

Date of Hearing: June 24, 2026

ASSEMBLY COMMITTEE ON LABOR AND EMPLOYMENT

Liz Ortega, Chair

SB 845 (Pérez) – As Amended June 8, 2026

**SENATE VOTE:** 39-0

**SUBJECT:** Pupil instruction: career technical education, career education, and apprenticeships

**SUMMARY:** Defines numerous terms and conditions relating to work-based learning and youth apprenticeships; authorizes schools to provide workers' compensation insurance and wages for part-time employment in some cases to students participating in work-based learning activities, as defined; and clarifies that work-based learning activities are allowable uses of funds in specified career technical education (CTE) programs. Specifically, **this bill:**

*Labor Code provisions:*

- 1) Authorizes a preapprenticeship program seeking approval from the Division of Apprenticeship Standards (DAS) to alternatively include documentation evidencing that the program's preapprenticeship training activities are conducted with approval by a local building and construction trades council of the use of the multicraft core curriculum for the preapprenticeship program, rather than showing that the program's preapprenticeship training activities are conducted in partnership with an apprenticeship program approved by the DAS.
- 2) Authorizes preapprenticeship programs approved by the DAS to coordinate with and be offered in conjunction with work-based learning activities, work experience education (WEE) programs, CTE courses, cooperative CTE programs, community classrooms, dual enrollment, and other educational pathway programs, as specified.
- 3) Authorizes a local educational agency (LEA) to participate in a preapprenticeship program approved by the DAS as an educational partner and to provide related and supplemental instruction, CTE coursework, and academic course credit that supports the preapprenticeship program's curriculum and competencies, as specified.

*Education Code provisions:*

- 1) Authorizes K-12 students enrolled in a community college as part of a dual enrollment program to participate in, and receive credit for, work-based learning activities offered as a component of the community college course.
- 2) Authorizes a student body organization to operate a student-led enterprise program as part of a CTE or academic program of study when the program is supervised, structured, and guided as a work-based learning activity, as defined.
  - a) Requires a student-led enterprise program to be conducted under the supervision of a certificated employee and governed by the policies of the governing board or body of the LEA or state special school.
- 3) Defines numerous terms:

- a) “Apprenticeship program” means a comprehensive plan containing, among other things, apprenticeship program standards, committee rules and regulations, and related and supplemental instruction outlines and policy statements for the effective administration of the apprenticeable occupations;
- b) “Apprenticeship program sponsor” means a joint apprenticeship committee, a unilateral labor or management committee, or an individual employer program;
- c) “Apprenticeship program standards” means a written document containing all the terms and conditions for the qualification, recruitment, selection, employment and training, working conditions, wages, employee benefits, and other compensation for apprentices, as required by the DAS;
- d) “Early college credit” means college credit earned by a pupil through participation in courses and programs, including, but not limited to, dual enrollment, dual credit, and advanced placement (AP) courses and programs, before graduating from high school;
- e) “Internship” means a supervised, structured, and guided work-based learning activity training that takes place in a workplace for a limited period of time that is connected to a school-based program or course, involves supervision of both school and workplace employees, provides career experience and educational benefits to the intern, and is limited to the timeframe during which the work-based learning activity provides the intern with beneficial learning, and is more than 25 hours in one semester, intersession, or summer school session;
- f) “Job shadowing experience” means a visit to a workplace for the purpose of career exploration for no less than three hours and no more than 25 hours in one semester, intersession, or summer school session;
- g) “LEA” means a school district, county office of education (COE), charter school, or education joint powers authority (JPA);
- h) “Mentorship” means a supervised, structured and guided work-based learning activity involving formal interactions between a youth participant and an adult mentor that is established under the supervision and policies of the governing board or body of the LEA, includes activities where the mentor offers career guidance to the mentee, and may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company;
- i) “Preapprenticeship program” means a preapprenticeship program registered with the DAS;
- j) “Related and supplemental instruction” as an organized and systematic form of instruction designed to provide the apprentice with knowledge, including the theoretical and technical subjects related and supplemental to the skills involved;
- k) “School-based enterprise program” means a supervised, structured, and guided work-based learning activity involving a pupil-led entrepreneurial program that is part of a CTE or academic program of study, that integrates current industry standards, and that

involves the development and operation of a revenue-generating business, regardless of profit or loss;

