



# Expanding Access to Pre - Apprenticeship and Apprenticeship for English Learners

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## Presenters & Introductions

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California Community College Chancellor's Office



## Introduce Yourself

Your name

Where you work and your role

What brought you to this session



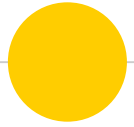
## Goals for the Session

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Understand what we mean by pre-apprenticeship and apprenticeship

Have an understanding of pre-apprenticeship/apprenticeship best practices out there to serve ELLs

Next steps to build apprenticeship pathways and partnerships to bring this effective program strategy to your community



# What is Apprenticeship?



## Key components of an apprenticeship program

***Direct Business Involvement***—Employers are the foundation of every apprenticeship program and the skills needed by their workforce are at the core.

***On-the-Job Training***—Every apprenticeship program includes structured on-the-job training from an experienced mentor.

***Related Instruction***—Apprentices receive related instruction on the technical and academic competencies that apply to the job.

***Rewards for Skills Gains***—Apprentices receive progressive wage increases as their skills and knowledge increase.

***National Occupational Credential***—Every graduate of a Registered Apprenticeship program receives a nationally recognized credential.



## Pre-apprenticeship

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A program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program.

Has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).



## Growth of pre -apprenticeships in CA

- Key to access for populations with lower basic skills or barriers to entry into the sector
- Formalization of pre apprenticeships: recent legislation
- CAEP program area
- California Apprenticeship Initiative (CAI) grant funding





## An important moment in CA for the expansion of apprenticeships

- Over 93,000 registered apprentices in CA
- Gavin Newsom [has proposed](#) to increase the number of apprentices in California to 500,000 over the next 10 years—a 500 percent increase
- Expansion of apprenticeships in community colleges
- CAI funding for new and innovative apprenticeships



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# **Alignment to State Priorities around Vulnerable Populations**



## Proven Strategy

### English Learners

Apprenticeships can help match the skills of workers with the needs of employers. Pre-apprenticeship programs, apprenticeships and other work-based learning models have proven to be effective tools for helping to reduce barriers to employment for immigrants and refugees who have education and experience from outside the U.S.

[Imprint Promising Practices](#), 2019

[How to Build Bridge Programs \(ELLs\)](#)

[JFF PreApprenticeship Framework](#)

### Human Services Partnership

NAP, Employment and Training (E&T) Programs were created to help food stamp recipients gain skills, training, or experience and increase their ability to obtain regular employment. SNAP E&T funds can be used to provide enhanced individualized services to program participants and are a potential food stamp outreach tool for low-income working families.

**National Skills Coalition, 2016**

[Skills-Based SNAP Employment and Training](#)

**DHHS, 2016**

[TANF & Career Pathways](#)

### Re-Entry Population

Among the most well-researched consequences of incarceration are those on the labor market outcomes of formerly incarcerated persons. Poor labor market outcomes for justice-involved people also contribute to the recidivism cycle.

**Urban Institute, 2019**

[“Apprenticeship and the Justice System: Adapting a Proven Training Model to Serve People in Prison”](#)



## Why English Learners

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- Disparities in English language proficiency contribute to disparities in educational attainment, employment, and earnings.
- Nationally more than 19 million working age American adults are English learners, including 12.7 million who are currently employed.
- Overall, English learners represent one in nine workers in the United States.
- English learners are disproportionately people of color.
- English skills are vital for obtaining (and advancing in) many types of employment, particularly in fast-growing personal and business services occupations where workers have extensive interpersonal interactions with customers and coworkers.

Source: [National Skills Coalition Racial Equity Report](#)



## Why apprenticeship matters for racial equity

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- ⦿ Pre-apprenticeship and pre-employment programs can be especially valuable for people of color who have been historically underrepresented in certain industries and apprenticeships.
- ⦿ Effective pre-apprenticeship programs expose workers to **job sites** and work environments and provide **support** for workers to **address barriers** to employment like child care and transportation.



## ELLs' access to apprenticeships

- Immigrants are one third of the CA workforce
- Why apprenticeships for ELLs? Career pathways out of lower-skilled jobs, into high quality jobs with advancement opportunity, equity and inclusion, workforce diversity, essential to the labor market
- Moment of opportunity: include ELLs in a movement to expand apprenticeship
- Governor's agenda around California for ALL



# State Partnership Possibilities



## Co-Enrollment

Focused on supporting individuals with the programs and supportive services they need, co-enrollment promotes shared case management, shared responsibility and streamlined access to services.

