



RIVERSIDE CITY COLLEGE

APPRENTICESHIP PROGRAM UPDATE

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THE APPRENTICESHIP PROGRAM "CONNECTOR"





CALIFORNIA
APPRENTICESHIP
INITIATIVE



RCC

RIVERSIDE CITY COLLEGE

@ **RCCD** | RIVERSIDE COMMUNITY COLLEGE DISTRICT



AUTOMOTIVE TECHNICIAN

- 12-24-month program
- Structured On-the-Job training
- Automotive Technology Certificate awarded on completion of courses
- Must receive a "B" or better in Automotive Principles intro course

Automotive Certificate Patterns:

- Automotive Electrical and Electronics Specialist
- Automotive Engine Performance Specialist
- Automotive Hybrid and Electric Vehicle Specialist
- Automotive Powertrain Specialist
- Automotive Undercar Specialist





INFORMATION TECHNOLOGY SUPPORT TECHNICIAN

- 1-2-year competency-based program
- Entry-Level
- For high school graduates, new to the industry, new college students
- Attain industry experience and stackable college certifications
- Obtain state and federal industry recognized certifications at completion



CYBER SECURITY SPECIALIST

- 6-months to 2-year competency-based program
- Intermediate to Advanced
- For individuals with 1-3 years of industry experience, have completed IT Support Specialist Pathway, or are incumbent workers
- Obtain state and federal industry recognized certifications at completion

Classes include:

- Introduction to Information Systems
- Information & Communication Technology
- Introduction to Business
- Applied Business and Management Ethics
- Business Communication

Classes include:

- Information and Network Security
- Computer Forensics Fundamentals
- Introduction to Cybersecurity - Ethical Hacking
- Programming Concepts & Methodology I: C++



LICENSED VOCATIONAL NURSE - CNA TO LVN

- 18–24-month competency-based program
- For CNAs that have completed the prerequisites
- Obtain state and federal industry recognized certifications at completion

LVN Pre-requisites include:

- Survey of Human Anatomy & Physiology
- Developmental Psychology
- Vocational Nursing Practice/Nutrition
- Principles of Pathophysiology



REGISTERED NURSE - LVN TO RN

- 12-24-month competency-based program
- For LVNs who have completed the prerequisites
- Obtain state and federal industry recognized certifications at completion

RN Pre-requisites include:

- Survey of Human Anatomy & Physiology
- Developmental Psychology
- Vocational Nursing Practice/Nutrition
- Principles of Pathophysiology



EARLY CHILDHOOD EDUCATOR APPRENTICESHIP PROGRAM

- Key Partners:



RCC

Child Development Center
(Employer)



- Open-enrollment and incumbent worker pathway options
- Participants guided through pre-requisites and program under the care of Apprenticeship Director and Child Development Department faculty.

APPRENTICESHIP OCCUPATIONS



Teacher

Master Teacher

Site Supervisor

REQUIRED COURSES INCLUDE

- EAR 20 Child Growth and Development
- EAR 24 Introduction to Curriculum
- EAR 28 Principles and Practices of Teaching Young Children
- EAR 42 Child, Family, and Community
- EAR 19 Observation and Assessment
- EAR 25 Teaching in a Diverse Society
- EAR 26 Health, Safety, and Nutrition
- EAR 30 Practicum in Early Childhood Education

12 Core Units





Apprenticeship Occupations comply with the State's Child Development Permit Requirements

(Form CL-723a 5/10 displayed)



CHILD DEVELOPMENT PERMITS AND SCHOOL-AGE EMPHASIS FOR _____

AUTHORIZATION: 12A -- ASSISTANT
 Option 1: 6 semester units of ECE or child development
 Option 2: Accredited HERO or ROP Program in Child Development Related Occupations

AUTHORIZATION: 12B -- ASSOCIATE TEACHER
 Option 1: 12 semester units of ECE or child development including 3 core areas of "CUR", "CFC", and "CGD"
 50 days of experience in last 2 years
 Option 2: National Child Development Associate (CDA) cred

