

Faculty Field Guide

TO REGISTERED APPRENTICESHIP

2026–27 Edition

Produced by the Orange County Regional Consortium

Orange County Apprenticeship Network (OCAN)

A reference for faculty across the nine Orange County community colleges and North Orange Continuing Education.

1.0 Start Here

1.1 What This Guide Is For

A student asks you what comes after this class. You answer. That answer is worth more than a brochure, a website, or a booth at an event, because it comes from someone who has already seen the student's work and has no reason to oversell.

This guide is built on a narrow premise: faculty give that answer constantly, and registered apprenticeship is usually missing from it — not because anyone objects to it, but because the vocabulary lives in workforce offices and grant applications rather than in division meetings. Most faculty have never been given a straight account of what a registered apprenticeship is, who it serves, or what participation would actually require of them.

So that is what follows. No program to launch, no partnership to broker, no committee to join. The goal is that the next time apprenticeship comes up — in an office hour, in an advisory meeting, in a hallway — you can speak about it accurately and know where to send the question you cannot answer.

THE WHOLE ASK

Know enough to recognize a fit, and know who to call. Everything past that is optional.

1.2 How to Use It

The guide is written to be read straight through in about twenty minutes, or opened to one section when a specific question lands on your desk. Each part stands on its own:

- **Section 2** — the mechanics — what registration means, the five required elements, and how apprenticeship differs from the other work-based learning models already running on your campus.
- **Section 3** — the Orange County case, built on current regional labor market data rather than national talking points.
- **Section 4** — the faculty role, stated plainly, including the parts you are explicitly not being asked to take on.
- **Section 5** — what is already operating across the region, program by program, with the contact for each.
- **Section 6** — four things you can do, none of which require paperwork.

Appendix B is a glossary. If you only keep one page of this document, keep Appendix C — a single-sheet reference sized for a desk drawer.

1.3 Who We Are

The Orange County Regional Consortium (OCRC) is the regional body for career education across nine community colleges and one continuing education center, spanning four community college districts. Funded through the California Community Colleges Chancellor's Office, OCRC

coordinates program approval, regional Strong Workforce Program investment, labor market analysis, and employer engagement so that colleges compete less and align more.

The Orange County Apprenticeship Network (OCAN) is the apprenticeship arm of that work. OCAN exists because apprenticeship is the one career education model that cannot be built by a college alone: it requires an employer willing to hire, a sponsor willing to hold the standards, a state agency willing to register them, and a college willing to teach the instructional half. Assembling that set of partners once per employer, per college, per occupation is how a region stays at a handful of programs indefinitely. Assembling it regionally is how a region scales.

OCRC MEMBER COLLEGES	
<div>Coast Community College District<ul style="list-style-type: none">• Coastline College• Golden West College• Orange Coast College</div>	<div>North Orange County Community College District<ul style="list-style-type: none">• Cypress College• Fullerton College• North Orange Continuing Education</div>
<div>Rancho Santiago Community College District<ul style="list-style-type: none">• Santa Ana College• Santiago Canyon College</div>	<div>South Orange County Community College District<ul style="list-style-type: none">• Irvine Valley College• Saddleback College</div>
<i>Nine colleges and one continuing education center across four districts.</i>	

1.4 What OCAN Actually Does

Four functions, in the order employers usually encounter them:

1 Single point of entry

An employer with a workforce need reaches one regional contact rather than calling colleges one at a time and hoping to find the right dean. OCAN routes the conversation to the campus and program that fit.