- l) “Work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or sustained interactions with industry or community professionals in simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction;
  - m) “WEE” means a course of study that combines an on-the-job component with classroom instruction. WEE may be established by the governing board or body of an LEA, as specified;
  - n) “Youth apprentice” means a registered apprentice who meets all of the following:
    - i) Is at least 16 years of age;
    - ii) Is enrolled full-time in high school in grade 10, 11, or 12, or is enrolled in an adult education program; and
    - iii) Is participating in a registered apprenticeship program with the DAS.
  - o) “Youth apprenticeship program” means an apprenticeship program registered with the DAS that fulfills all registered apprenticeship requirements and serves youth between 16 and 24 years of age at the time of enrollment and that also meets all of the following:
    - i) Offers related and supplemental instruction through CTE, WEE, early college credit, or other academic courses, whenever possible;
    - ii) Complies with labor laws for minors;
    - iii) Offers flexible work hours to allow for pupils to participate in on-the-job training while they are enrolled in high school; and
    - iv) Allows for part-time employment and extended completion time to accommodate student apprentices.
- 4) Authorizes LEAs and state special schools offering high school, rather than only school districts, to offer WEE programs, and expands the WEE program to include work-based learning activities occurring in CTE, or early college credit, in addition to WEE programs.
  - 5) Authorizes LEAs and state special schools to purchase workers’ compensation insurance, in addition to the current authorization to purchase liability insurance, for pupils enrolled in WEE courses, and extends these authorizations for pupils involved in registered apprenticeships and preapprenticeships; also authorizes the employers to purchase insurance and pass along all or a portion of the costs to the LEA, at the discretion of the governing board or body.
  - 6) Specifies that work-based learning activities offered by LEAs, state special schools, partnership academies, and regional occupational programs or centers (ROCPs) may include but not be limited to, on-the-job training in youth apprenticeships, internships, mentorships,

and job shadowing experiences, which may be offered through WEE courses, community classrooms, cooperative CTE programs, CTE courses, or early college credit courses.

- 7) Requires, notwithstanding any other law, that all pupils participating in work-based learning activities be afforded the same statutory and regulatory safeguards as pupils in WEE programs, as specified.
- 8) Requires that guidelines developed by regional and local business organizations, in conjunction with LEAs, state special schools, and community colleges, for the establishment of work-based learning activities align regional coordinating efforts with an emphasis on strengthening employer engagement and identifying critical skills for the workplace and expanding work-based learning activities in partnership with community colleges and local workforce development boards.
- 9) Requires the governing board of a school district offering a WEE program to allow pupils in grade 10 to receive credit for satisfactorily completing a WEE program, in addition to the current requirement to provide credit to students in grades 11 and 12.
- 10) Expands the requirements for the Superintendent of Public Instruction (SPI) to adopt standards for WEE plans required to be adopted by LEAs to include a requirement that LEAs document and maintain records of work-based learning activities occurring in all WEE programs, to include CTE and early college credit; and require the plans to include, among other items, youth apprenticeship and preapprenticeship programs and CTE courses offering work-based learning activities, pupil demographic and enrollment data, and work permits issued to pupils.
- 11) Specifies that all employment laws or rules applicable to minors are applicable to pupils participating in youth apprenticeship programs or other work-based learning activities.
- 12) Authorizes WEE programs to include employment in youth apprenticeships selected or approved as having educational value for the pupils employed and coordinated by school employees and requires WEE programs involving preapprenticeship to be consistent with specified provisions of the Labor Code.
- 13) Expands the authority of a school district to provide WEE programs in areas outside of the school district within the state or in a contiguous state to include youth apprenticeship programs.
- 14) Authorizes the governing board or body providing a WEE program to provide for employment of pupils in part-time jobs and to pay wages for a pupil's employment with a public or private employer, and to provide liability and workers compensation insurance, but prohibits payments being made to or for private employers.
  - a) Notwithstanding (14) above, wages to individuals with exceptional needs, as defined, may be paid to or for private employers as part of work experience programs funded through the annual Budget Act for these individuals.
- 15) Prohibits a pupil or their parent or guardian from having to pay a charge or fee for the pupil's participation in a preapprenticeship or youth apprenticeship program.