RENEWAL: 15 units to renew initial issuance, no further renewals

AUTHORIZATION: 12C -- TEACHER
 Option 1: 24 semester units of ECE or child development including 3 core areas of "CUR", "CFC", and "CGD"
 16 semester units in general education including "ENG", "SS", "MAT/SCI", and "HUM"
 175 days of experience in last 4 years
 Option 2: Associate or higher degree in ECE or child dev
 3 sem units supervised field experience

AUTHORIZATION: 12D -- MASTER TEACHER
 Option 1: 24 semester units of ECE or child development including 3 core areas of "CUR", "CFC", and "CGD"
 16 semester units in general education including "ENG", "SS", "MAT/SCI", and "HUM"
 6 more semester units in one area of specialization
 2 more semester units in adult supervision
 350 days of experience in last 4 years
 Option 2: Bachelor's or higher degree
 12 semester units in ECE or child development
 3 sem units supervised field experience

AUTHORIZATION: 12E -- SITE SUPERVISOR
 Option 1: Associate or higher degree or 60 semester units including 3 core areas of "CUR", "CFC", and "CGD"
 6 more semester units in administration & supervision
 2 more semester units in adult supervision
 350 days of experience -- including at least 100 days supervising adults -- in last 4 years
 Option 2: Bachelor's or higher degree
 12 semester units in ECE or child development
 3 sem units supervised field experience
 Option 3: SC1A
 12 semester units in ECE or child development
 3 sem units supervised field experience
 Option 4: Elementary teaching credential (TC2/STCA/STCC/GT2/GT1) or secondary in home economics
 12 semester units in ECE or child development
 3 sem units supervised field experience

AUTHORIZATION: 12F -- PROGRAM DIRECTOR
 Option 1: Bachelor's degree
 24 semester units of ECE or child development including 3 core areas of "CUR", "CFC", and "CGD"
 6 more semester units in administration and supervision of a child development program
 2 more semester units in adult supervision
 1 year child development site supervisor experience
 Option 2: SC1A
 12 semester units in ECE or child development
 3 sem units supervised field experience
 Option 3: Elementary teaching credential (TC2/STCA/STCC/GT2/GT1) or secondary in home economics
 12 semester units in ECE or child development
 3 sem units supervised field experience
 6 sem units in admin of ECE or child development
 Option 4: Master's degree in ECE or child development

ECE/CD COURSE WORK (All Types)
 (All Grades must be "C" or Better) (Non-remedial)

Child Development		School Age	
Course #	Sem. Units	Course #	Sem. Units
(CGD)		(CGY)	
(CFC)		(CYFC)	
(CUR)		(CSA)	
Total Semester Units			

GENERAL EDUCATION (for 12C & 12D)

	Course #s	Sem Units
English		
Soc Sci		
Math/Sci		
Humanities		
Total Semester Units ≥ 16		

DEGREE(S) HELD _____

WORK EXPERIENCE (for 12B, 12C, 12D, 12E)
 _____ DAYS IN PAST _____ YEARS

SUPERVISED FIELD COURSE WORK (for 12C, 12D, 12E, 12F; other options)
 Course # _____ Units _____

SCHOOL-AGE EMPHASIS
 Where course work is one of the options, one-half of all ECE/CD course work must be completed in the school age area

AREA OF SPECIALIZATION OR SUPV & ADMIN.
 (6 units Area of Specialization for 12D)
 (6 units in Supervision & Administration for 12E, 12F)

ADULT SUPERVISION (2 units for 12E, 12F)
 Course # _____ Sem Hrs. _____

Prepared by: _____ Date _____



LAUNCH APPRENTICESHIP PROGRAM OUTLINE

WORK PROCESSES & SKILLS FOR EACH OCCUPATION	Teacher	Master Teacher	Site Supervisor
Describes major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive and language development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observes, assess and document children in natural settings to enhance the study of child development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze how cultural, economic, political, and historical contexts affect children's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observes, assess and document children in natural settings to enhance the study of child development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embraces each child's culture and sees it as an asset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the importance of providing a learning environment that is welcoming for all families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adheres to families' culturally based communication practices. Implements concepts of intercultural communication, including nonverbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies skills and knowledge gained from orientation sessions to communicate respectfully with all families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses knowledge of children's cultural and linguistic backgrounds and experiences to facilitate interactions and learning.			<input type="radio"/>
Models the implementation of inclusive communication and practices to engage colleagues, children, and families.			<input type="radio"/>
Plans opportunities that support children's understanding of emotions and allows children to respond to the emotions of others, as developmentally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