2 Sponsor and registration support

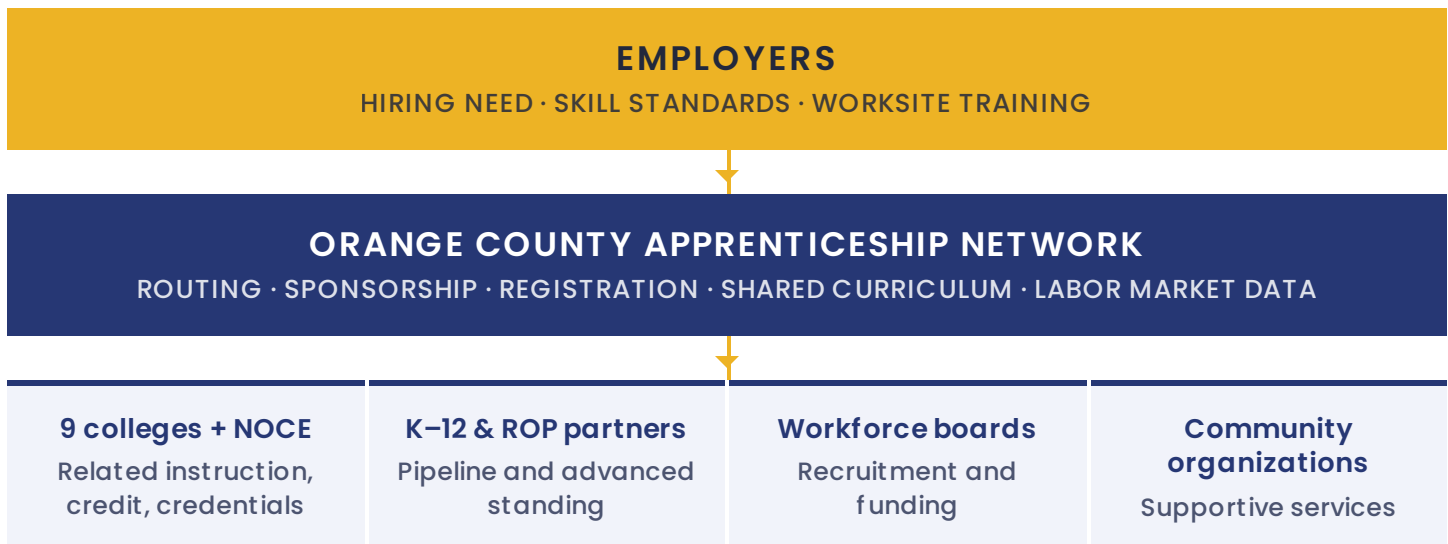
Registering an apprenticeship with the Division of Apprenticeship Standards requires standards documents, a work process schedule, and a job task analysis. OCAN and its intermediary partners produce those, so a college or employer does not have to learn the filing process to participate in one program.

3 Shared instructional infrastructure

Related supplemental instruction, competency frameworks, and digital credentials are built once and used across colleges, rather than rebuilt at each campus.

4 Labor market discipline

Programs are proposed against regional occupation data — wages, openings, and growth — so that the region builds apprenticeships where the jobs actually are.



2.0 Registered Apprenticeship, Plainly

2.1 The Definition That Matters

A registered apprenticeship is a job. The apprentice is hired, placed on payroll, and paid from the first day, and the training is a condition of the

employment rather than a prerequisite for it. That single structural fact drives almost everything else that distinguishes the model.

The word registered carries legal weight. A program earns it by filing standards with the California Division of Apprenticeship Standards (DAS), the U.S. Department of Labor Office of Apprenticeship, or both, and by holding to them afterward. Registration binds the sponsor to wage and hour law, equal employment opportunity requirements, defined safety obligations, supervision ratios, and a documented training plan that a state consultant can audit. A program that calls itself an apprenticeship without that filing is doing something else, and possibly something good, but it is not carrying those obligations.

It is also broader than the word suggests. The construction trades built the model and still run the largest programs in California, but DAS has approved standards well outside them — health care, information technology, advanced manufacturing, early childhood education, public safety, behavioral health, and clean energy among them. As of this writing, California has roughly 90,660 registered apprentices, alongside about 1,207 trainees and 5,399 preapprentices. [1]

AN APPRENTICE IS AN EMPLOYEE FIRST AND A STUDENT SECOND — AND IS PAID FOR BOTH.

