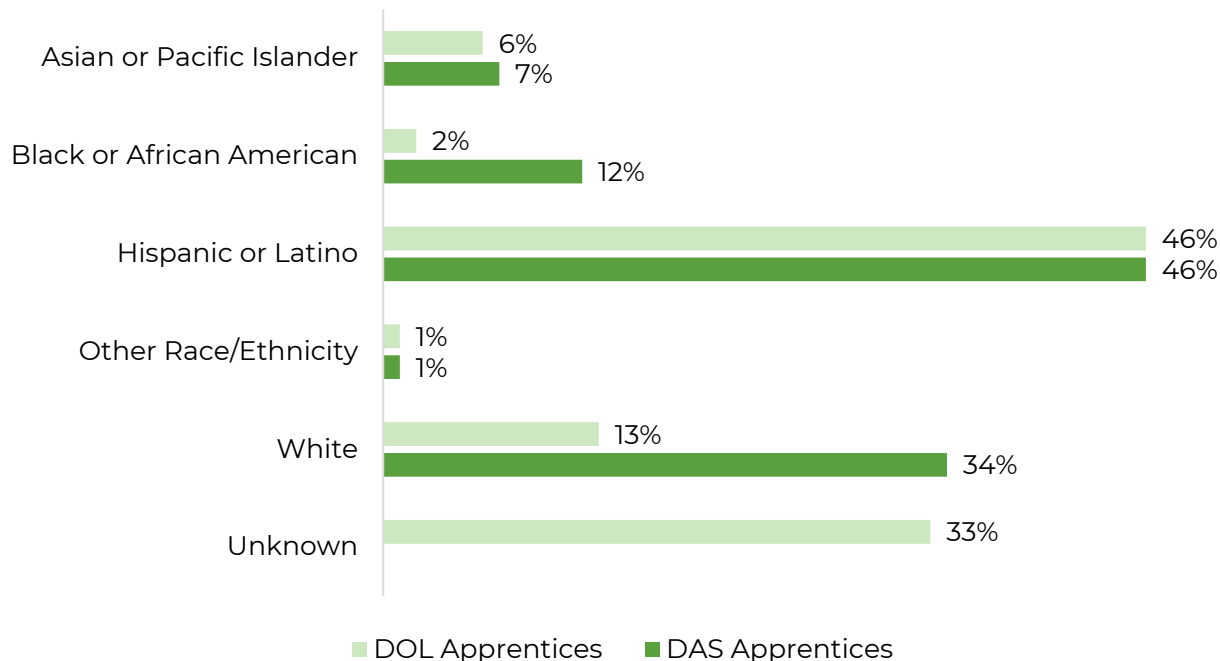
DAS Occupations	Program Sponsors
<ul style="list-style-type: none"> <li>● Barbers</li> <li>● Cosmetologists</li> <li>● Medical Assistants</li> <li>● Dental Assistants</li> <li>● Maintenance Machinists</li> <li>● Carpenters</li> <li>● Construction Craft Laborers</li> <li>● Automotive Painters</li> <li>● Terrazzo Workers</li> <li>● Data Analysts</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced Manufacturing and Transportation Apprenticeships of California</li> <li>● California Firefighter Joint Apprenticeship Committee</li> <li>● Apprenti</li> <li>● Music Forward Foundation</li> <li>● SMUD Joint Apprentice Training Committee</li> <li>● Nor Cal Carpenters Training (NCCT)</li> <li>● Joint Apprenticeship Committee for Operating Engineers for the 46 Northern Counties in California</li> <li>● Rx Research Services Unilateral Apprenticeship Committee</li> <li>● Surplus Service</li> <li>● California Tooling and Machining Apprenticeship Association</li> </ul>

## Apprenticeship Demographics

### Race and Ethnicity

In the Greater Sacramento Subregion, Hispanic or Latino individuals account for the highest percentage of apprentices within DOL data, 46%, and DAS data, 46%. White individuals account for the second largest group of apprentices, with DAS reporting 34% of apprentices and DOL reporting 13%. The race and ethnicity of 33% of apprentices is unknown, according to DOL data. Exhibit 20 shows the distribution of apprentices by race and ethnicity according to DOL and DAS data.

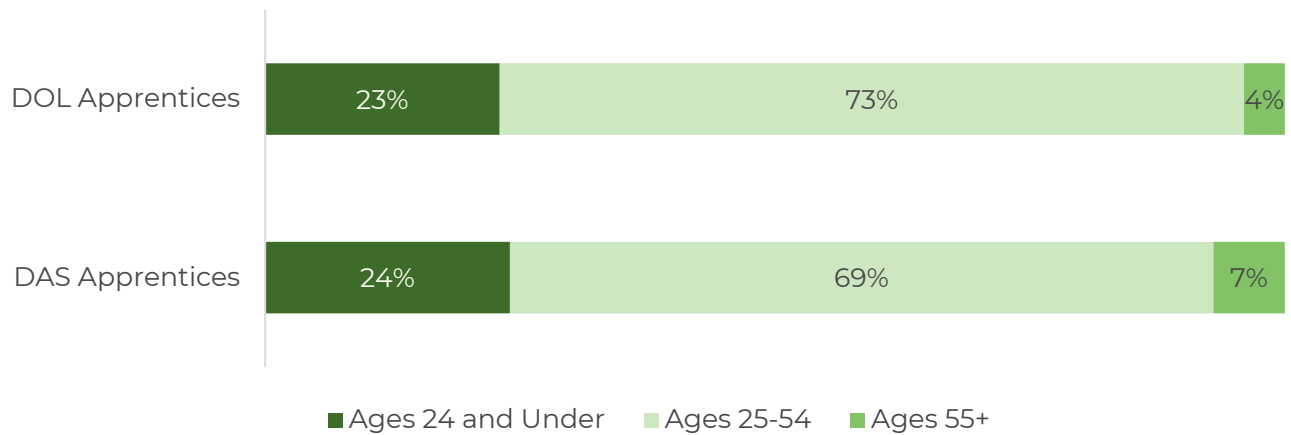
**Exhibit 20: Apprentices by race and ethnicity, Greater Sacramento Subregion**



### Age

Exhibit 21 shows the distribution of apprentices by age group according to DOL and DAS data. DOL data shows that nearly one-fourth, or 23%, of apprentices in the subregion are 24 and younger, which is similar to DAS data, 24%. The majority of apprentices are between the ages of 25 and 54, with DOL data showing 73% of apprentices and DAS data showing 69% of apprentices in this age group. Notably, only 4% of apprentices within DOL data and 7% within DAS data are 55 or older.