LAUNCH APPRENTICESHIP PROGRAM OUTLINE

WORK PROCESSES & SKILLS FOR EACH OCCUPATION	Teacher	Master Teacher	Site Supervisor
Oversees day-to-day transitions with sensitivity to each child's responses to separation or transitions. Works with families and staff to develop ways to support children during transitions.	○	○	○
Works with staff and colleagues to plan a positive social-emotional climate in the learning environment based on the individual strengths and interests of the children in the group.	○	○	○
Leads staff in reflecting on and interpreting children's expressions of emotions and on one's own responses to them.	○	○	○
Plans strategies keeping in mind each child's interests, culture, temperament, language, communication skills, and abilities.	○	○	○
Develops concrete strategies and activities to recognize children's efforts, emphasizing the use of appropriate language to acknowledge, encourage, and reinforce achievement and success.	○	○	○
Respects each family's style and preferred methods of communication and interacts with families in a transparent, accountable manner.	○	○	○
Coordinates developmentally appropriate experiences to support children's school readiness in all developmental domains, anticipating upcoming transitions to new programs or schools.	○	○	○
Supports families as decision makers for and educators of their children.	○	○	○
Ensure meaningful two-way collaboration, supporting the children's learning and development and helping families to understand child development.	○	○	○
Demonstrates an understanding of risk factors related to family functioning and of how to support all families appropriately.		○	○
Plans curriculum and activities collaboratively with all families.		○	○



LAUNCH APPRENTICESHIP PROGRAM OUTLINE

WORK PROCESSES & SKILLS FOR EACH OCCUPATION	Teacher	Master Teacher	Site Supervisor
Facilitates discussions and planning with staff and colleagues about implementation of specific programs for group settings.	○	○	○
Works with colleagues to create various opportunities for young dual-language learners and their families to participate in the group throughout the day.	○	○	○
Incorporates practices that honor the role of the home language as a vital foundation in English-language development.	○	○	○
Creates opportunities for young dual-language learners that promote literacy development in home language and English.	○	○	○
Shares assessment information about individual children with families.	○	○	○
Contributes to observation of young DLLs across a variety of settings or activities.	○	○	○
Demonstrates awareness of child's home language.	○	○	○
Uses observations to inform interactions with children and the curriculum- planning process.	○	○	○
Conducts formal and informal observation of children across settings and over time.	○	○	○
Gathers observations to inform the planning process for individual children and the group.	○	○	○
Reviews results of screening and initiates discussions with staff, colleagues, and families about universal or targeted screening.	○	○	○



LAUNCH APPRENTICESHIP PROGRAM OUTLINE

WORK PROCESSES & SKILLS FOR EACH OCCUPATION	Teacher	Master Teacher	Site Supervisor
Identifies the need for referrals based on observations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses valid and reliable assessment tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains and follows protocols related to parental consent and confidentiality, and elicits input from families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiates discussions with staff and colleagues about strategies for documentation and applies strategies to selection of samples, artifacts, or other information to include in documentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans developmentally appropriate opportunities for children to participate in documentation of their experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considers a variety of factors in the interpretation of observations, screening documentation, and assessment data. Reflects with families, colleagues, and specialists on the meaning of individual results and data.		<input type="radio"/>	<input type="radio"/>
Synthesizes information gathered through the planning process in planning for individual children and for the group.		<input type="radio"/>	<input type="radio"/>
Recommends changes to program policies, as appropriate, to create a sense of belonging and full participation for children or adults with disabilities or other special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains the principles of People First Language used to colleagues, families, and children, as developmentally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborates with families and service providers to provide multiple approaches to learning in order to meet the diverse needs of children in the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages children with disabilities or other special needs as active participants in their own personal or health-care routines, as developmentally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