2.2 The Five Required Elements

Every registered program, regardless of sector, is assembled from the same five components. If one is missing, the program is not registrable.

#	REQUIRED ELEMENT	WHAT IT MEANS IN PRACTICE
1	Paid employment from day one	The apprentice is hired by a participating employer and earns wages throughout. Training time at the worksite is compensated time.
2	Structured on-the-job training	Supervised work against a documented work process schedule that specifies which competencies are learned, in what order, and to what standard.
3	Related supplemental instruction	The classroom half — delivered in person, online, or hybrid, most often by a community college, and aligned to what the apprentice is doing at work that term.
4	Mentorship by a journey-level worker	A named, experienced employee responsible for coaching and evaluating the apprentice. This is the element most often underestimated and most often decisive.
5	Progressive wage increases	A published schedule of raises tied to demonstrated competency. The apprentice knows the wage at each stage before signing on.

Within those constraints, design is flexible. Program length commonly runs one to four years, though competency-based models let a capable apprentice advance on demonstrated skill rather than accumulated hours, and several newer Orange County programs are deliberately built at the shorter end. What is not flexible is the compliance layer: wage law, safety standards, EEO obligations, and periodic reporting to the registering agency apply for the life of the program.

2.3 How It Differs From What You Already Run

Most Orange County campuses already operate several forms of work-based learning. They are frequently discussed as if interchangeable. They are not, and the differences matter most to exactly the students who have the least room for a wrong guess.

	REGISTERED APPRENTICESHIP	INTERNSHIP	COOPERATIVE WORK EXPERIENCE
Legal status	W-2 employee of the sponsoring employer	Often a non-employee; sometimes W-2, sometimes unpaid	Enrolled student; employment relationship varies
Pay	Required, on a published and escalating wage schedule	Optional; may be unpaid, stipend, or hourly	Whatever the existing job pays; no required structure
Oversight	Registered with and audited by DAS and/or U.S. DOL	Employer and college agreement only	College policy and Title 5 requirements
Typical length	One to four years; competency-based models may be shorter	A term or a summer	A term, repeatable
Instruction	Required related supplemental instruction tied to the work	Not required	Seminar or learning objectives attached to the job
Credential	Industry-recognized, nationally portable certificate of completion	None standardized	College credit; no external credential
Mentor	Required and named in the program standards	Informal supervision	Employer supervisor verifies objectives

Internships and cooperative work experience are valuable and serve purposes apprenticeship does not — short exposure, exploration across employers, credit for work a student already has. The distinction worth holding onto is narrow: registered apprenticeship is the only one of the three governed by an external registering agency, and therefore the only one where the wage schedule, the training content, and the credential are enforceable rather than negotiated case by case.

2.4 Who Enrolls

The default mental image is an eighteen-year-old walking from a high school shop class into a union hall. That describes a real pathway and a small share of the actual population.

Registered apprenticeship sets no upper age limit and no requirement that a participant be new to the workforce. In practice the model is used heavily by people already working, which produces four recurring profiles worth recognizing in your own rosters:

<p>The incumbent worker</p> <p>Already employed at the sponsoring company and moving up — a technician heading toward a lead or supervisory role, with the employer paying to make it happen.</p>	<p>The career changer</p> <p>An adult with work history in one field entering another: retail into allied health, hospitality into facilities, customer service into IT support.</p>
<p>The veteran</p> <p>Translating military training and experience into a civilian credential, often with GI Bill benefits usable alongside apprenticeship wages.</p>	<p>The returning student</p> <p>An adult who left postsecondary education years ago and cannot afford to stop working to come back — for whom earning and learning simultaneously is the only version that works.</p>

The common thread is not age or sector. It is that each of these people has an income they cannot interrupt. That constraint is the reason the earn-and-learn structure exists, and it is the single most reliable signal that a student in front of you might be a fit.