- 16) Expands the authority of an LEA or ROCP to be considered employers of pupils to those participating in work-based learning activities, including those associated with a school-based youth apprenticeship program, WEE, CTE, and early college credit.
- 17) Requires when a work-based learning activity is under the supervision of a ROCP operated by two or more school districts, the school district of residence of the pupil receiving the training is responsible for the supervision of the pupil.
- 18) Requires, notwithstanding any other law, a youth apprenticeship program that begins in high school to allow youth apprentices to complete a percentage of their program before graduation from high school.
- 19) Requires all youth apprenticeship programs to meet the following:
  - a) Submit copies of approved apprenticeship standards and implementation plans to the California Department of Education (CDE);
  - b) Allow youth apprentices who complete a percentage of their hours before high school graduation to complete a full apprenticeship under the supervision of the approved LEA or the apprenticeship program sponsor, or to transfer to an adjacent apprenticeship program in another region of the state;
  - c) Offer related and supplemental instruction, provided the courses 1) address the required competencies; 2) are approved by the apprenticeship program sponsor, employer, and the DAS; and 3) are offered as part of a CTE, WEE, or early college credit.
  - d) Award youth apprentices credit for graduation for paid on-the-job training, provided the training occurs as part of a WEE program, and is offered in conjunction with related and supplemental instruction.
  - e) Authorizes a youth apprentice to complete on-the-job training with a private employer or registered apprenticeship program sponsor during the schoolday as part of a WEE course and receive course credit toward graduation.
  - f) Authorizes the LEA to serve as the employer of record if the student apprentice is receiving credit toward graduation for the on-the-job training and related and supplemental instruction as part of a WEE or CTE course.
- 20) Authorizes school districts and ROCPs offering cooperative CTE programs or community classrooms to include work-based learning activities, including, but not limited to, internships, mentorships, job shadowing experiences, preapprenticeship programs, and youth apprenticeship programs.
- 21) Authorizes funding provided for agriculture CTE to provide work-based learning activities, including, but not limited to, supervised occupational experiences and internships.
- 22) Authorizes grants to be awarded under the Golden State Pathways Program to pathway programs that provide work-based learning activities, including, but not limited to, career-connected learning opportunities, internships, mentorships, preapprenticeship programs, and youth apprenticeship programs.

- 23) Authorizes funding provided for partnership academies to support those academies that provide work-based learning opportunities, including but not limited to, internships, mentorships, preapprenticeship programs and youth apprenticeship programs.
- 24) Authorizes transition and employment preparation services provided pursuant to a WorkAbility program to include work-based learning activities, including but not limited to, career-connected learning opportunities, job shadowing experiences, internships, mentorships, and preapprenticeship programs designed to prepare pupils with disabilities for competitive integrated employment, postsecondary education, or vocational training; and requires that all such activities comply with applicable labor laws for minors and workers with disabilities; and to be consistent with the pupil's individualized education program (IEP).
- 25) Authorizes a College and Career Access Pathways (CCAP) partnership agreement to include work-based learning activities when they are integrated into CTE and provide career experience and educational benefits to participating pupils. These components must identify the supervising certificated employee or coordinator for the work-based learning activities and specify how the activities connect to course learning objectives.
- 26) Authorizes funding provided for the K-12 component of the Strong Workforce Program (SWP) to be used to support CTE programs that provide work-based learning activities, including, but not limited to, apprenticeship-aligned career pathways, internships, mentorships, preapprenticeship programs, and youth apprenticeship programs.

**EXISTING LAW:**

*Note: for existing law found in the Education Code, please see the Assembly Education Committee analysis.*

- 1) Establishes the DAS within the Department of Industrial Relations (DIR) and requires the division, among other things, to evaluate apprenticeship and preapprenticeship programs to ensure that the program evaluated is complying with its standard, as specified. Labor Code § 3073.1.
- 2) Defines “youth apprentice” as an apprentice between the ages of 16 and 24 years and “youth preapprentice” as a preapprentice between the ages of 16 and 24 years. Labor Code § 3073.5.
- 3) Provides that an apprenticeship program may be administered by a joint apprenticeship committee, unilateral management or labor apprenticeship committee, or an individual employer; that programs may be approved by the Chief of the DAS in any trade or area of the state whenever the apprentice training needs justify the establishment; and requires, where a collective bargaining agreement exists, a program to be jointly sponsored, as specified. Labor Code § 3075(a).
- 4) Establishes youth apprenticeship as a key priority for the DAS and requires that youth apprenticeship complement the state's existing registered apprenticeship and preapprenticeship programs. Labor Code § 3120.