LAUNCH APPRENTICESHIP PROGRAM OUTLINE

WORK PROCESSES & SKILLS FOR EACH OCCUPATION	Teacher	Master Teacher	Site Supervisor
Initiates discussions with colleagues and families regarding inclusive practice and children's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the range of services available to children with disabilities or other special needs, the roles of service providers, and different models of support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies and addresses modifications in the facility and the learning environment to support children or adults with disabilities or other special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements safe, effective use of adaptive equipment for children with disabilities or other special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizes information gathered through curriculum-planning process in planning for individual children and for the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts indoor and outdoor environment, equipment, materials, activities, or experiences based on information gathered in the curriculum-planning process, preparing children as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts the environment as necessary to meet the interests and requirements of children in the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans the daily schedule to meet regulatory requirements and to support the learning and development of children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans the daily schedule to incorporate a balance of child-initiated play and exploration and adult-facilitated strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans experiences that support infant/toddler learning and development in all domains.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies and addresses potential barriers to compliance with indoor and outdoor environmental health and safety policies and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



LAUNCH APPRENTICESHIP PROGRAM OUTLINE

WORK PROCESSES & SKILLS FOR EACH OCCUPATION	Teacher	Master Teacher	Site Supervisor
Adapts supervision to the overall setting and individual requirements of children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses emergency equipment and supplies effectively and appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements emergency plans and assigns roles using systematic exchange of information with families, staff, and colleagues to ensure everyone is prepared to respond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates and engages in discussions about healthy food choices and habits, taking into account individual family and cultural preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops mealtime routines that support children's learning and reflect family practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts daily individual health checks for signs of illness or injury in children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates with families daily about children's well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses concerns about child abuse or neglect according to regulation and law; refers concerns to supervisor(s) as necessary. Articulates the role of risk and protective factors related to child abuse or neglect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates with families about children's physical activity experiences to help children develop new skills, build physical strength, and engage in play based, structured, and spontaneous (child-initiated) physical activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based, structured, and spontaneous (child-initiated) physical activity.			<input type="radio"/>
Uses reflective dialogue to identify an action plan for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



LAUNCH APPRENTICESHIP PROGRAM OUTLINE

WORK PROCESSES & SKILLS FOR EACH OCCUPATION	Teacher	Master Teacher	Site Supervisor
Explores effective professional development and mentoring strategies to support professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in professional responsibilities and remains dedicated to the success of children, families, and the agency or program.			<input type="radio"/>
Contributes to a quality work environment by maintaining a professional, mutually supportive attitude with colleagues, children, and families.			<input type="radio"/>
Ensures that the children's program integrates development and learning in all domains.			<input type="radio"/>
Articulates and models the program's goals, philosophy, and objectives.			<input type="radio"/>
Promotes early education teaching strategies that address growth, development, and learning based on current evidence-based practice.		<input type="radio"/>	<input type="radio"/>
Understands that adult learning can take place in many formal and informal contexts.		<input type="radio"/>	<input type="radio"/>
Knows procedures to follow when a staff member or colleague has an accident and applies strategies to prevent accidents from occurring.			<input type="radio"/>
Conducts regular in-service professional development for staff and colleagues on risk and injury prevention.			<input type="radio"/>



APPRENTICESHIP RELATED INSTRUCTION

EARLY CHILDHOOD EDUCATION / CHILD DEVELOPMENT Minimum 24 Semester Units		GENERAL EDUCATION Minimum 16 Semester Units	Teacher	Master Teacher	Site Supervisor
Child/Human Growth & Development	54 Hours	English / Language Arts – 54 Hours	⊙	⊙	⊙ 95 GE hrs.
Child-Family-Community / Child-Family Relations	54 Hours	Math or Science – 54 Hours	⊙	⊙	⊙ 95 GE hrs.
Programs / Curriculum	54 Hours	Social Sciences – 54 Hours	⊙	⊙	⊙ 94 GE hrs.
Observation, Screening, Assessment, and Documentation	54 Hours	Humanities and Fine Arts – 54 Hours	⊙	⊙	⊙ 94 GE hrs.
Health, Safety, and Nutrition	54 Hours		⊙	⊙	⊙
Culture, Diversity, and Equity	54 Hours		⊙	⊙	⊙
Supervised Field Experience	54 Hours		⊙	⊙	⊙
Specialization	54 Hours			⊙	⊙
Adult Supervision	54 Hours			⊙	⊙
Total RSI Hours			594	702	1080