3.0 The Orange County Case

3.1 What the Regional Data Shows

The Orange County Center of Excellence analyzed 243 occupations in its April 2026 regional labor market overview, filtered down from 775 eligible

occupations against thresholds for wages, growth, and openings. Those 243 occupations account for 1,030,178 jobs — roughly 56 percent of all employment in the county — and about 54 percent of its annual openings. [2]

Three findings from that analysis bear directly on apprenticeship strategy.

Demand is concentrated in sectors with almost no apprenticeship presence.

The three largest sources of annual openings in the county are health at 25,387, business and entrepreneurship at 20,999, and retail, hospitality, and tourism at 19,950. [2] Registered apprenticeship in California remains weighted toward construction and public safety. The gap between where the openings are and where the apprenticeships are is the regional opportunity, stated as plainly as it can be stated.

The wage floor for self-sufficiency is high, and apprenticeship clears it by design.

The Center of Excellence uses two benchmarks for Orange County: a Self-Sufficiency Standard of \$27.13 per hour and an MIT Living Wage estimate of \$36.53 per hour. [2] At full-time, those are approximately \$56,430 and \$75,982 per year. Apprenticeship does not guarantee either figure, but it is the only model in this comparison that publishes a wage schedule in advance, which means a student can evaluate the arithmetic before enrolling rather than after graduating.

The strongest occupations are not the ones the word "apprenticeship" calls to mind.

Thirty-one occupations scored at the top of the Center of Excellence's composite ranking. Among them: general and operations managers at 2,612 annual openings, registered nurses at 1,573, financial managers at 818, nurse practitioners growing at 29 percent, and data scientists at 233. [2] Several of these already have approved apprenticeship standards somewhere in California. Very few of them have one in Orange County.

<div>243</div> <div>occupations analyzed by the Orange County Center of Excellence,</div>	<div>1,030,178</div> <div>jobs in those occupations — about 56% of total county employment</div>	<div>\$27.13</div> <div>per hour, the Self-Sufficiency Standard for Orange County (≈ \$56,430 annually)</div>	<div>25,387</div> <div>annual openings in health, the county's largest single source of demand</div>
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3.2 Four Problems It Addresses

Faculty do not need these problems explained; you watch them resolve badly every spring. The claim here is narrower — that apprenticeship is structurally aimed at these four, not that it solves them.

THE PROBLEM	WHAT APPRENTICESHIP DOES ABOUT IT
Underemployment. The completer assembling part-time shifts, or working somewhere that never asked about the certificate.	Employment is the starting condition, not the hoped-for outcome. The job exists before the training begins, and the employer has already paid for the training.
Credentials that do not travel. A certificate that carries weight at one employer and none at the next.	Recognition comes from the registering agency, not the employer. Completion certificates from a registered program are recognized nationally and issued by DAS or the U.S. Department of Labor.
Skills with a short half-life. Curriculum written three years ago against equipment retired last year.	Employers co-author the training plan. They write the work process schedule with us and sit on the advisory committee, so drift gets corrected at the source rather than at the next curriculum review.
No way in. The student with the skills and none of the professional network.	A mentor, a work history, and an employer with a stake in the outcome. The mentor is named in the program standards, and the employer has already invested in the apprentice finishing.

3.3 The Student's Arithmetic

For a student with dependents, a lease, or a job they cannot drop, the conventional sequence asks for a leap of faith in a specific order: spend first, earn later, and trust that the market at the far end justifies the gap.

For students with financial cushion, that sequence is reasonable. For students without it, it is the reason they stop out.

Apprenticeship inverts the order. Employment starts at the beginning rather than the end, wage progression is scheduled rather than hoped for, and instructional costs sit largely with the employer or sponsor rather than the student. The result is not a better education than the conventional path; it is the same education arranged so that a working adult can survive it.