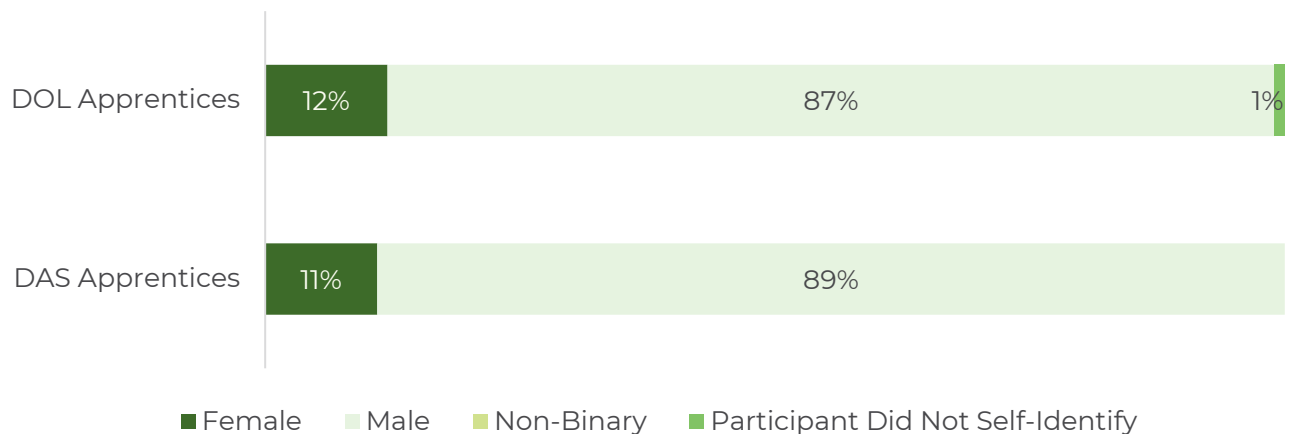
**Exhibit 21: Apprentices by age, Greater Sacramento Subregion**



### Sex and Gender

When examining data on sex and gender, the majority of apprentices are men, 87% for DOL data and 89% for DAS data. According to DOL data, only 12% of apprentices are women. The DAS data shows only 11% of apprentices are women, as shown in Exhibit 22.

**Exhibit 22: Apprentices by sex and gender, Greater Sacramento Subregion**



## Community College Analysis

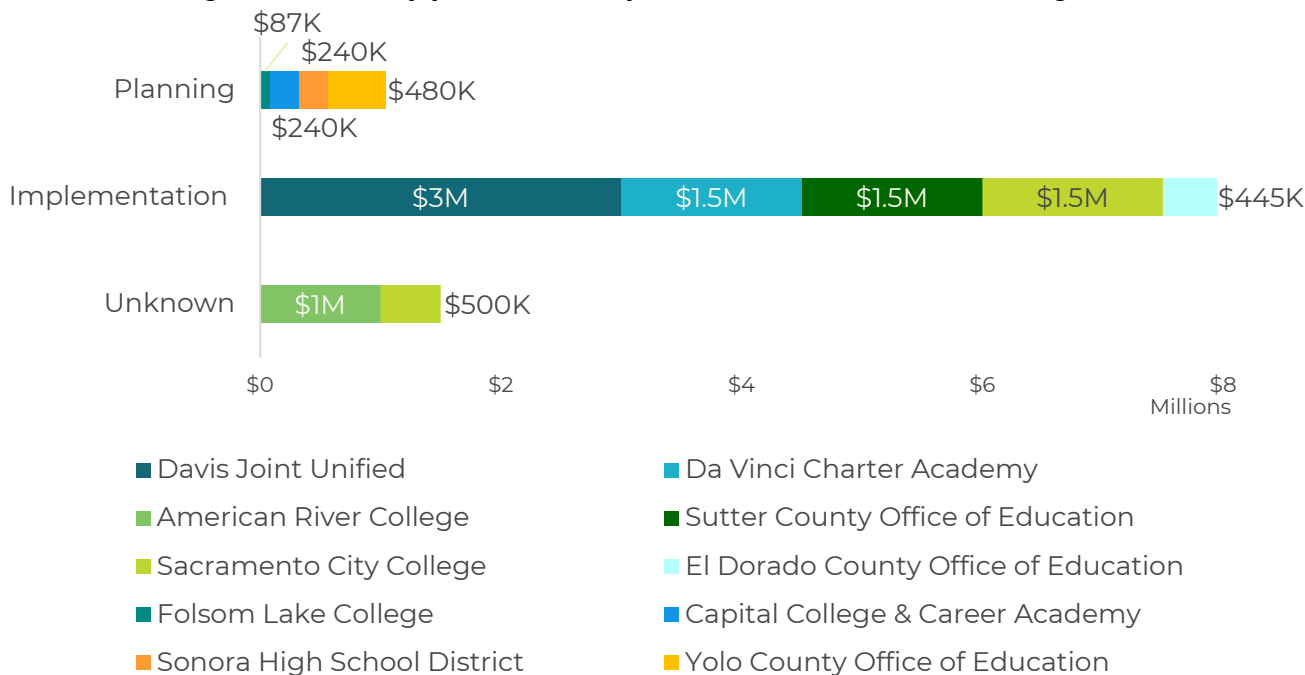
### Chancellor’s Office Curriculum Inventory

As of October 2025, COCI data shows 19 active apprenticeship programs among community colleges in the Greater Sacramento Subregion. Two additional programs, Lake Tahoe Community College’s Culinary Academy<sup>48</sup> and Tahoe Lift Maintenance Apprenticeship,<sup>49</sup> are not listed in COCI but are advertised on Lake Tahoe’s website and offered through ADVANCE, a collaborative network of educational and government agencies serving the Lake Tahoe Basin.<sup>50</sup> (A full list of active apprenticeship programs and courses is provided in Appendix B.) Additionally, there are 455 active courses flagged as apprenticeship courses in COCI. (See Appendix B for more information.)

### CAI Funding

In the Greater Sacramento subregion, 10 entities have been awarded a total of \$10,486,720 in CAI grants: American River College, Capital College & Career Academy, Da Vinci Charter Academy, Davis Joint Unified, El Dorado County Office of Education, Folsom Lake College, Sacramento City College, Sonora High School District, Sutter County Office of Education, and Yolo County Office of Education. Since the first round of CAI grants did not specify whether awards were designated for planning or implementation, 14% (\$1,500,000) of funds are classified as “unknown,” as shown in Exhibit 23. Of the remaining funds, 9% supported planning and 76% supported implementation projects. Appendix B lists projects not funded, ineligible, or funded with conditions in the Greater Sacramento Subregion.

**Exhibit 23: CAI grant awards by phase and recipient, Greater Sacramento Subregion**



<sup>48</sup> "Tahoe Culinary Academy at LTCC," ADVANCE, 2025, accessed October 28, 2025, <https://advance-learnerngrow.org/programs/tahoe-culinary-academy-at-ltcc/>.

<sup>49</sup> "Tahoe Lift Maintenance Apprenticeship," ADVANCE, 2025, accessed October 28, 2025, <https://advance-learnerngrow.org/programs/tahoe-lift-maintenance-apprenticeship/>.

<sup>50</sup> "Home," ADVANCE, 2025, accessed October 28, 2025, <https://advance-learnerngrow.org/>.

Exhibit 24 shows the CAI grant projects awarded in the Greater Sacramento Subregion by sector. Funding was distributed across six sectors: Advanced Manufacturing, Business & Entrepreneurship, Education & Human Development, Health, ICT/Digital Media, and Unassigned. Exhibit B4 provides a list of projects that submitted applications but were not funded or were deemed ineligible.