OJT TRACKING TOOL



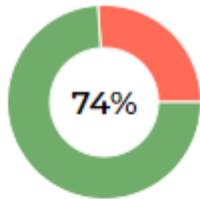
LAUNCH Test Apprentice Apprentice

ACTIVE



Community Health Worker 12/23/19 to 12/23/21

APPRENTICESHIP

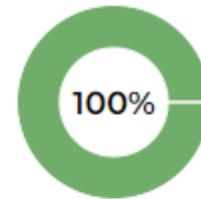


OJT



Evaluations

0 due



Courses

POTENTIAL APPRENTICESHIP PROGRAMS IN DISCUSSION



ACCOUNTING

- In collaboration with MSJ and LAUNCH



HVAC

- Discussion with the Union, Employers and LAUNCH



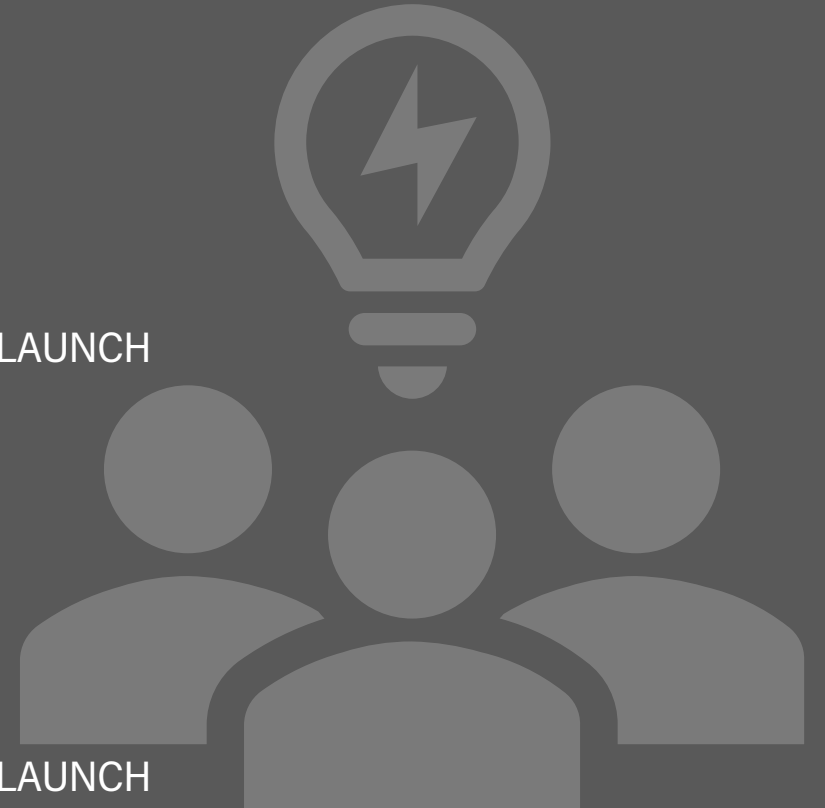
PARALEGAL

- In discussion with faculty



WELDING

- Discussion with the Union, Employers and LAUNCH



WHAT IS THE ASK?

EMPLOYER



PROVIDES MEANINGFUL
WORK EXPERIENCE



ASSIGNS A
MENTOR/SUPERVISOR



SIGNS WORKSITE
AGREEMENT

CAREER CATALYST PROGRAM



FUNCTIONS AS THE
EMPLOYER OF RECORD



SUPPORTS SHORT-TERM,
PART-TIME, AND FULL-
TIME APPRENTICES.



ASSUMES LIABILITY AND
HR RELATED FUNCTIONS
(PAYROLL, RECORD
KEEPING, ETC)

APPRENTICE



ADHERES TO THE HIRING
STANDARDS AND
EMPLOYMENT PRACTICES
OF THE PARTICIPATING
EMPLOYER



ENROLLS IN COLLEGE
COURSES OF RELATED
INSTRUCTION