THE CONVENTIONAL SEQUENCE

Pay first Tuition, fees, and materials precede any return	Pause earning Full-time study means reduced or forgone income	Search after The job hunt begins once the credential is finished
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THE APPRENTICESHIP SEQUENCE

Hired first Payroll begins before the coursework does	Raises scheduled Wage increases are published and tied to competency	Credentialed at the end Portable credential, work history, and little or no debt
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3.4 It Does Not Cost Them the Academics

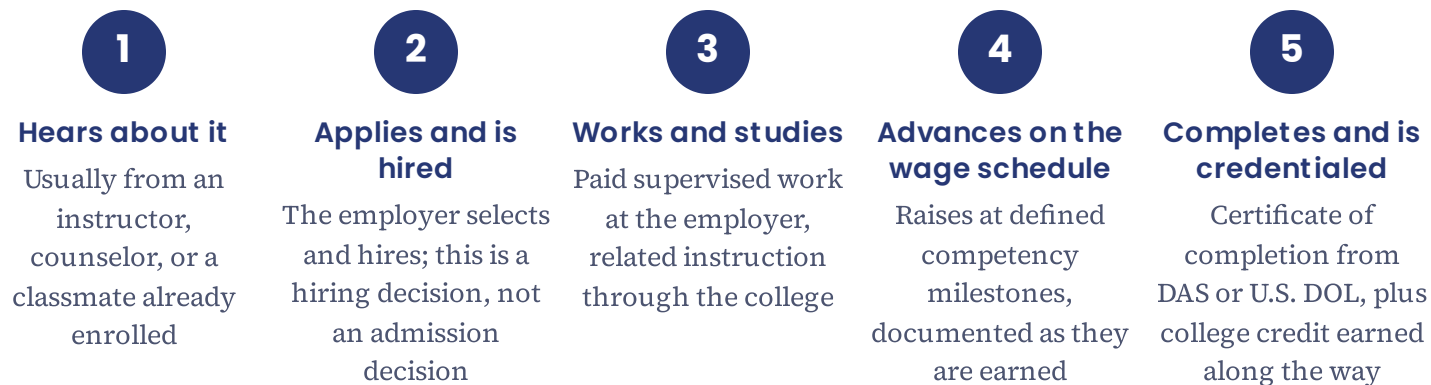
The concern faculty raise most often is that apprenticeship pulls students out of the degree. The structure argues otherwise. Related supplemental instruction is frequently delivered as regular college coursework carrying regular credit, which means apprenticeship hours accumulate toward a certificate or degree rather than running parallel to one. An apprentice can finish with a portable industry credential, a transcript, and continuous employment history covering the entire period.

There is a second-order effect worth naming. Apprentices arrive in class with a current, concrete reason for the material, and they arrive having been hired — which is to say, having already been told by an employer that they are worth investing in. Faculty who teach apprentices consistently describe the same thing: the motivational problem is different, and usually smaller.

4.0 Where Faculty Fit

4.1 The Path, Step by Step

The sequence below is the standard arc. Note where it starts: the student is hired before the coursework begins, which reverses the order most academic advising assumes.



4.2 Five Things Faculty Actually Do

Listed from least to most involvement. The first two cover the great majority of faculty participation across the region, and both are complete contributions on their own.

1 Recognize the profile

Notice the student whose constraint is income rather than ability — the one working full time, the one with a child, the one calculating whether another term is affordable. You are not diagnosing anything. You are noticing.

2 Name the option

Add one sentence to the advising you already give: there may be a registered apprenticeship in this field, and someone can tell you whether it fits. That sentence is the entire intervention, and it is the one that moves the most students.

3 Teach apprentices well

If apprentices are enrolled in your course, recognize what they are carrying — a full work week attached to the same material. Deadlines, sequencing, and examples that

draw on their worksite do more for completion than any structural change.

4 Lend your expertise to program design

Faculty validate job task analyses, review work process schedules, and sit on advisory committees. This is bounded, episodic work — typically a document review or a two-hour meeting — and it is where instructional quality is actually determined.

5 Build or sponsor a program

A small number of faculty design and run apprenticeships in their discipline. It is substantial work, it is rewarding, and it is entirely voluntary. Nothing in this guide is asking for it.