- 5) Establishes the California Youth Apprenticeship Committee (CYAC) to develop recommendations to the DAS on the expansion of youth apprenticeships in California and requires the CYAC to compile a report with those recommendations. Labor Code § 3121.
- 6) Establishes the Youth Apprenticeship Grant Program, to be administered by the DAS, for the purposes of awarding grant funds to eligible applicants to provide funding for existing apprenticeship and preapprenticeship programs or to develop new apprenticeship and preapprenticeship programs that serve individuals from 16 to 24 years of age who are at risk of disconnection or are disconnected from the education system or employment, unhoused, in the child welfare, juvenile justice, or criminal legal systems, living in concentrated poverty, or are facing barriers to labor market participation (“opportunity youth”). Labor Code § 3122.
- 7) Dictates the maximum working hours and permitted timeframes for employing minors, which vary by age and whether school is in session, as specified. Labor Code § 1391.
- 8) Regulates the late-night working hours for minors aged 16 to 18 who are enrolled in approved work experience or vocational education programs, as specified. Labor Code § 1391.1.
- 9) Requires a program seeking approval as a preapprenticeship program to submit to the DAS a request for approval that includes documentation evidencing that the program’s preapprenticeship training activities are conducted in partnership with an apprenticeship program approved by the DAS. Labor Code § 3100(b).
- 10) Defines “high road construction careers” to mean high road training partnerships that invest in regional training partnerships comprised of local building trades councils, workforce, community, and education interests that connect to state-approved apprenticeship programs, that utilize the standard Multi-Craft Core preapprenticeship training curriculum and provide a range of supportive services and career placement assistance to women and people from underserved and underrepresented populations. Unemployment Insurance Code § 14005(t).

**FISCAL EFFECT:** Unknown

**COMMENTS:**

CTE and Apprenticeship:

High school CTE programs and apprenticeship are similar in that both provide students an opportunity to combine classroom education with workforce training. As part of their high school studies, CTE students complete coursework that introduces them to workplace competencies, some of which may overlap with or fulfill the prerequisites for entry into apprenticeship programs.

Apprenticeships provide hands-on learning in a professional setting, and can offer an alternative pathway to economic mobility for individuals for whom the opportunity cost of college education is too high.

Currently in California, LEAs can authorize the participation in CTE courses to satisfy the graduation requirement that students take at least one course in visual or performing arts, world

languages, or CTE. However, there are very few opportunities for secondary students to participate in preapprenticeship or apprenticeship programs, and these programs currently do not satisfy the graduation requirement of taking a course in CTE.

### The CYAC Report:

The Legislature in 2022 passed SB 191 (Committee on Budget and Fiscal Review), which established youth apprenticeship as a key priority for the DAS and required that youth apprenticeship complement the state's existing registered apprenticeship and preapprenticeship programs. SB 191 also required the DAS to convene the CYAC to develop recommendations for the expansion of youth apprenticeship in California and to memorialize those recommendations in a report, which was released in November 2025.

The CYAC report includes 18 recommendations for statewide system and resource alignments to make work-based learning and youth apprenticeship opportunities more broadly available for in-school and out-of-school youth, and to connect apprenticeship with economic and workforce development initiatives. Some of the CYAC recommendations related to this bill include:

#### *Defining “youth apprenticeship”:*

The CYAC Report recommended establishing a consistent definition of “youth apprenticeship” to allow for the flexibility necessary for high school and college-connected implementation. The definition recommended by the committee was:

“An apprenticeship program that combines paid work experience with classroom learning to prepare young people aged 16-24 for successful careers. A California Youth Apprenticeship Program is registered with the DAS and:

- Fulfills all existing registered apprenticeship requirements,
- Serves youth ages 16-24 at the time of enrollment,
- Offers related and supplemental instruction throughout advanced CTE courses, dual enrollment, or the equivalent, and
- Complies with labor laws for minors and offers flexible work hours.”

The CYAC report states that “This description of youth apprenticeship would not require any statutory or labor code changes but would rather be a data label upon the Registered Apprenticeship Programs that meet the above criteria. While there are a few early adopters of apprenticeship programs that begin in high school – youth apprenticeship is difficult to scale. A strong contributing factor to both challenges is the current definition of apprenticeship does not account for the unique needs of youth. Additionally, the DAS requires that programs provide at least 1000 hours of on-the-job training (OJT), and most programs include at least 2000 hours or more. For in school youth, it is impractical to complete these hour requirements in the confines of high school and therefore the program must be 3-4 years long, spanning the final 2 years of high school along with 1 to 2 years post high school.”