**Exhibit 24: Awarded CAI projects, Greater Sacramento Subregion**

Fiscal Year	Awardee	Occupation / Name	Award Type	Funded
<b>ADVANCED MANUFACTURING</b>				<b>\$84,768</b>
2022-23	Folsom Lake College	Advanced Manufacturing	Planning	\$84,768
<b>BUSINESS &amp; ENTREPRENEURSHIP</b>				<b>\$4,499,148</b>
2023-24	Davis Joint Unified	General and Operations Manager	Implementation	\$1,499,769
2024-25	Davis Joint Unified	General and Operations Manager	Implementation	\$1,499,769
2024-25	Da Vinci Charter Academy	General and Operations Manager	Implementation	\$1,499,610
<b>EDUCATION &amp; HUMAN DEVELOPMENT</b>				<b>\$922,804</b>
2022-23	El Dorado County Office of Education	Teacher Assistant, Preschool	Implementation	\$445,264
2023-24	Sonora High School District	Teacher Assistant	Planning	\$118,770
2023-24	Yolo County Office of Education	Teacher Assistant	Planning	\$120,000
2024-25	Sonora High School District	Teacher Assistant	Planning	\$118,770
2024-25	Yolo County Office of Education	Teacher Assistant	Planning	\$120,000
<b>HEALTH</b>				<b>\$2,980,000</b>
2021-22	American River College	Mental Behavioral Health (MBH) Apprenticeship	Unknown	\$500,000
2021-22	Sacramento City College	LVN to RN Pre-Apprenticeship	Unknown	\$500,000
2023-24	Yolo County Office of Education	Social and Human Service Assistant	Planning	\$120,000
2023-24	Capital College & Career Academy	Integrated Health & Wellness Director	Planning	\$120,000
2024-25	Capital College & Career Academy	Integrated Health & Wellness Director	Planning	\$120,000
2024-25	Yolo County Office of Education	Social and Human Service Assistant	Planning	\$120,000
2024-25	Sacramento City College	Integrated Health and Wellness Specialist	Implementation	\$1,500,000
<b>ICT/DIGITAL MEDIA</b>				<b>\$1,500,000</b>
2022-23	Sutter County Office of Education	Software Application Developer	Implementation	\$1,500,000
<b>UNASSIGNED</b>				<b>\$500,000</b>
2021-22	American River College	Civil Service Pre-apprenticeship Program	Unknown	\$500,000
			<b>TOTAL</b>	<b>\$10,486,720</b>

## Apprenticeship-Compatible Occupations

An important component of the study by the NFN COE involved identifying occupations compatible with registered apprenticeships that provide opportunity areas for program development or expansion.

DOL lists occupations approved for registered apprenticeships and refers to these as “apprenticeable occupations.” These occupations are organized by O\*NET-Standard Occupational Classification (SOC) 2019 codes. As of October 2025, the list of approved occupations includes 448 unique O\*NET codes, which map to 417 unique 2018 SOC codes. Three of these SOC codes were for military occupations, which are outside the scope of community college training, leaving 414 unique occupations.

Lightcast combines some of these occupations and recodes others. Using the Lightcast SOC taxonomy, occupations were assigned to their corresponding Lightcast SOC codes, resulting in 412 unique Lightcast SOC codes. These occupations were then ranked from least to most “apprenticeable” using the criteria outlined in Appendix C.

Occupations that were analyzed by COE scored typically between 0 to 9 points out of 11 possible points. Those occupations that scored 8-9 points were considered the most suitable for registered apprenticeship program development and are presented by subregion in Exhibit 25-27. Occupations are ranked in descending order by number of points scored.

### Exhibit 15: Apprenticeable occupations, Northern Coastal Subregion

Occupation	CCCCO Sector	Annual Openings (2024-2029)	Entry-Level Hourly Wage	Median Hourly Wage	Entry-Level Education*	On-the-Job Training	Previously Awarded CAI Grant
Maintenance and Repair Workers, General	Energy, Construction & Utilities	148	\$20.11	\$22.86	High school	Moderate-term	No
Operating Engineers and Other Construction Equipment Operators	Energy, Construction & Utilities	62	\$28.63	\$33.09	High school	Moderate-term	No
Power Plant Operators	Energy, Construction & Utilities	16	\$30.20	\$37.20	High school	Long-term	No
Social and Human Service Assistants	Health	128	\$16.91	\$22.14	High school	Short-term	Yes
Community Health Workers	Health	20	\$21.86	\$23.81	High school	Short-term	Yes
Medical Secretaries and Administrative Assistants	Health	73	\$20.25	\$22.77	High school	Moderate-term	No
Licensed Practical and Licensed Vocational Nurses	Health	43	\$32.67	\$35.90	Postsecondary nondegree award	None	Yes
Pharmacy Technicians	Health	29	\$22.10	\$23.71	High school	Moderate-term	Yes
Chefs and Head Cooks	Retail, Hospitality & Tourism	23	\$20.18	\$29.02	High school	None	Yes

\*Note: “High school” refers to high school or equivalent entry-level education.

**Exhibit 26: Apprenticeable occupations, Northern Inland Subregion**

Occupation	CCCCO Sector	Annual Openings (2024-2029)	Entry-Level Hourly Wage	Median Hourly Wage	Entry-Level Education	On-the-Job Training	Previously Awarded CAI Grant
Licensed Practical and Licensed Vocational Nurses	Health	118	\$29.64	\$33.97	Postsecondary nondegree award	None	Yes
Mobile Heavy Equipment Mechanics, Except Engines	Advanced Transportation & Logistics	36	\$28.79	\$34.43	High school	Long-term	No
Construction and Building Inspectors	Energy, Construction & Utilities	28	\$30.44	\$39.95	High school	Moderate-term	No
Electrical Power-Line Installers and Repairers	Energy, Construction & Utilities	34	\$32.87	\$48.19	High school	Long-term	No
Operating Engineers and Other Construction Equipment Operators	Energy, Construction & Utilities	115	\$28.72	\$35.61	High school	Moderate-term	No
Power Plant Operators	Energy, Construction & Utilities	32	\$43.50	\$53.29	High school	Long-term	No
Dietetic Technicians	Health	16	\$17.29	\$19.55	Associate degree	None	Yes
Social and Human Service Assistants	Health	161	\$20.85	\$24.98	High school	Short-term	Yes
Community Health Workers	Health	19	\$18.30	\$21.40	High school	Short-term	Yes
Radiologic Technologists and Technicians	Health	19	\$36.11	\$47.54	Associate degree	None	No
Pharmacy Technicians	Health	62	\$20.61	\$22.66	High school	Moderate-term	Yes
Registered Nurses	Health	321	\$51.69	\$65.23	Bachelor's degree	None	Yes
Chefs and Head Cooks	Retail, Hospitality & Tourism	35	\$20.93	\$27.38	High school	None	Yes

\*Note: "High school" refers to high school or equivalent entry-level education.



