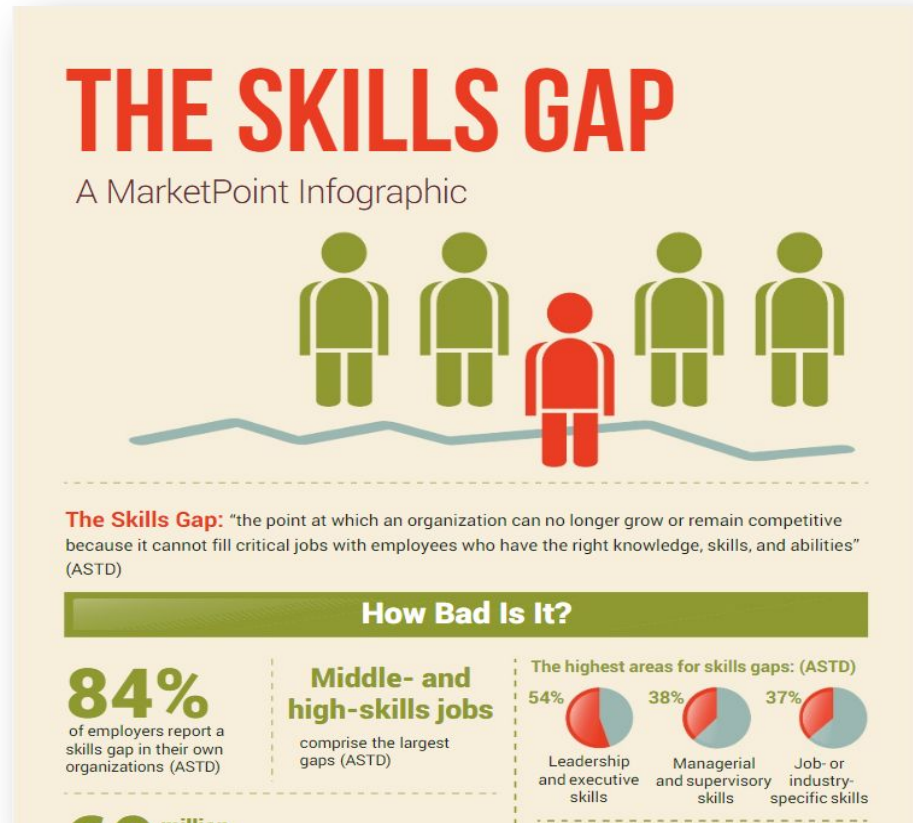




PARTNERING TO  
BUILD TALENT

HOW BUSINESS CAN PLUG INTO  
THE INLAND EMPIRE'S  
APPRENTICESHIP NETWORK

# HEARING THE PROBLEM – ACKNOWLEDGE THE DISCONNECT




## TRADITIONAL COLLEGE STUDENT

- Consists of a standard track of courses involving general education + major classes
- Most likely working a job unrelated to the field of study



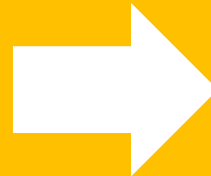
  
**Graduate**  
(Certificate or Degree)



- Hopefully find job 
- Start at lower wage and jump to next company for more money
- Take time to figure out how to fit into industry / company culture

## VERSUS ... APPRENTICESHIP LIFE

- Begin working in industry during early part of program
- Enroll in college courses related to daily work tasks



**Graduate**

- Work in the industry and make \$
- Get promoted / continue schooling





# THE BIG IDEA

- **First, we will develop transformation maps for every cluster, industry and region of our state to make sure we're preparing folks for the jobs that actually exist.** Working with UC, CSU and most substantively the community colleges, we will overlay industry trends, job availability, and educational data, and then develop relevant curriculum to meet those workforce and skills needs. **We'll also nurture regional and cluster-based collaborations partnering industry, our academic institutions and communities to innovate new ideas and spur economic growth throughout the state.**
- **Second, we will establish 500,000 earn-and-learn apprenticeships by 2029, creating a new vocational pipeline of high-skill workers.** In an increasingly global world, apprenticeships provide the education and training necessary to prepare Californians for the jobs of today and tomorrow.