Co-enrollment is a unique strategy that can support pre-apprenticeship/apprenticeship models.

## CalWORKs

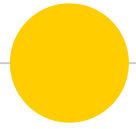
Welfare-to-Work program (WTW) is to help underemployed and unemployed parents who receive CalWORKs cash aid to learn work skills and find work, so they can support their families.

Welfare-to-Work services offer eligible CalWORKs parents:

- Job Training Scholarships and financial assistance
- Paid positions with private businesses
- Paid On-the-Job Training through the Workforce Innovation & Opportunity Act (WIOA)
- Child care and transportation

## CalFresh E & T

- Increase job placement, retention, and wages
- Increase CalFresh E&T participation across a dynamic mix of people, communities and cultures
- Increase employability by removing barriers to employment.
- Increase skills attainment and credentialing
- Lead an efficient and effective customer focused E&T program



# What we Learned in our Research

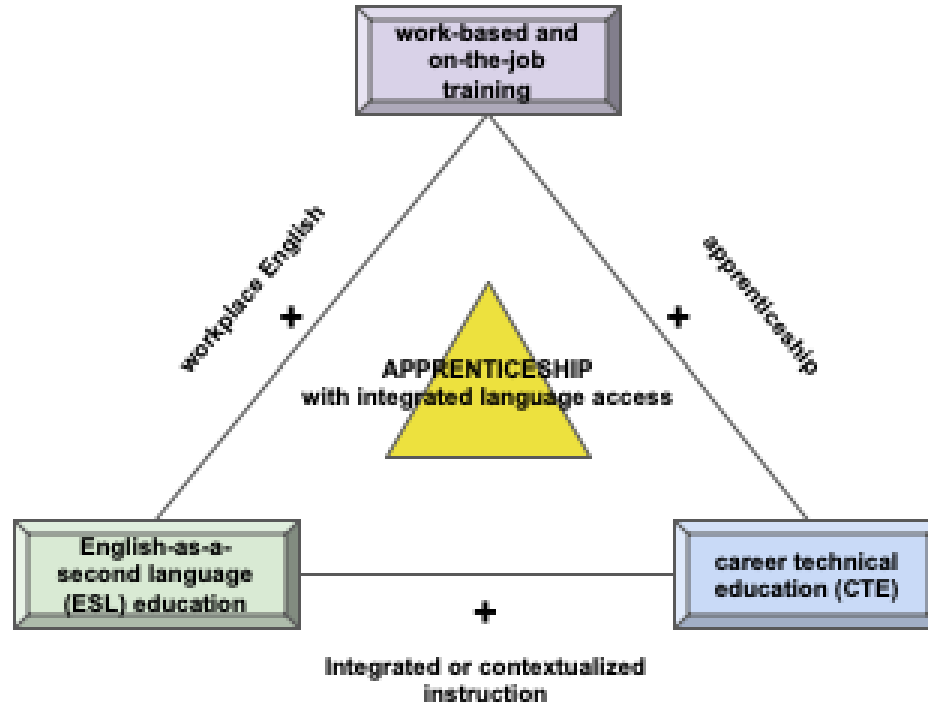




*"I feel stuck. My English isn't good enough to move up from this low-paid job or even to get into job training. But I can't afford to cut back on work hours to go to English class. I want to go to school, but I've got to be sure it will lead me to a better job." – Arturo*



# We Have a Lot of Tools to Work With... How Are We Using Them to Make Apprenticeships Accessible?





## Research Questions

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- *Are English language learners participating* in apprenticeship pathways? (Are there apprenticeships that are reaching people like Arturo?)
- What are the *key elements* of successful apprenticeship pathways serving English language learners?
- What would it take to *sustain and scale* apprenticeship pathways inclusive of English language learners?



## The Interviews

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### Interviews with 58 individuals

- 37 individuals were connected to programs, including instructors, counselors, mentors, coordinators, deans. 3 of the programs were not in CA (in ID, MD, and WA).
- 21 individuals were thought leaders working at the national level (12) or in California (9).