4.3 What You Are Not Being Asked to Do

Stated explicitly, because the ambiguity is what keeps people at arm's length:

- ✗ You are not being asked to find employers or negotiate partnerships.
- ✗ You are not being asked to learn DAS filing requirements, wage schedules, or sponsor obligations.
- ✗ You are not being asked to add a program, a course, or a committee to your load.
- ✗ You are not being asked to advise students into apprenticeship over transfer, or over anything else.
- ✗ You are not being asked to become the apprenticeship person for your division.

4.4 Teaching an Apprentice Well

For faculty who find apprentices in their classrooms, a short list of what tends to matter, drawn from instructors across the region who teach them regularly:

- **Assume the work is the constraint** — An apprentice's schedule is set by an employer, not by a course catalog. Predictable deadlines published early are worth more than flexible ones granted late.
- **Use the jobsite as the example bank** — Apprentices bring current, specific problems from real equipment and real clients. Teaching to those examples raises the level for the whole class, including the students who have never seen a worksite.
- **Expect uneven preparation** — A career changer in their thirties may be rusty on academic skills and expert on the occupation. Those are different gaps, and treating one as evidence of the other is the most common misread.
- **Let them recruit** — Apprentices in a classroom are the most credible recruiters a program has. Classmates ask them what the employer is like, and they answer honestly. No marketing material competes with that.

5.0 Apprenticeship in Practice Across Orange County

The programs below are active or in development in the region. They are described here in institutional terms rather than through interviews; each carries a named contact, and faculty who want a longer conversation about any of them should start there. Together they make a point worth more than any individual description: these are not construction programs, and they did not exist five years ago.

5.1 SMaRTech – Clean Energy Technician

Solar PV and EV charging maintenance · North Orange Continuing Education

California's first non-electrical registered apprenticeship for solar photovoltaic and EV supply equipment maintenance. ICAN is the apprenticeship sponsor, and North Orange Continuing Education is the Local Education Agency (LEA) delivering the related instruction. The program pairs roughly 1,000 hours of on-the-job training with two paired courses — one for EV charging infrastructure and networked charging systems, one for solar operations and maintenance — that share a common core and can be stacked into a dual credential. The occupational scope is drawn deliberately below the electrical licensing threshold, which is what makes the pathway open to entrants without a C-10 contractor relationship. Employer partners include InCharge Energy, Logitech Energy, and GRID Alternatives.

Relevant to faculty in: energy, engineering technology, environmental science, physics, mathematics.

5.2 ATEP/SC – Automotive/EV and Culinary Hospitality

Advanced Technology and Education Park, Tustin · Saddleback College

A dual-sector apprenticeship funded through a California Apprenticeship Initiative implementation grant and operating out of ATEP in Tustin. The automotive track trains technicians with an electric vehicle specialization, with founding employer partners including Mercedes-Benz of Laguna Niguel, Mazda North American Operations, Hyundai Motor North America, Subaru of America, and Jaguar Land Rover Mission Viejo. The culinary and hospitality track covers cooks and front-line supervisors, with partners including The Ranch at Laguna Beach, Paséa Hotel & Spa, and the Hilton Waterfront Beach Resort. Both tracks were built from job task analyses validated by discipline faculty before submission to the advisory board.

Relevant to faculty in: automotive technology, culinary arts, hospitality management, business.

5.3 Hornet Drone Pilot Apprenticeship

DAS #100961 · Sponsor: ICAN · LEA: Fullerton College

A registered apprenticeship in unmanned aircraft operation sponsored by ICAN, with Fullerton College serving as the Local Education Agency (LEA). It trains apprentices toward FAA certification and commercial piloting work. The program sits in an occupational category — surveying and mapping technicians — that has expanded well beyond its original scope as drone applications have spread across inspection, public safety, agriculture, media, and survey work. Contact: Jay Seidel, Fullerton College.

Relevant to faculty in: geography and GIS, engineering technology, digital media, public safety.