CENTER FOR APPRENTICESHIP  
& WORK-BASED LEARNING

BLOG

## California's Proposal for Apprenticeship Growth Requires New Approach



# REGIONAL SYSTEMS

**Strategy 1.** Develop regional apprenticeship intermediary & committee structure that requires interagency cooperation

**Strategy 2.** Focus on multi-employer structures that aggregate needs and professional pathways

**Strategy 3.** Leverage multiple organizations and workforce systems to serve as resources

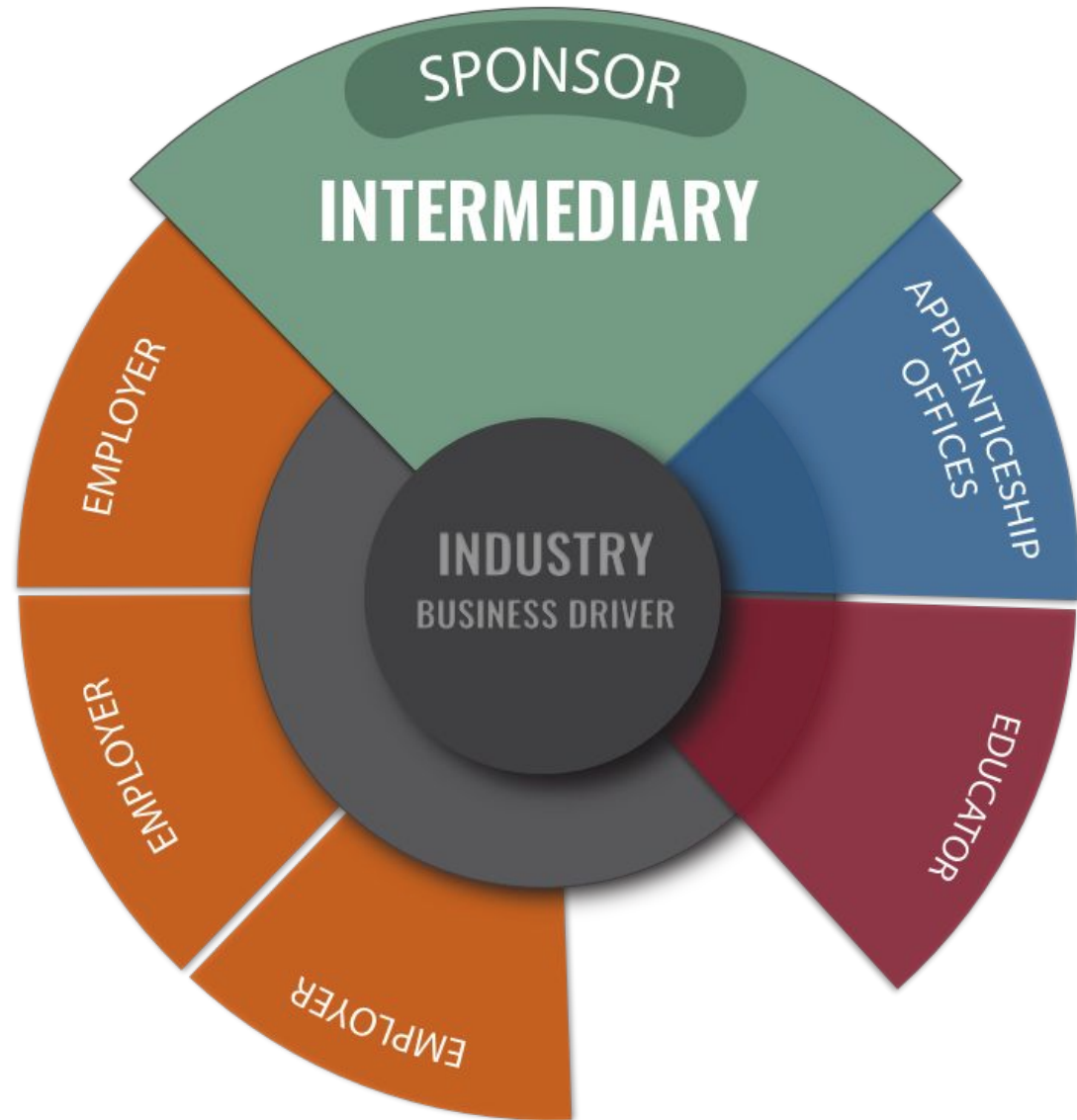
**Strategy 4.** Use blended-approach of Career Ed (apportionment funded) and contract education services (partnering Workforce Boards & Employment Training Panel)

**Strategy 5.** Assert the apprenticeship model; not the funding mechanism

# LAUNCH

## INTERMEDIARY STRUCTURE

- Industry-Led and Apprentice-centered
  - The schools provide the administrative services to register and operate the apprenticeship program.
  - Industry partners provide work-based learning experiences for apprentices through employment and targeted upskilling.
  - The schools provide the related education component.



# THE PARTNERSHIP

Provides apprentices paid on-the-job learning experience and houses on-site training facility for registered apprentices.



Provides apprenticeship and education intermediary services for industry and apprentices.

Design and build industry recognized training unit, assessment tool, and certificate system.



Accredits work-based learning competencies and training resources.



# EXPANDING ACCESS TO TRAINING

- Creation of Pre-Apprenticeship Pathway for community residents and students
- Training college faculty and connecting instructors with System Engineers to keep college curriculum relevant





# Direct Assessment CBE: A Blueprint for Community College Leaders

SUMMER 2020

Sam Finn  
Ashley Bliss Lima  
Mara Lockowandt



## WHAT IS STUDENT-CENTERED LEARNING?

### *Definitions & Key Components*



In a truly student-centered environment, teachers and students work collaboratively to co-create a learning plan or pathway that best suits the needs of each individual learner.

The teacher serves as an architect of each student's learning experience.

## 4 KEY COMPONENTS OF STUDENT-CENTERED LEARNING



## VOICE

Including a student's voice in the co-creation of a learning plan or pathway. Students who have this voice demonstrate an increased level of interest and ownership of their learning.

## CHOICE

Providing options for students relating to the format of their learning and, to a degree, the content of their learning.



## COMPETENCY-BASED PROGRESSION

Establishing a standard of expected performance while allowing students to work toward competency along their own pathway and at their own pace.

## CONTINUOUS MONITORING OF STUDENT NEEDS

Conducting an ongoing analysis of student performance data and adjusting learning experiences based on the changing needs of each student.