## The Programs

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Programs participating in interviews led to employment in hospitality, culinary, healthcare, janitorial, building trades, early childhood education, and agriculture. Of the 21 programs:

- Six involved ***Registered Apprenticeships***(state and/or federal)
- Seven offered ***pre-apprenticeships*** with strong ties to an apprenticeship...though they more often ***facilitated*** entry rather than assured ***direct*** entry into apprenticeship
- Eleven had certain characteristics of pre-apprenticeship but had not partnered with an apprenticeship program or did not facilitate entry into one

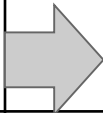
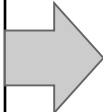
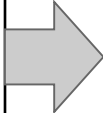
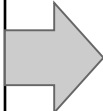


## The English - Language-Learner Students Served

- Incumbent workers, or unemployed/underemployed
- ELL- only cohorts, or mix of ELL and not ELL
- Had professional education overseas, or little formal schooling
- Had prior experience in the field, or none



## Different Students, Different Apprenticeship Designs

<i>1 Cohort of apprentices all with limited English and technical skills</i>		Integrated ESL and technical instruction, with language support in CTE/on-the-job (OJT)
<i>2. Mixed cohort of some English learners and some not</i>		Optional contextualized ESL modules; in-class language support teachers during non-ESL modules
<i>3. Foreign-trained professionals with some English background</i>		Pre-apprenticeship and/or in-training English reinforcement for success in mainstream apprenticeship training and OJT
<i>4. Cohort of Spanish-speaking apprentices who will not require use of English on the job</i>		Spanish-language technical training and on-the-job training



## **Adult Schools Partner Creatively to Deliver Training!**

adult school ESL + employer CTE + labor/management fund wraparound

adult school ESL + labor council CTE + union wraparound

adult school ESL + employer bilingual CTE

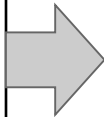
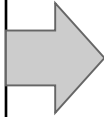
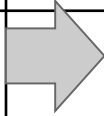
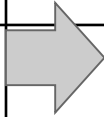
adult school ESL + onsite college CTE

college CTE + adult school counselor support





## Different Employers, Different Apprenticeship Designs

<i>1 Employer is still exploring apprenticeship but knows many community members need English</i>		Education partners join early apprenticeship design discussions, assess needs for English in training and on the job, and provide ESL
<i>2. A company trainer is bilingual and sensitive to English learning needs</i>		Apprenticeship is co-taught by an ESL teacher and the company trainer, who uses students' first language when helpful
<i>3. Employer is committed to participation in pre-apprenticeship to prepare English learners</i>		Pre-apprenticeship includes contextualized ESL, an employer panel, and an internship
<i>4. Union trains bilingual mentors to support on-the-job training (OJT)</i>		English learning extends to OJT, reinforced by ESL teacher and mentors



## Challenges

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### Partnerships

- It has to be collaborative
- It takes time
- It takes trial and error

### Funding

- It takes multiple sources
- It can take different sources at different stages

### Student Challenges

- Academic support
- Life complications
- Structural barriers
- Confidence and identity



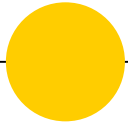
## Lessons Learned by Existing Programs

- ⦿ Talk to the right partners
- ⦿ Listen to how employers *and* students/workers describe language and technical skill needs on the job
- ⦿ What's your added value for English learners in the program?
- ⦿ Be the voice for adult basic skills students in apprenticeship!

## Apprenticeship for English Language Learners



# **Growth of Apprenticeship Pathways Among Adult Ed Consortia**



North / Far North	North Central / Yuba to the Oregon Border
Large individual CTE Programs	Butte CCD, Oroville USD, Redwood CCD, Sutter COE, Placer UHSD
Emerging Innovative Programs	Lake Tahoe, North Central, Siskiyou, Lassen, Sierra, North Central, Mendocino. Feather River
Pre-Apprenticeship	Siskiyou
Supportive Services (SNAP E&T)	Shasta, Butte-Glenn, Redwoods

Central Valley	Sacramento to Bakersfield (Inland)
Large individual CTE Programs	Elk Grove USD, Sacramento City, Fresno USD, Kern HSD, Visalia USD, Tulare JUHSD, Stockton USD
Emerging IET Programs	Tulare Adult, Madera Adult
Pre-Apprenticeship/Apprenticeship	Capital, State Center, Sequoias, West Hills, Co-enrollment pilot (State Center & Madera)
Supportive Services (SNAP E&T)	Fresno City College, Reedley College, West Hills