**Exhibit 27: Apprenticeable occupations, Greater Sacramento Subregion**

Occupation	CCCCO Sector	Annual Openings (2024-2029)	Entry-Level Hourly Wage	Median Hourly Wage	Entry-Level Education	On-the-Job Training	Previously Awarded CAI Grant
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	Energy, Construction & Utilities	29	\$47.92	\$51.47	Post-secondary nondegree award	Moderate-term	Yes
Forensic Science Technicians	Life Sciences/Biotech	28	\$37.65	\$46.40	Bachelor's degree	Moderate-term	Yes
Industrial Machinery Mechanics	Advanced Manufacturing	149	\$29.65	\$34.73	High school	Long-term	No
Chemical Equipment Operators and Tenders	Advanced Manufacturing	34	\$22.21	\$23.54	High school	Moderate-term	No
Control and Valve Installers and Repairers, Except Mechanical Door	Advanced Manufacturing	37	\$37.42	\$51.97	High school	Moderate-term	No
Welders, Cutters, Solderers, and Brazers	Advanced Manufacturing	244	\$22.72	\$25.94	High school	Moderate-term	No
Industrial Engineers	Advanced Manufacturing	72	\$41.02	\$52.48	Bachelor's degree	None	Yes
Occupational Health and Safety Technicians	Advanced Manufacturing	25	\$25.09	\$29.05	High school	Moderate-term	No
Commercial Pilots	Advanced Transportation & Logistics	55	\$35.30	\$50.03	High school	Moderate-term	No
General and Operations Managers	Business & Entrepreneurship	1,935	\$38.41	\$56.75	Bachelor's degree	None	Yes
Brickmasons and Blockmasons	Energy, Construction & Utilities	52	\$22.81	\$29.29	High school	Apprenticeship	No
Electrical Power-Line Installers and Repairers	Energy, Construction & Utilities	119	\$38.06	\$53.24	High school	Long-term	No
Plumbers, Pipefitters, and Steamfitters	Energy, Construction & Utilities	423	\$23.70	\$30.03	High school	Apprenticeship	No
Electricians	Energy, Construction & Utilities	863	\$27.17	\$36.14	High school	Apprenticeship	No
Medical Equipment Repairers	Life Sciences/Biotech	50	\$24.86	\$31.50	Associate degree	Moderate-term	No
Medical Equipment Preparers	Life Sciences/Biotech	118	\$27.04	\$36.36	High school	Moderate-term	No
First-Line Supervisors of Firefighting and Prevention Workers	Public Safety	59	\$49.57	\$75.99	Post-secondary nondegree award	Moderate-term	No
Police and Sheriff's Patrol Officers	Public Safety	614	\$42.39	\$52.77	High school	Moderate-term	No
Detectives and Criminal Investigators	Public Safety	153	\$42.24	\$52.92	High school	Moderate-term	No
Agricultural Technicians	Agriculture, Water & Environmental Technologies	72	\$21.22	\$28.46	Associate degree	Moderate-term	Yes

\*Note: "High school" refers to high school or equivalent entry-level education.

## Conclusion and Recommendations

Overall, this report aims to illustrate the current apprenticeship landscape in the North Far North Region and offer insights that can support continued program development to expand registered apprenticeship opportunities in the region's urban and rural areas. The following section presents key observations and findings from the analysis of apprenticeships in the North Far North Region, along with recommended areas for future research.

### Key Finding

Gaps and inconsistencies exist in apprenticeship data and tracking.

Apprenticeship data is often incomplete, inconsistent, or contradictory across sources (e.g., DOL, DAS, CCCCCO), partly due to unclear update timelines. For example, there are only 29 DOL apprentices, a number substantially smaller than the 522 DAS apprentices in the Northern Coastal Subregion in the subregion.

Direct comparisons between DOL and DAS data are difficult because programs may be registered in one system but not the other. Though both sources provide information specific to apprentices, only DAS provides information on apprenticeship programs. Other types of specific metrics and outcomes are not reported.

Tracking apprenticeship programs in COCI is complicated by inconsistent naming conventions and the absence of an official “apprenticeship” flag, making some offerings hard to identify and analyze.

### Recommendation

NFN COE and COEs in regions elsewhere in the state have identified consistent data collection and tracking as a need for effective and efficient apprenticeship development. This need could be addressed through a North Far North regional apprenticeship coordinator position.

### Key Finding

NFN apprentices and registered apprenticeships are concentrated in traditional sectors, such as the building trades and public safety.

Building trades apprentices and apprenticeships comprise the largest sector represented in DAS and DOL data. This sector aligns with the CCCCCO Energy, Construction & Utilities sector. The Public Safety and Other/Unassigned sectors also host large numbers of apprentices and apprenticeship programs in DAS and DOL data.

Identifying nontraditional “apprenticeable” occupations is challenging, as exemplified by some of the more traditional-leaning CAI awarded grant projects in the state.

### Recommendation

NFN community colleges should explore opportunities to expand apprenticeship programs by extending traditional models into new sectors and developing nontraditional apprenticeships in emerging fields. This study's list of "apprenticeable" occupations by subregion offers a starting point for this exploration. Examples of nontraditional occupations that are compatible with registered apprenticeship in the region include Chefs and Head Cooks; Forensic Science Technicians; and Medical Equipment Preparers.



### Key Finding

Apprenticeship demographics largely mirror the building trades, with men comprising the majority of apprentices and notable differences existing in racial and ethnic representation compared to the broader North Far North labor force. Most apprentices fall within the prime working ages of 25–54, as categorized by DOL and DAS.

### Recommendation

The race and ethnicity and sex and gender demographic findings in this report present equity considerations in terms of ensuring that certain populations of learners have access to and the support needed to succeed in registered apprenticeships. Expanding beyond traditional apprenticeship sectors and increasing nontraditional apprenticeship opportunities at community colleges could help address underrepresentation of certain populations in apprenticeships. Future COE research should analyze the demographics of occupations compatible with registered apprenticeships to identify opportunities and strategies to close equity gaps.

### Key Finding

The study identified occupations compatible with registered apprenticeship development, referred to as "apprenticeable" occupations, in each of the North Far North's three subregions. These "apprenticeable" occupations account for nine occupations in the Northern Coastal Subregion; 13 occupations in the Northern Inland Subregion; and 20 occupations in the Greater Sacramento Subregion.

Within this list, “apprenticeable” occupations with a high number of annual openings may represent particular opportunity areas for apprenticeship program development and expansion.

**Northern Coastal Subregion:**

- Maintenance and Repair Workers, General, 148 annual openings
- Social and Human Service Assistants, 128 annual openings
- Medical Secretaries and Administrative Assistants, 73 annual openings

**Northern Inland Subregion:**

- Registered Nurses, 321 annual openings
- Social and Human Service Assistants, 161 annual openings
- Licensed Practical and Licensed Vocational Nurses, 118 annual openings

**Greater Sacramento Subregion:**

- General and Operations Managers, 1,935 annual openings
- Police and Sheriff's Patrol Officers, 614 annual openings
- Welders, Cutters, Solderers, and Brazers, 244 annual openings

**Recommendation**

North Far North community colleges should explore registered apprenticeship development by using the identified “apprenticeable” occupations, which offer solid wages and strong projected employment demand, as a starting point.

**Key Finding**

Implementation barriers hindering apprenticeship program development likely exist, but a lack of available data prevents assessing where challenges are occurring and how to optimize processes to overcome them.



Although the CAI was enacted in 2015, funding did not begin until fiscal year 2021-22. Given the time required to launch career technical education (CTE) programs and collect outcomes data, it is still too early to evaluate CAI’s statewide and regional impacts. Inconsistent data and limited metrics highlight the need for a tracking system.

**Recommendation**

A regional dashboard integrated with labor market information could support continuous improvement of apprenticeship programs.