5.4 MAP2

DAS #101296 · LEA: Saddleback College · Partner college: Cypress College

A registered apprenticeship in the same surveying and mapping technician classification. Saddleback College is the Local Education Agency (LEA), and Cypress College is a partner college supporting the program as one of the region's established entry points for technically oriented apprentices who are not headed into the construction trades. Contact: Massoud Saleh, Cypress College.

Relevant to faculty in: engineering technology, mathematics, computer science, geography.

5.5 ICAN — *Industry Centered Apprenticeship Network*

Regional intermediary and program sponsor

ICAN is the intermediary that makes much of the rest of this list possible. Operated in partnership with the region's colleges, it serves as program sponsor for multiple registered apprenticeships, holds the standards, manages registration and compliance with the Division of Apprenticeship Standards, and absorbs the administrative work that would otherwise fall on individual campuses. For faculty, the practical significance is that a new apprenticeship in your discipline does not require your college to become a sponsor.

Relevant to faculty in: any discipline considering a new program.

5.6 SCALE — *Regional Digital Credentialing*

Shared credentialing infrastructure across OCRC colleges

SCALE builds shared digital credentialing infrastructure across the OCRC colleges, using a common five-tier taxonomy so that a badge earned at one campus means the same thing at another and can be read by employers without translation. Its first large application has been the clean energy pathway, where more than twenty badges were mapped against apprenticeship job task analyses and related instruction. For apprenticeship specifically, SCALE is what turns competency milestones into something a student can show an employer mid-program rather than only at completion.

Relevant to faculty in: any discipline issuing certificates or competency-based credentials.

5.7 The Pattern Across All of Them

Four features recur. Each program is anchored by employers who committed before the program was registered. Each runs through a sponsor or intermediary so that no single college carries the compliance burden alone. Each was designed against occupation data rather than around an existing course. And each is deliberately short by historical apprenticeship standards, because a four-year commitment is not a realistic ask of a thirty-two-year-old with a mortgage.

6.0 What to Do Next

Four options, ordered by effort. The first costs nothing and is the one that matters most.

1

KEEP IT IN VIEW

No action required. Now that the profile is familiar, you will start noticing it — the student working full time, the parent running the numbers on one more term. Noticing is genuinely the first step, and for most faculty it is the only one.

2

SAY THE SENTENCE

When a student asks what comes next, add apprenticeship to the list of answers you already give. "There may be a registered apprenticeship in this field — want me to find out?" is sufficient. You do not need the answer, only the willingness to ask on their behalf.

3

SEND US THE QUESTION

Email the question rather than researching it. Wage schedules, sponsor requirements, DAS filing, whether a particular occupation is even apprenticeable — that is our work, not yours. There is no form and no obligation attached to asking.

4

JOIN THE REGIONAL CONVERSATION

OCCAN convenes faculty, employers, and college staff working on apprenticeship across Orange County. Attend once to see whether it is useful. No commitment follows from showing up, and beginners are the point rather than the exception.

That is all of it.

Students bring you the question either way. The only change this guide asks for is that apprenticeship be among the answers you can give without guessing.

A Data Sources

Every figure cited in this guide is drawn from the sources below.

Bracketed numbers in the text correspond to this list.

- [1] California Department of Industrial Relations, Division of Apprenticeship Standards. Program and registration counts published at dir.ca.gov/das. Accessed September 2026.
- [2] Orange County Center of Excellence for Labor Market Research. 2026 Orange County Labor Market Overview. April 2026. Available through coeccc.net.
- [3] California Community Colleges Chancellor's Office, California Apprenticeship Initiative and Strong Workforce Program grant documentation, 2026–2029 award cycle.
- [4] Program registration numbers cited in Section 5 are as filed with the California Division of Apprenticeship Standards.

A NOTE ON REGIONAL FIGURES

Labor market data is revised on an annual cycle. Before citing any figure from this guide in a grant application, board presentation, or public document, confirm the current value with the Orange County Center of Excellence or with OCAN.

B Glossary of Terms

Alphabetical. Definitions are written for faculty use rather than for regulatory precision; where a term carries a specific legal meaning under California law, the registering agency's definition governs.