#### *Creating a Career Apprenticeship Bridge (CAB) Program:*

Given the challenges mentioned above, the CYAC recommended that the state create a CAB Program that initiates the youth apprenticeship journey starting in high school and integrates CTE into the apprenticeship system.

As explained in the CYAC report, “The CAB program would be the first phase of an apprenticeship and offer students a way to gain paid work experience with aligned classroom instruction, which, when possible, would confer early college credit while still in high school. It provides learners with an enhanced educational experience that embeds the apprenticeship model and allows them to start and complete a phase of their professional journey prior to high school graduation.”

This recommendation of the CYAC report is also the basis for AB 805 (Fong, 2025), which is currently pending in the Senate Appropriations Committee.

*Using existing school-based programs to facilitate apprenticeships:*

Another of the recommendations of the CYAC Report is for the state to explore how existing school-based programs such as WEE and WorkAbility can facilitate paid OJT and connect all students to youth apprenticeship.

According to the CYAC Report, “Paid work-based learning provides real life career preparation that equips students with essential skills and competencies necessary for success in their future careers. Additionally, it promotes financial independence by allowing students to earn income while completing their education, supporting them in covering educational expenses and contributing to their financial well-being.”

“By enhancing and leveraging the current CTE/CE, WEE and WorkAbility models, we can address disparities around access to career opportunities for youth from diverse backgrounds and special needs, leveling the playing field and promoting social mobility. WEE and WorkAbility can serve as a vehicle to provide students an on ramp to youth apprenticeship, scale the CAB program, and ensure equity and access to work-based learning opportunities for all learners in CA.”<sup>1</sup>

*Aligning K-12 funding streams with apprenticeship programs:*

Another of the CYAC recommendations for legislative action was to evaluate current funding models and provide reliable formula and grant funding for employers, LEAs, intermediaries, and youth apprenticeship expansion efforts. The CYAC report identifies several programs that could be leveraged and aligned for the implementation of youth apprenticeship, including:

- California Apprenticeship Initiative
- Apprenticeship Innovation Funding (AIF)
- Related and Supplemental Instruction Reimbursement Program

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<sup>1</sup> The California Youth Apprenticeship Model: Report of the California Youth Apprenticeship Committee.  
[https://www.dir.ca.gov/DAS/CYAC\\_Committee-Report.pdf](https://www.dir.ca.gov/DAS/CYAC_Committee-Report.pdf)

- California Opportunity Youth Apprenticeship Grant
- K-12 Strong Workforce Program
- Golden State Pathways Program
- CTE Incentive Grant Program
- California Partnership Academies
- California Adult Education Program

The CYAC report states as examples that, “the California Apprenticeship Initiative grant has funneled millions of dollars to LEAs to develop apprenticeship programs, but program sponsors and employers are not eligible to directly apply for this funding for program planning and implementation. As a result, many employers have not directly received state funding for apprenticeship unless an LEA opts to offset employer costs with grant funds, or the employer is also the apprenticeship program sponsor and thus can be a direct recipient of AIF.

Another funding source, the Related and Supplemental Instruction funding program does not have any clear onramps for LEAs launching new apprenticeship programs. Additionally, many youth apprenticeship programs serving minors will not have access to AIF because it is contingent on an Employment Training Panel aligned wage structure that often does not apply to the standard for youth employment.”

*Providing workers’ compensation assistance for youth apprentices:*

According to the CYAC report, “while Education Code Section 51769 states that all insurance for unpaid internships and work-based learning must be covered by the LEA, most LEAs apply blanket vendor insurance requirements to work-based learning providers, requiring employers to pay for and carry their own insurance policies. Employers of youth have significant expenses when accounting for workman’s compensation and additional liability coverages for employing minors. Employers are also often responsible for paying for fingerprinting and Tuberculosis testing before engaging with students. For these reasons, many employers have opted out of youth apprenticeship in California. Employers are at the core of all apprenticeships, and current policies and costs make it extremely difficult for industry to engage with schools. Therefore, to encourage more youth apprenticeship, it is essential that the state supports employers by examining these barriers and recognizing the cost of employer facilitated OJT.”