**Key Finding**

Funding opportunities are available and can support efforts to expand apprenticeships in the North Far North Region.

The California Opportunity Youth Apprenticeship (COYA) Grant supports youth ages 16–31 at risk of disconnection from the education system by funding pre-apprenticeship and apprenticeship programs. Since 2024, over \$46 million have been awarded to programs across the state, including about \$4.7 million in the North Far North Region for projects in Advanced Transportation & Logistics, Education & Human Development, and Health.

Beyond CAI and COYA, additional funding opportunities across California continue to expand apprenticeships. (See Appendix B for a list of projects receiving COYA grant funding in the North Far North Region as well as a list of other funding opportunities for community colleges in the region.)

**Recommendation**

North Far North community colleges should apply for grant funding opportunities to support expansion of traditional apprenticeship models into new sectors and to develop nontraditional apprenticeships in emerging fields.

## Appendix A: Data Sources and Limitations

There are several sources of apprenticeship data available in California. However, there is no source that incorporates all data points into a single area for analysis. Exhibit A1 shows these sources, as well as an overview of which information is available.

Exhibit A2 provides URL links and the date when each data source was accessed. DAS data for the Northern Coastal Subregion was sourced through a public records request and was obtained on July 18, 2025 and July 21, 2025.

**Exhibit A1: Apprenticeship data sources in California**

Data Source		Total # Apprentices	Industries/ CC Sectors	Program Sponsors/ Locations	Wages	Occupations	Apprentice Demographics	Traditional vs. Nontraditional	CC Programs	CC Courses
DOL	Apprenticeship Dashboard	✓	✓	✓	✗	✓	✓	✗	✗	✗
	Website Homepage	✓	✓	✗	✗	✗	✗	✗	✗	✗
DAS	Program Search Tool	✗	✓	✓	✓	✗	✗	✗	✗	✗
	Registration Dashboard	✓	✓	✓	✗	✓	✓	✗	✗	✗
CCCCO	COCI/Data Mart	✗	✗	✗	✗	✗	✗	✗	✓	✓
	CAI Award Letters	✗	✗	✗	✗	✓	✗	✗	✓	✗

✓ = Complete/Consistent Data

✓ = Incomplete/Inconsistent Data

✗ = No Data Found

**Exhibit A2: Data sources, pull dates, and website links**

	Data Source	Date Accessed	Website
<b>DOL</b>	Apprenticeship Dashboard	October 1, 2025	<a href="https://www.apprenticeship.gov/data-and-statistics/apprentices-by-state-dashboard">https://www.apprenticeship.gov/data-and-statistics/apprentices-by-state-dashboard</a>
	Website Homepage	October 1, 2025	<a href="https://www.dir.ca.gov/das/das.html">https://www.dir.ca.gov/das/das.html</a>
<b>DAS</b>	Program Search Tool	October 1, 2025	<a href="https://www.dir.ca.gov/databases/das/aigstart.asp">https://www.dir.ca.gov/databases/das/aigstart.asp</a>
	Registration Dashboard	October 1, 2025	<a href="https://public.tableau.com/app/profile/california.apprenticeship/viz/RegistrationDashboard_16301055851260/RegistrationDashboard">https://public.tableau.com/app/profile/california.apprenticeship/viz/RegistrationDashboard_16301055851260/RegistrationDashboard</a>
<b>CCCCO</b>	COCI/Data Mart	October 1, 2025	<a href="https://coci2.ccctechcenter.org/programs">https://coci2.ccctechcenter.org/programs</a>
	CAI Award Letters	October 1, 2025	<a href="https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship/ca-apprenticeship-initiative">https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship/ca-apprenticeship-initiative</a>



## Appendix B: COCI Programs and Courses

### Programs

Exhibit B1 lists 19 active community college apprenticeship programs categorized by sector and year, per COCI, in the North Far North Region.

**Exhibit B1: COCI apprenticeship programs by sector, status, and year approved, North Far North Region**

Status	Year Approved	College	Program Title	Award Type	TOP Code and Title	Program Control Number
<b>BUSINESS &amp; ENTREPRENEURSHIP</b>						
Active	Unavailable	American River	Financial Services Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0502.00 Accounting	42546
<b>ENERGY, CONSTRUCTION &amp; UTILITIES</b>						
Active	Unavailable	American River	Acoustical Installer Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.10 Carpentry	38640
Active	Unavailable	American River	Acoustical Installer Apprenticeship	A.A. Degree	0952.10 Carpentry	39057
Active	Unavailable	American River	Carpenter Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.10 Carpentry	20121
Active	Unavailable	American River	Carpenter Apprenticeship	A.A. Degree	0952.10 Carpentry	4536
Active	Unavailable	American River	Carpenter Apprenticeship Level I	Certificate of Achievement: 8 < 16 semester (or 12 < 24 quarter) units	0952.10 Carpentry	40100
Active	Unavailable	American River	Carpenter Apprenticeship Level II	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0952.10 Carpentry	40110
Active	Unavailable	American River	Carpenter Apprenticeship Level III	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0952.10 Carpentry	40111
Active	Unavailable	American River	Drywall/Lathing Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.80 Drywall and Insulation	20124
Active	Unavailable	American River	Drywall/Lathing Apprenticeship	A.A. Degree	0952.80 Drywall and Insulation	12153
Active	Unavailable	American River	Electrical Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.20 Electrical	20122
Active	Unavailable	American River	Electrical Apprenticeship	A.A. Degree	0952.20 Electrical	4537
Active	2021	American River	Electrical Apprenticeship Level I	Certificate of Achievement: 8 < 16 semester (or 12 < 24 quarter) units	0952.20 Electrical	40536
Active	Unavailable	American River	Electrical Apprenticeship Level II	Certificate of Achievement: 16 < 30 semester (or 24	0952.20 Electrical	40544

Status	Year Approved	College	Program Title	Award Type	TOP Code and Title	Program Control Number
				< 45 quarter) units		
Active	Unavailable	American River	Electrical Apprenticeship Level III	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.20 Electrical	40545
Active	Unavailable	American River	Electrical Apprenticeship Level IV	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.20 Electrical	40579
Active	2021	American River	Elevator Apprenticeship	A.A. Degree	0952.00 Construction Crafts Technology	41503
Active	Unavailable	American River	Elevator Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.00 Construction Crafts Technology	41505
Active	2021	American River	Elevator Apprenticeship Level I	Certificate of Achievement: 8 < 16 semester (or 12 < 24 quarter) units	0952.00 Construction Crafts Technology	41506
Active	Unavailable	American River	Elevator Apprenticeship Level II	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0952.00 Construction Crafts Technology	41507
Active	Unavailable	American River	Elevator Apprenticeship Level III	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.00 Construction Crafts Technology	41504
Active	Unavailable	American River	Elevator Apprenticeship Level IV	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.00 Construction Crafts Technology	41508
Active	Unavailable	American River	Hardwood Floor Layer Apprenticeship	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0952.70 Painting, Decorating, and Flooring	40099
Active	Unavailable	American River	Insulator Apprenticeship	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0952.80 Drywall and Insulation	40098
Active	Unavailable	American River	Ironworkers Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0956.40 Sheet Metal and Structural Metal	20126
Active	Unavailable	American River	Ironworkers Apprenticeship	A.A. Degree	0956.40 Sheet Metal and Structural Metal	12154
Active	2021	American River	Ironworkers Apprenticeship Level I	Certificate of Achievement: 8 < 16 semester (or 12 < 24 quarter) units	0956.40 Sheet Metal and Structural Metal	40617
Active	Unavailable	American River	Ironworkers Apprenticeship Level II	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0956.40 Sheet Metal and Structural Metal	40618
Active	Unavailable	American River	Ironworkers Apprenticeship Level III	Certificate of Achievement: 16 < 30 semester (or 24	0956.40 Sheet Metal and	40619

