

# IACA Education Subcommittee

## Charter Survey Responses

April 24, 2026

### How should our subcommittee Purpose be framed?

- Focused with a small number of defined aims (5)
- Specific and closely tied to the work of the subcommittee (3)
- Broad and principle-driven (1)

### In 2–3 sentences, what should this subcommittee exist to do?

- Develop models, resources, and guidance for apprenticeship programs in the education sector with pathways for candidates at various levels. Also, advocate for funding for these programs
  - Build this plane before it takes flight...
  - Expand opportunities, increase access to, and enhance participation in teacher apprenticeship programs for aspiring educators.
  - Work to expand education-related apprenticeships across the section from early education to TK-12; identify barriers to establishing these apprenticeships and ways the traditional apprenticeship model needs to be modified or reimaged for this non-traditional section; look for solutions to technical and funding challenges and recommend infrastructure changes that can create sustainable models for education apprenticeships.
  - The purpose of the Education Committee should be to develop and promote best practices for education-based apprenticeships that drive the work forward across California. Through this effort, we should aim to create clear, structured pathways that support individuals in attaining meaningful employment within the education field.
  - The Education Subcommittee should exist to bring clarity and alignment to how we expand high-quality education apprenticeship pathways across California. We should work to connect education and labor systems, tackle key policy and funding barriers, and create practical guidance that helps programs move forward across the state.
  - "The hope is that the Education Subcommittee will support the expansion of apprenticeship opportunities for the full spectrum of education, early care through K-12. Identify gaps in educational access and recommend solutions, building pipelines to ECE and k-12."do
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## How broad should our subcommittee Scope be?

- Focused on a defined set of pathways or roles (6)
- Narrowly targeted to a specific population or segment (2)
- Broad across multiple pathways, roles, and populations (1)

## What should be in scope, and what should be clearly out of scope?

- Apprenticeships for education fields only. probably focus on early educators, CTE and teaching for now (may be principal apprenticeships too). Apprenticeships outside these areas are out of scope
  - Establish the vision of the program and align it to agreed to actionable mission statements; the details aligned to current and/or forthcoming admin regs
  - In scope: pathways starting with high school dual enrollment, through community college to 4-year partners and credential programs for jobs in education sector from early education through TK-12, including those that might move from expanded learning to TK-12 schools. Out of scope: college teaching jobs
  - We should scope teaching credentials pathways and how to make this process universal for programs to accomplish.
  - In scope: stay focused on educator apprenticeship pathways, with an emphasis on system alignment, barrier removal, funding clarity, and practical guidance. Out of scope: trying to cover all education roles at once, designing individual programs, and broader policy conversations not directly tied to apprenticeship.
  - Out of Scope - Building Standards & Program specific parameters
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## How should responsibilities be structured?

- Around a defined set of core responsibilities (5)
- Around specific, task-oriented work (4)

## What are the most important responsibilities this subcommittee should take on?

- develop models, develop guidance for partner organizations, develop a process, obtain funding

- We need to know what our sandbox parameters will be and then understand our agreed to tasks; then complete the ones under our control and give recommendations to staff for ones we are not able to accomplish
  - Collect and organize available data on number of aspiring educators participating in teacher apprenticeships. Evaluate success rate of teacher apprenticeships. Identify challenges related to identifying and recruiting aspiring educators. Prepare recommendations to address challenges identified. Form a Community of Practice that provides an ongoing platform for engagement of stakeholders in continuous improvement.
  - Helping to identify barriers to education apprenticeships; identify solutions, create infrastructure, technical assistance models and sustainable financial models for education apprenticeships.
  - Identify what programs are already doing successfully in the education apprenticeship space and how we can provide a best practices or framework for others.
  - The subcommittee should focus on defining high-quality educator apprenticeship pathways, addressing system misalignment, identifying key barriers, clarifying funding approaches, and producing practical tools and guidance. It should also elevate equity considerations and provide clear recommendations to support statewide implementation.
  - Representing the care and education sectors to the rest of IACA. Demonstrating and articulating how ECE and PreK -12 apprenticeships fit into the bigger picture of IACA. Advocating for guaranteed funding for RI thru both community colleges and universities, given that both sectors are building degree driven pathways.
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## **How should leadership and member roles be structured?**

- Chair-led with defined expectations for member contributions (8)
- Shared or distributed leadership (1)

## **What expectations should we have of members, and how should leadership be structured to support effective work?**

- ID leads for core identified areas with teams to support the lead - each team would benefit from having a DAS/CTC staff member on them
- commit to attending the meetings and meeting any and all assigned deadlines; match tasks to the stakeholders' skill sets/representation and assign them
- Members key functions shall be attending all meetings, reviewing all relevant material, serve as subject matter liaisons, and approve any formal documents/reports created by the subcommittee.

- Members should participate in information gathering, and communicate with stakeholders to identify needs, barriers, working solutions and innovative models.
  - It should be clear what the member roles are for the committee so that we can be most efficient in providing guidance and outcomes to all parties involved.
  - Come prepared, contribute field-informed insights, and take ownership of specific areas of work to help produce practical outputs. Leadership should be chair-led, with clear priorities, defined deliverables, and light structures that support accountability and progress between meetings.
  - Active and consistent engagement! All aspects of leadership have equal voice for ECE and K-12 representation.
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## **How should this subcommittee operate between and during meetings?**

- Clear agendas, decision points, structured follow-up (4)
- Meetings with preparation or follow-up (3)
- Periodic meetings focused on discussion and input (2)

## **What meeting cadence and structure would best support meaningful progress?**

- monthly meeting with prep and if needed, subgroup meetings in between
  - cadence: need to know deadline(s) before answering this; I could see subgroups based on skill sets and representation interests
  - Meet at least once a quarter in accordance with the IACA Committee but may increase the frequency of the meetings as needed.
  - Quarterly meetings with interim subcommittee meetings if needed, follow-up reports requested for assigned tasks.
  - Having periodic meetings with meaningful discussions and defined roles would best benefit the outcomes of the work.
  - A quarterly meeting cadence, supported by clear pre-work, focused agendas, and defined follow-up actions. Between meetings, members could contribute to specific deliverables and collaborate in small groups as needed to move priority work forward.
  - Maybe initially every other month as we get started, then maybe taper down to quarterly.
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## How fixed should the charter be at the outset?

- Remain high-level and flexible (4)
- Moderately defined with periodic updates (4)
- More detailed and formally revised as needed (1)

## When and how should the charter be revisited or revised?

- May be annually
  - during our meetings; through stakeholder input and majority rule
  - The Charter should be revisited annually or as needed.
  - Annually or as needs in the sector change.
  - I am unsure of the standard process that currently occurs with other committees but it should be consistent.
  - The charter could be revisited twice a year and at key milestones to ensure it stays aligned with the work. Revisions should be based on what the subcommittee is learning, with a simple review process that allows for timely updates without slowing progress.
  - Annually
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## Are there any additional thoughts or considerations...

- There are many technical challenges to education apprenticeship, while we want a somewhat high level focus, the most useful role for this committee should be addressing the on the ground obstacles that stand in the way of creating a sustainable ecosystem of education-related apprenticeship.
- Not at this time
- The charter should be clear on how recommendations reach DAS, CTC, or other state partners, stay grounded in the field by pulling from real program experience, and respect time, stay prepared, follow through.
- Currently the two sectors function almost entirely independent of each other. If this is meant to be an Education Sub Committee focused on full spectrum 0-18 years then the current siloed situation may need to be acknowledged and address needs to