According to the author:

“California’s education and workforce frameworks are leaving many students behind, especially low-income, Black, Latino and English Learner youth who enroll in college at lower rates and face barriers to completing a four-year degree. While 62% of high school graduates enroll in college within a year, only 34% of Californians hold at least a bachelor’s degree. At the same time, 30% of future jobs will require training beyond high school, but less than a four-year degree. Our career education system is not meeting the needs of students and workforce demands. California voters recognize this gap, as highlighted in a recent survey where “three-

quarters of voters believe it is very or extremely important for K-12 schools to provide career-connected learning and develop partnerships with colleges and employers.”<sup>2</sup>

SB 845 expands access to career-connected learning across the state by strengthening hands-on learning opportunities, removing barriers to industry participation, and connecting students with high-demand careers – all efforts that are guided by the Career Education Master Plan and the recommendations of the California Youth Apprenticeship Committee. Doing so will provide a strong foundation for preparing students for career success, which is essential for building a more inclusive economy.”

The author adds that the measure promotes equity, per HR 39 (Gipson, 2021), “by expanding access to career-connected learning across the state, maximizing benefits and educational opportunities for low-income, English Learner, Black, and Latino students who currently face barriers in access to college. Increasing access to an alternative route such as career education could improve career outcomes for our underserved and marginalized communities. This bill strengthens hands-on learning opportunities, removes barriers to industry participation, and connects students with high-demand careers, providing a strong foundation for preparing students for career success, which is essential for building a more inclusive economy.”

### **Arguments in Support**

The California Workforce Association, co-sponsor of this measure, writes that, “in alignment with Governor Newsom’s 2018 Five Point Action Plan to expand California’s apprenticeship system by 500,000 apprentices by 2029, SB 845 plays a crucial role in building a cohesive youth apprenticeship framework. This initiative is further supported by Governor Newsom’s signed Executive Order N-11-23 in 2023, directing state leaders in education, workforce development, and economic development to develop a Master Plan on Career Education. This is an effort to create opportunities for hands-on learning and life skills to strengthen career pathways for students. The Master Plan on Career Education furthermore emphasizes the need for streamlined collaboration and partnership across agencies to facilitate information sharing. State agencies have historically worked in silos with differing yet overlapping definitions, regulations, and funding mechanisms for work-based learning opportunities which cause barriers for students and employers.”

### **Arguments in Opposition**

None on file.

### **Prior and Related Legislation**

AB 805 (Fong) of 2025 would establish the CAB program, administered by the DAS, and would authorize the division to work with the CDE and the Office of the Chancellor of the California Community Colleges in order to, among other things, identify resources to support youth apprenticeships. Pending in the Senate Appropriations Committee.

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<sup>2</sup> Rivera, Keisha. “OpinionatED: Voters’ Views on Education in 2024 | All4Ed.” *All4Ed | Equity. Justice. Education.*, 14 Jan. 2025, <https://all4ed.org/publication/executive-summary-opinionated-voters-views-on-education-in-2024/>

ACR 16 (M Fong), Resolution Chapter 130, Statutes of 2023, declared the importance of creating pathways to success for California's opportunity youth and the need to develop a statewide comprehensive plan that will reduce persistent economic inequities.

SB 191 (Committee on Budget and Fiscal Review), Chapter 67, Statutes of 2022, among other things, established youth apprenticeship as a key priority for the DAS, required the DAS to convene the CYAC, and established the Youth Apprenticeship Grant Program.

AB 235 (O'Donnell), Chapter 704, Statutes of 2018, authorized a two-pronged process for the approval of apprenticeship programs, maintaining the current process for the trades and firefighting, and established a separate path for programs in newly emerging areas of apprenticeship.

SB 480 (Portantino) of 2023 would have created the High School Apprenticeship Pilot Program at the CDE to provide grants to three LEAs for two years. The bill would have also required the CDE and others to produce deliverables and take other actions related to CTE. Held in the Assembly Appropriations Committee.

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

California Workforce Association (Sponsor)  
Nextgen California (Co-Sponsor)  
Alameda County Office of Education  
Apprenticeships for America  
Bay Area Council  
California Opportunity Youth Network  
Career Wise USA  
Climate Action Pathways for Schools  
County of Kern  
DIAG USA Foundation  
Goodwill Southern California  
Los Angeles Area Chamber of Commerce  
Los Angeles Regional Consortium  
Para Los Ninos  
Partnership to Advance Youth Apprenticeship  
Propel America  
Sacramento Municipal Utility District  
Society of Human Resources Management  
UNITE-LA  
United Administrators of Southern California  
Yolo County HHS

**Opposition**

None on file.

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