

OVERVIEW

Related and Supplemental Instruction (RSI) and Full-Time Equivalent Student Analysis (FTES) instruction are critical components to fiscal support for traditional and nontraditional apprenticeship programs in California. They provide funding and support for the necessary classroom instruction, complementing on-the-job training for these apprentices. Both funding mechanisms are designed to ensure that apprentices receive a well-rounded education of both practical hands-on instructional and theoretical content knowledge. This issue brief provides a history of educational funding, the two types of sources available and a succinct explanation of steps to follow in accessing these recurring funding streams.

BACKGROUND ON APPRENTICESHIP TRAINING SUPPORT

What is the definition of apprenticeship?

A Registered Apprenticeship Program is a program approved by the Division of Apprenticeship Standards and defined in the California Code of Regulations ([8 CCR 205\(e\)](#)) as a comprehensive plan containing, among other things, apprenticeship program standards, committee rules and regulations, related and supplemental instruction course outlines, and policy statements for the effective administration of that apprenticeable occupation. An apprenticeship must include both on-the-job training (OJT) in which an apprentice is working, earning a wage, and learning on the job; OJT is complemented by related and supplemental instruction (RSI), which is classroom-based instruction tailored to that occupation and aimed at upskilling that apprentice for that occupation.

How apprenticeship training support works

Each state-registered apprenticeship program operates under formal, written “apprenticeship training standards” agreed to by the apprenticeship program sponsor, in accordance with state and/or federal laws. This centuries-old construct consists of an apprentice working with a skilled (journey-level) worker, gaining on-the-job skills while also receiving classroom instruction, whether for a traditional “building trades” apprenticeship, like carpentry, or a new and innovation apprenticeship, like in nursing or biotechnology in a new and emerging industry like education, healthcare, or advanced manufacturing. Indeed, for community college students, apprenticeship programs are in the perfect form of financial aid: the apprentice earns a living wage while paying nothing for their instruction and incurring no student loan debt and the employer, involved with the college or local education agency (LEA) in the design of the training, receives a skilled employee and the apprentice a job.

State-certified apprenticeship in California began with the passage of the Shelly-Malone Apprenticeship Labor Standards Act of 1939 ([Labor Code Sections 3070](#) et seq. and [Education Code Section 8150](#) et seq.). Appropriations to support apprenticeship education requirements, referred to as “related and supplemental instruction” funding were initiated in 1983 and added to California’s statutes.

What is Related and Supplemental Instruction?

“**Related and Supplemental Instruction (RSI)**” refers to the classroom instruction associated with an apprenticeship. The exact definition from the [California Code of Regulations](https://www.dir.ca.gov/t8/205.html) (<https://www.dir.ca.gov/t8/205.html>) is “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 skill(s) involved.” In addition, RSI funding refers to reimbursement specifically to the LEA which is overseeing the related and supplemental instruction for a registered apprenticeship.

TWO FUNDING SOURCES PROVIDE OPPORTUNITIES FOR ONGOING FUNDING FOR CALIFORNIA COMMUNITY COLLEGES

There are two separate funding source opportunities for California community colleges, and each college will need to determine which source to use for each of their apprenticeship programs.

Related Supplement Instruction Funding and Reimbursement: The RSI program is funded through Proposition 98, which allocates funds specifically for educational purposes (1). The California Community Colleges Chancellor’s Office, which is the central administrative office for the 116-college, 2.1 million student-system and is the largest public higher education institutional network in the United States, oversees the reimbursement of RSI hours to both colleges and K-12 district/labor training centers. The reimbursement process is governed by the [Education Code](#) Sections 79149 through 79149.7 (2) for community College Districts (CCDs) and sections 8150 through 8155 for K-12 Local Education Agencies (LEAs). (3)

Apprenticeship program educational funding (RSI) is appropriated annually in the State Budget Act from Proposition 98 funds. The appropriations are made to the California Community College Chancellor’s Office. The funds are then disbursed to high school districts, County Offices of Education, and Community College Districts that contract with apprenticeship program sponsor(s).

Method of Funding - After establishing programs standards which are approved by the California Division of Apprenticeship Standards (DAS), the apprenticeship program at colleges or LEAs report seat time hours and are reimbursed for their instruction time. (4). Apprenticeship RSI Instruction is reported in an online administrative reporting system within California Community College Chancellor’s Office referred to as the CCFS-321. [more information about this process can be found in the Student Attendance Accounting Manual (SAAM) at the following link: [California Community Colleges Manuals](#).]

Full-Time Equivalent Students (FTES) Funding

The attendance of apprentices enrolled in any class offered for community college credit by a community college, as part of a state approved apprenticeship training program, can be reimbursed at the per credit FTES funding rate through the community college apportionment system. This alternative funding pathway to RSI incentivizes community colleges to utilize their quality programs to support and develop state-approved apprenticeship training programs.

Method of Funding - FTES reimbursement, alternatively to the RSI administrative reporting, is recorded in the administrative reporting system referred to as the CCFS-320, under the following required criteria:

1. Instruction is provided to registered apprentices (through an approved program and curriculum written by the LEA and community college and formal recognition as an apprenticeship program by the DAS) and;
2. A community college faculty member (as defined by Education Code) teaches the classes. [more information about reporting can be found in the SAAM at the following link: [California Community Colleges Manuals](#).]

GENERAL METHOD FOR ACCESSING ADDITIONAL FUNDING SOURCES

- Step 1 – Determine educational level needed – Work with either the community college’s or LEA’s employer sponsor to learn the specific competencies required then align with curricula/courses to meet these competencies.
- Step 2 – Determine whether to go via the RSI or FTES route – Meet with both your college institutional research department (your college may vary) to understand these sources of funding and also consult with the apprenticeship program that you are collaborating with. The institutional research department can help you do a funding analysis to best determine the route to take, and there may be factors related to the apprenticeship program that will influence which route to take. For example, if the instruction will take place in an offsite training facility run by a union, then RSI may be a better route. If the program is most interested in their apprentices taking already setup college courses within a college, then FTES may be a better route. There are multiple factors to consider, and it is best to work with the different stakeholders to make this determination.
- Step 3 – Confirm funding source – Work with your college to formalize the funding source by meeting with the appropriate departments (i.e., enrollment and fiscal departments)
- Step 4 – Follow the Chancellor’s Office guidance for correct submission of hours via NOVA (the reporting system of record for workforce programs.)
- Step 5 – Receive payment and collaborate/coordinate with the fiscal department to evaluate your community college program
- Step 6 – For ongoing funding, please refer to Step 2 (above) to determine route (RSI or FTES) for next fiscal year and continue through Steps 3-5.

References:

1. <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/apprenticeship/rsi-program>
2. https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=79149.3&article=3&highlight=true&keyword=79149
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4. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-44-rsi-fy-24-25-allocations-a11y.pdf?la=en&hash=0ED4E361928D3D0D2BFC8A1752D1E5948A169FFB&hash=0ED4E361928D3D0D2BFC8A1752D1E5948A169FFB>