**UNLOCKING REGISTERED APPRENTICESHIP GROWTH POTENTIAL: OPPORTUNITIES IN THE NORTH FAR NORTH REGION**

Status	Year Approved	College	Program Title	Award Type	TOP Code and Title	Program Control Number
				< 45 quarter) units	Structural Metal	
Active	Unavailable	American River	Mill and Cabinet Maker Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.50 Mill and Cabinet Work	37687
Active	Unavailable	American River	Mill and Cabinet Maker Apprenticeship	A.A. Degree	0952.50 Mill and Cabinet Work	39338
Active	Unavailable	American River	Millwright Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0945.00 Industrial Systems Technology and Maintenance	39255
Active	Unavailable	American River	Millwright Apprenticeship	A.S. Degree	0945.00 Industrial Systems Technology and Maintenance	39340
Active	Unavailable	American River	Office Modular Systems Apprenticeship	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0952.10 Carpentry	40094
Active	Unavailable	American River	Pile Driver Apprenticeship	A.A. Degree	0952.10 Carpentry	39275
Active	Unavailable	American River	Pile Driver Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.10 Carpentry	39339
Active	2020	American River	Plumbers/Pipefitters Apprenticeship	A.S. Degree	0952.30 Plumbing, Pipefitting and Steamfitting	39256
Active	Unavailable	American River	Plumbers/Pipefitters Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39389
Active	2020	American River	Plumbers/Pipefitters Apprenticeship Level I	Certificate of Achievement: 8 < 16 semester (or 12 < 24 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39663
Active	Unavailable	American River	Plumbers/Pipefitters Apprenticeship Level II	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39666
Active	Unavailable	American River	Plumbers/Pipefitters Apprenticeship Level III	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39668
Active	Unavailable	American River	Plumbers/Pipefitters Apprenticeship Level IV	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39669
Active	Unavailable	American River	Refrigeration Service Technician Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.30 Plumbing, Pipefitting and	39341

**UNLOCKING REGISTERED APPRENTICESHIP GROWTH POTENTIAL: OPPORTUNITIES IN THE NORTH FAR NORTH REGION**

Status	Year Approved	College	Program Title	Award Type	TOP Code and Title	Program Control Number
					Steamfitting	
Active	2020-	American River	Refrigeration Service Technician Apprenticeship	A.S. Degree	0952.30 Plumbing, Pipefitting and Steamfitting	39448
Active	2020	American River	Refrigeration Service Technician Apprenticeship Level I	Certificate of Achievement: 8 < 16 semester (or 12 < 24 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39731
Active	Unavailable	American River	Refrigeration Service Technician Apprenticeship Level II	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39732
Active	Unavailable	American River	Refrigeration Service Technician Apprenticeship Level III	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39733
Active	Unavailable	American River	Refrigeration Service Technician Apprenticeship Level IV	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.30 Plumbing, Pipefitting and Steamfitting	39734
Active	Unavailable	American River	Scaffold Erector Apprenticeship	A.A. Degree	0952.10 Carpentry	39451
Active	Unavailable	American River	Scaffold Erector Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0952.10 Carpentry	40332
Active	1997	American River	Sheet Metal Apprenticeship	A.A. Degree	0956.40 Sheet Metal and Structural Metal	11548
Active	Unavailable	American River	Sheet Metal Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0956.40 Sheet Metal and Structural Metal	20127
Active	2021	American River	Sheet Metal Apprenticeship Level I	Certificate of Achievement: 8 < 16 semester (or 12 < 24 quarter) units	0956.40 Sheet Metal and Structural Metal	40860
Active	2021	American River	Sheet Metal Apprenticeship Level II	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0956.40 Sheet Metal and Structural Metal	40861
Active	2021	American River	Sheet Metal Apprenticeship Level III	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0956.40 Sheet Metal and Structural Metal	40864
Active	2021	American River	Sheet Metal Apprenticeship Level IV	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0956.40 Sheet Metal and Structural Metal	40865

Status	Year Approved	College	Program Title	Award Type	TOP Code and Title	Program Control Number
Active	Unavailable	American River	Sheet Metal Service Technician Apprenticeship	A.A. Degree	0956.40 Sheet Metal and Structural Metal	14999
Active	Unavailable	American River	Sheet Metal Service Technician Apprenticeship	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0956.40 Sheet Metal and Structural Metal	20128
Active	2022	American River	Sheet Metal Service Technician Apprenticeship Level I	Certificate of Achievement: 8 < 16 semester (or 12 < 24 quarter) units	0956.40 Sheet Metal and Structural Metal	42157
Active	Unavailable	American River	Sheet Metal Service Technician Apprenticeship Level II	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0956.40 Sheet Metal and Structural Metal	42152
Active	Unavailable	American River	Sheet Metal Service Technician Apprenticeship Level III	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0956.40 Sheet Metal and Structural Metal	42153
Active	Unavailable	American River	Sheet Metal Service Technician Apprenticeship Level IV	Certificate of Achievement: 30 < 60 semester (or 45 < 90 quarter) units	0956.40 Sheet Metal and Structural Metal	42154
<b>ICT/DIGITAL MEDIA</b>						
Active	2023	American River	Enterprise Software Engineering and Development Apprenticeship	Certificate of Achievement: 16 < 30 semester (or 24 < 45 quarter) units	0707.00 Computer Software Development	42868

## Courses

Exhibit B2 lists all active (456) community college apprenticeship courses categorized by subregion and TOP code, per COCI, in the North Far North Region. No courses were available for the Northern Coastal Subregion. For a full list of course titles, course IDs, and the date the information was last updated by the college, refer to [this resource](#).