Bay Area	North Bay, SF, East Bay, South Bay
Large individual CTE Programs	Pittsburg Adult, Mt Diablo Adult, Berkeley Adult, Contra Costa COE, Fremont Adult, Martinez Adult, Liberty Adult, Pittsburg USD, San Francisco City College, Santa Rosa JC, East Side USD, Mt View-Los Altos, Fairfield, Foothill CCD, Fremont UHSD, Milpitas
Emerging IET Programs	San Jose South Bay, North Alameda, South Alameda, Co-Enrollment pilot (Richmond – West Contra Costa and LEAP)
Pre-Apprenticeship/Apprenticeship	Sonoma, San Francisco, Contra Costa, North Alameda, San Jose South Bay
Supportive Services (SNAP E&T)	Fremont Adult, Diablo Valley College, SF City College



Monterey Bay / Central Coast	Santa Cruz to Ventura
Large individual CTE Programs	Allan Hancock CCD, Ventura Adult, Santa Barbara CCD, Pajaro Valley USD, Oxnard USD, Salinas USD
Emerging IET Programs	Ventura, Salinas
Pre-Apprenticeship/Apprenticeship	Ventura, Salinas, Santa Cruz
Supportive Services (SNAP E&T)	Gavilan College

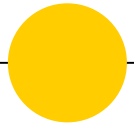
Inland Empire	All Consortia
Large individual CTE Programs	Chaffey Adult, Corona-Norco Adult, Fontana Adult, Hesperia Adult, Moreno Valley Adult, Riverside Adult, Riverside COE, San Bernardino City
Emerging IET Programs	SW Riverside, Desert, Riverside (About Students)
Pre-Apprenticeship/Apprenticeship	San Bernardino, Mt San Jacinto CCD
Supportive Services (SNAP E&T)	Riverside COE, Chaffey College

LA Basin	All Consortia
Large individual CTE Programs	Los Angeles USD, Hacienda Adult, Los Angeles CCD, Mt San Antonio CCD, El Monte Adult, Glendale College, Pasadena College, ABC Adult, Montebello Adult, Cerritos CCD, Santa Monica CCD, Downey Adult, Torrance Adult, Whittier Adult, Norwalk Adult, Baldwin Park Adult
Emerging IET Programs	Glendale, Los Angeles, Mt San Antonio, Torrance Adult, Co-enrollment pilot (Verdugo/Glendale and LA County/Pomona)
Pre-Apprenticeship/Apprenticeship	LAUSD, LACCD, Mt San Antonio, Cerritos
Supportive Services (SNAP E&T)	Los Angeles COE

Orange County	All Consortia
Large individual CTE Programs	North Orange CCD, Rancho Santiago CCD, Huntington Beach Adult, Saddleback College, Garden Grove USD
Emerging IET Programs	North Orange CCD, Co-Enrollment pilot (Orange County)
Pre-Apprenticeship/Apprenticeship	
Supportive Services (SNAP E&T)	

San Diego / Imperial County	All Consortia
Large individual CTE Programs	Grossmont Adult, San Diego CE, Sweetwater UHSD, Central Union HSD, MiraCosta College, Poway Adult, Escondido Adult, Vista Adult
Emerging IET Programs	San Diego, East San Diego (Grossmont), Co-enrollment pilot (East San Diego)
Pre-Apprenticeship/Apprenticeship	South Bay, San Diego, East San Diego (Grossmont), North San Diego
Supportive Services (SNAP E&T)	Southwestern College

# Discussion





## Are your programs including English learners in apprenticeship pathways?

- What do you offer currently?
  - What funding and other resources do you leverage?
- What would you like to offer?
  - What are the challenges?
- What would it take to do more?



## Can California be a leader in including ELLs in apprenticeship?

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- What is possible?
- What are the challenges?
- What would it take to do more?
- What funding and other resources are available to us now?





## Resources

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- ◎ California Department of Apprenticeship Standards  
(<https://www.dir.ca.gov/das/das.html>)
- ◎ California Apprenticeship Initiative  
(<https://caihub.foundationccc.org/> )
- ◎ California Apprenticeship Coordinators Association  
([www.calapprenticeship.org](http://www.calapprenticeship.org))
- ◎ [Funding Sources for Registered Apprenticeship Programs](#)



# Thanks!

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