Apprentice

An employee enrolled in a registered apprenticeship program, earning wages while completing structured on-the-job training and related instruction.

Community-Based Organization (CBO)

A nonprofit or local organization providing supportive services — transportation, childcare, case management, job readiness — that help participants enter and complete training.

Competency-Based Progression

A program design in which an apprentice advances by demonstrating defined skills rather than by logging a fixed number of hours.

Division of Apprenticeship Standards (DAS)

The California agency within the Department of Industrial Relations that approves, registers, and monitors apprenticeship programs in the state.

Earn-and-Learn

Any training model in which the participant is paid while being trained. Registered apprenticeship is the most formalized version.

Equal Employment Opportunity (EEO)

The nondiscrimination obligations a registered program carries in how it recruits, selects, and treats apprentices — enforced by both state and federal agencies.

Industry-Recognized Credential

Proof of competency that holds its value when the holder changes employers, because the standard behind it belongs to the industry rather than to one company.

Intermediary

A partner organization that carries the technical and administrative side of apprenticeship on behalf of employers and colleges. OCAN and ICAN both operate in this role in Orange County.

Job Task Analysis (JTA)

The document that defines the competencies an apprentice must master, organized into domains and tasks. It is the backbone of both the work process schedule and the related instruction.

Journey-Level Worker

A fully qualified worker who has completed an apprenticeship or equivalent experience and is qualified to mentor apprentices.

Local Educational Agency (LEA)

A public education entity — most often a school district, county office of education, or college district — that participates in delivering the instructional side of an apprenticeship.

On-the-Job Training (OJT)

Compensated work at the employer site, supervised and evaluated against the program's work process schedule.

Opportunity Youth

Young adults, generally 16 to 24, who are neither in school nor employed.

Pre-Apprenticeship

A short preparatory program that gets someone ready to begin a registered apprenticeship. To carry registered status itself, it must be tied by agreement to one or more registered programs.

Progressive Wage Schedule

The published sequence of wage increases an apprentice earns as they advance through competency milestones.

Registered Apprenticeship Program (RAP)

An apprenticeship carrying approval from the U.S. Department of Labor's Office of Apprenticeship, California's Division of Apprenticeship Standards, or both, and bound by their requirements for wages, safety, equal opportunity, supervision, and training quality.

Related Supplemental Instruction (RSI)

The classroom or online instruction that accompanies on-the-job training, most often delivered by a community college.

Sponsor

The entity legally responsible for a registered apprenticeship — for registration, standards, records, and compliance. A sponsor may be an employer, a consortium, an intermediary, or a joint labor-management committee.

Work-Based Learning

The broader category of instructional models that place students in or alongside real work — apprenticeship, internships, cooperative work experience, clinical placement, and workplace observation among them.

Work Process Schedule (WPS)

The plan specifying which competencies an apprentice learns on the job, in what sequence, and with how many hours allocated to each.

Wraparound Services

Supports such as transportation assistance, childcare, tutoring, or tools that help an apprentice stay enrolled through completion.

Youth Apprenticeship

An apprenticeship model combining paid work experience with classroom learning for participants generally aged 16 to 24. California is still refining its designation for this category.

C Quick Reference

One page, printable. Everything needed to answer a student's question accurately and route anything further.

THE ONE-SENTENCE DEFINITION

A registered apprenticeship is a paid job with structured training attached, registered with the state or federal government, ending in a portable credential.

SIGNS A STUDENT MIGHT BE A FIT

- Working full time and cannot reduce hours
- Already employed in the field and wants to advance
- A veteran translating military experience
- Has dependents or a fixed obligation that income must cover
- Returning to school after years away
- Weighing whether another term is financially survivable

THE SENTENCE TO SAY

“There may be a registered apprenticeship in this field — a paid job with the training built in. Want me to find out?”

WHERE TO SEND THE QUESTION

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No form, no obligation, and no question too small. Routing a faculty question to the right program is the job.