### Exhibit B2: Number of COCI apprenticeship courses by TOP Code, North Far North Region

College	TOP Code and Title	Number of Apprenticeship Courses
<b>NORTHERN INLAND</b>		<b>1</b>
Shasta	0934.20 Industrial Electronics	1
<b>GREATER SACRAMENTO</b>		<b>455</b>
American River	0952.10 Carpentry	131
American River	2133.00 Fire Technology	76
American River	0952.30 Plumbing, Pipefitting, and Steamfitting	68
American River	0956.40 Sheet Metal and Structural Metal	44
American River	0952.80 Drywall and Insulation	32
American River	0947.30 Heavy Equipment Operation	23
American River	0952.70 Painting, Decorating, and Flooring	21
American River	0946.00 Environmental Control Technology	20
American River	0952.20 Electrical	12
American River	0947.20 Heavy Equipment Maintenance	11
American River	0952.00 Construction Crafts Technology	10
American River	4932.00 General Work Experience	2
American River	2105.10 Corrections	2
American River	1251.00 Paramedic	2
American River	0952.90 Roofing	1

## CAI Projects

**Exhibit B3. CAI projects not funded, ineligible, or funded with conditions, Northern Inland Subregion**

Fiscal Year	Applicant	Occupation / Name	Award Type	Status	Amount
<b>ADVANCED MANUFACTURING</b>					
2023-24	Sierra College	CNC Set-up, Prog, Milling & Turning	Implementation	Not Funded	\$1,500,000
2023-24	Butte County Office of Education	Machinist	Implementation	Not Funded	\$1,500,000
2024-25	Sierra College	CNC Set-up, Prog, Milling & Turning	Implementation	Not Funded	\$1,500,000
2024-25	Butte County Office of Education	Machinist	Implementation	Not Funded	\$1,500,000
<b>AGRICULTURE, WATER &amp; ENVIRONMENTAL TECHNOLOGIES</b>					
2023-24	Shasta College	Logging & Forestry Worker	Expansion	Ineligible, program is a recipient of CAI Program funds during performance period	\$675,000
2023-24	Shasta College	Forest and Conservation Technician	Pre-Apprenticeship Implementation	Not Funded	\$250,000
2024-25	Shasta College	Logging & Forestry Worker	Expansion	Ineligible, program is a recipient of CAI Program funds during performance period	\$675,000
2024-25	Shasta College	Forest and Conservation Technician	Pre-Apprenticeship Implementation	Not Funded	\$250,000
<b>EDUCATION &amp; HUMAN DEVELOPMENT</b>					
2023-24	Butte County Office of Education	Workforce Development Specialist	Planning	Not Funded	\$120,000
2023-24	Butte County Office of Education	Workforce Development Professional	Expansion	Ineligible, program is a recipient of CAI Program funds during performance period	\$930,000
2024-25	Butte County Office of Education	Workforce Development Specialist	Planning	Not Funded	\$120,000

Fiscal Year	Applicant	Occupation / Name	Award Type	Status	Amount
2024-25	Butte County Office of Education	Workforce Development Professional	Expansion	Ineligible, program is a recipient of CAI Program funds during performance period	\$930,000
<b>ENERGY, CONSTRUCTION &amp; UTILITIES</b>					
2023-24	Butte County Office of Education	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	Planning	Not Funded	\$120,000
2024-25	Butte County Office of Education	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	Planning	Not Funded	\$120,000
<b>ICT/DIGITAL MEDIA</b>					
2023-24	Butte County Office of Education	Software Developer, Applications	Planning	Not Funded	\$120,000
2023-24	Butte County Office of Education	Software Developers, Applications	Planning	Ineligible, Overlap with additional application	\$120,000
2023-24	Butte County Office of Education	Software Developer, Applications	Implementation	Not Funded	\$1,500,000
2024-25	Butte County Office of Education	Software Developer, Applications	Planning	Not Funded	\$120,000
2024-25	Butte County Office of Education	Software Developers, Applications	Planning	Ineligible, overlap with additional applications	\$120,000
2024-25	Butte County Office of Education	Software Developer, Applications	Implementation	Not Funded	\$1,500,000

**Exhibit B4. CAI projects not funded, ineligible, or funded with conditions, Greater Sacramento Subregion**

Fiscal Year	Applicant	Occupation / Name	Award Type	Status	Amount
<b>ADVANCED MANUFACTURING</b>					
2022-23	Folsom Lake College	Advanced Manufacturing	Planning	Funded with Conditions	\$84,768
<b>AGRICULTURE, WATER &amp; ENVIRONMENTAL TECHNOLOGIES</b>					
2023-24	Da Vinci Charter Academy	General and Operations Manager	Implementation	Not Funded	\$1,499,610
<b>EDUCATION &amp; HUMAN DEVELOPMENT</b>					
2023-24	Yolo County Office of Education	Social and Human Service Assistant	Planning	Not Funded	\$120,000
2023-24	Sacramento City College	Integrated Health and Wellness Specialist	Implementation	Not Funded	\$375,000
2023-24	Sacramento City College	Integrated Health and Wellness: Doula Health Care Specialist	Pre-Apprenticeship Implementation	Not Funded	\$25,000
2024-25	Sacramento City College	Integrated Health and Wellness: Doula Health Care Specialist	Pre-Apprenticeship Implementation	Not Funded	\$25,000
<b>ENERGY, CONSTRUCTION &amp; UTILITIES</b>					
2022-23	Capital College & Career Academy	General Construction Careers	Planning	Not Funded	\$120,000
<b>ICT/DIGITAL MEDIA</b>					
2023-24	Sutter County Office of Education	Software Developers, Applications	Expansion	Ineligible, program is a recipient of CAI Program funds	\$450,000
2024-25	Sutter County Office of Education	Software Developers, Applications	Expansion	Ineligible, program is a recipient of CAI Program funds	\$450,000

**Exhibit B5. Projects receiving California Opportunity Youth Apprenticeship (COYA) grant funding, North Far North Region**

Fiscal Year	Applicant	Occupation / Name	Status	Amount
<b>ADVANCED TRANSPORTATION &amp; LOGISTICS</b>				<b>\$165,152</b>
2024-26	PRIDE Industries	Paratransit Bus Operator	Planning	\$165,152
<b>EDUCATION &amp; HUMAN DEVELOPMENT</b>				<b>\$1,433,374</b>
2024-26	Pivot Sacramento	Opportunity Youth	Pre-Apprenticeship Planning	\$300,000
2024-26	Foundation for California Community Colleges, Fiscal Sponsor of California AfterSchool Network	Youth Development Practitioner (Child, Family, School, and Community)	Planning	\$500,000
2025-27	Glenn County Office of Education	Paraprofessional	Planning	\$273,374
2025-27	Pivot Sacramento	Associate Pre-School Teacher	Pre-Apprenticeship Implementation	360,000
<b>HEALTH</b>				<b>\$3,118,741</b>
2024-26	Northern Rural Training and Employment Consortium	Certified Nurse Assistant (CNA)	Planning	\$400,000
2024-26	Institute for Workplace Skills and Innovation	Licensed Practical Nurse, Dental Technician, Optical Technician, Medical Assistant, Community Health Worker, Forestry Technician	Planning	\$435,499
2024-26	American River College	Direct Service Providers	Planning	\$376,570
2024-26	Health Education Council	Community Health Worker	Planning	\$416,267
2025-27	STRIVE Community Health Institute	Case Worker, Resource Coordinator, Doula Health Care Specialist	Implementation	\$1,000,000
2025-27	iFoster	Community Health Worker	Planning	\$490,405

**Exhibit B6. Funding opportunities to expand apprenticeships, North Far North Region**

Name	Description	Sector
<a href="#"><u>Apprenticeship Building America</u></a>	The U.S. Department of Labor has announced a grant program to strengthen, modernize, expand, and diversify its Registered Apprenticeship Program to enable more workers to earn while they learn and find reliable pathways to the middle class.	Not Specified
<a href="#"><u>Apprenticeship Innovation Funding</u></a>	Apprenticeship Innovation Funding (AIF) is a funding source for new and innovative apprenticeship programs in California. AIF focuses on sustaining and scaling registered apprenticeship programs in nontraditional sectors.	Nontraditional
<a href="#"><u>California Apprenticeship Council (CAC) Training Funds</u></a>	Annually, the California Apprenticeship Council awards grants to qualifying multi-employer apprenticeship programs serving the same trade and geographic region in which the related training contributions were collected. The goal is to distribute training contributions by making grants to approved apprenticeship programs for the purpose of training apprentices.	Energy, Construction & Utilities
<a href="#"><u>Equal Representation in Construction Apprenticeship (ERiCA) Grant</u></a>	The Equal Representation in Construction Apprenticeship (ERiCA) Grant is transformative funding designed to increase equitable access to building and construction career pathways for women, non-binary individuals, and underrepresented populations in California.	Energy, Construction & Utilities
<a href="#"><u>Related and Supplemental Reimbursement (RSI) Program</u></a>	The RSI Hourly Reimbursement program utilizes Prop 98 funding to reimburse apprenticeship programs for the hours of RSI they provide to apprentices.	Not Specified

## Appendix C: Apprenticeship Compatibility

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To determine suitability for each subregion, the NFN COE ranked the 412 Lightcast occupations from “least apprenticeable” to “most apprenticeable.” The following criteria represent important metrics for apprenticeability, but do not represent an exhaustive list of all possible criteria:

**Sufficient projected annual job openings (2 points):** To justify the creation of new programs or modifications of existing ones to match an apprenticeship model, each occupation should have projected annual job openings that meet or exceed the minimum expected class size for classroom instruction. For lab and experiential learning classes, 20 seats for the Greater Sacramento Subregion and 15 seats each in the Northern Coastal and Northern Inland subregions are sufficient.

**Historic job growth of the occupation (1 point):** Occupations should demonstrate clear historical job growth in the subregion. This was determined as positive job growth in the subregion in the previous five years, between 2019 and 2024.

**Projected job growth of the occupation (1 point):** Apprenticeship programs should train toward occupations that are expected to meet or exceed the average annual job growth rate for the subregion. Between 2024 and 2029, jobs are projected to grow at an annual rate of 3.83% in the Northern Coastal Subregion, 3.35% in the Northern Inland Subregion, and 6.14% in the Greater Sacramento Subregion.

**Entry-level wages (1 point):** Apprenticeships should connect people to jobs that pay at least a living wage. Using the University of Washington Self-Sufficiency Standard, a living wage for a single working adult in each subregion was calculated using a weighted average by county population of the living wage for a single working adult in each county in the subregion.<sup>51</sup> This led to an hourly living wage threshold of \$16.36 for the Northern Coastal Subregion, \$16.13 for the Northern Inland Subregion, and \$21.19 for the Greater Sacramento Subregion. The entry-level wage was estimated using the 25<sup>th</sup> percentile for hourly wages for each occupation.

**Mid-career wages (1 point):** Occupations compatible with registered apprenticeship development should show wage growth potential sufficient to support one working adult with a family. NFN COE used the wage needed to support one adult and one infant from the University of Washington Self-Sufficiency Standard to determine this threshold. Based on a weighted average by county population, the hourly living wage threshold for a working family is \$34.30 in the Northern Coastal Subregion, \$33.63 in the Northern Inland Subregion, and \$42.55 in the Greater Sacramento Subregion. Mid-career wages are estimated using the median hourly wage for each occupation.

**Alignment with community college programs (1 point):** Individuals completing apprenticeships are expected to be eligible for hire in their trained occupations upon completion of apprenticeship programs. There are currently no approved bachelor’s degree programs from community colleges in the North Far North Region. Therefore, occupations with an entry-level education of “high school diploma or equivalent,” “some college, no degree,” “postsecondary nondegree award,” and “associate degree” are most suitable for registered apprenticeship development by community colleges in the region.

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<sup>51</sup> “Self-Sufficiency Standard: California,” University of Washington Center for Women’s Welfare, <https://selfsufficiencystandard.org/california/>.

**On-the-job training (1-2 points):** Occupations that typically require significant on-the-job training provide an incentive for employers to partner with the community colleges to offer continuing education or apprenticeships. Occupations with “apprenticeship” listed as a typical on-the-job training requirement received two points because apprenticeship is the expected training mechanism for these occupations. Occupations with “moderate-term” or “long-term” on-the-job training received one point.

**Alignment with state and regional economic blueprints (1 point):** California Jobs First is a state initiative to develop regional economic strategies and create high-quality jobs. The initiative divides the state into 13 regions. Each region has four high-potential sectors to focus on for economic development.

- The Redwoods Region closely aligns with the Northern Coastal Subregion and has Arts, Culture & Tourism; Health & Caregiving; Renewable & Resilient Energy; and Working Lands as its priority sectors.<sup>52</sup> The CCCCCO sectors Health; Retail, Hospitality & Tourism; Energy, Construction & Utilities; and Agriculture, Water & Environmental Technologies are used as a proxy for these sectors. Occupations are categorized by sector using the SOC to CCC Sector Crosswalk.
- The Jobs First North State Region closely aligns with the Northern Inland Subregion and has as its priority sectors Natural Resources, Agriculture, Tourism, and Health.<sup>53</sup> The CCCCCO sectors Health; Retail, Hospitality & Tourism; and Agriculture, Water & Environmental Technologies are used as proxies for these sectors.
- The Jobs First Capitol Region closely aligns with the Greater Sacramento Subregion and has as its priority sectors Business Services, Precision Manufacturing, Working Lands, and Research and Development.<sup>54</sup> The CCCCCO sectors Advanced Manufacturing, Business & Entrepreneurship, Life Sciences/Biotech, and Agriculture, Water & Environmental Technologies are used as proxies for these sectors.

**Previously awarded CAI grant (1 point):** California Apprenticeship Initiative (CAI) New & Innovative Pre-Apprenticeship and Apprenticeship Grant Program funding was awarded to apprenticeships in priority and emerging industry sectors where apprenticeship training previously did not exist. Grants are awarded for apprenticeships in any phase (Apprenticeship Program Implementation, Apprenticeship Program Expansion, Pre-Apprenticeship Implementation, and Planning). If an award was previously granted for any of these phases anywhere in the state, then the occupation received one point, indicating a strong funding opportunity for that occupation and the existence of a model elsewhere in the state that North Far North community colleges may learn from and implement.

<sup>52</sup> “RRRISE Regional Plan Part 2,” Redwood Region RISE, May 2025, accessed October 31, 2025, [https://ccrp.humboldt.edu/sites/default/files/rrrise\\_regional\\_plan\\_part\\_2\\_revised\\_may\\_2025.pdf](https://ccrp.humboldt.edu/sites/default/files/rrrise_regional_plan_part_2_revised_may_2025.pdf).

<sup>53</sup> “California Jobs First North State Regional Strategies: Regional Plan Part 2,” Sierra Institute for Community and Environment, last modified October 31, 2024, accessed October 31, 2025, <https://sierrainstitute.us/new/wp-content/uploads/2024/11/North-State-Strategies-main-10-31-24.pdf>.

<sup>54</sup> “We Prosper Together Regional Plan: Strategies for a Thriving and Inclusive Economy,” Valley Vision, accessed October 31, 2025, <https://www.weprospertogether.org/wp-content/uploads/2024/10/We-Prosper-Togethers-Regional-Plan.pdf>.

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