

IEEE Educational Activities Report Brian.Hagerty.US@ieee.org R6 EA Chair

Region 4,5,6 "JAM" Joint Activities Meeting

Las Vegas, Excalibur January 29, 2016



IEEE Educational Activities Board EAB Board Meeting Nov 21, 2015

"Heavy Growth into Life-Long Education"

Formal, In-Formal, and Un-Formal
In School and Beyond School, Life-Long & Life-Wide
In-Class, On-Line ... In-Lab & Hybrid

K-12, STEM & CTE, Community College, University plus After School ... and Continuing Pro. & Tech. Ed plus On-The-Job & Work-Based Experience (RVA)

REACs to Collaborate Globally & w SEACs

IEEE EAB Proposal at April Conference: "OFSSR"

Office of Fiscal Sponsorship & Sponsored Research

IEEE working with College & University Foundations, ORUs, C&Is, C&Cs

for Sustainable Project Financing:

past, present & private+public partnerships:

EWD/CTE Contracts: WIB, WIP, YEP, DSN, TVTC, Int'l ...

IEEE Foundation: Strategic New Initiatives, EPICS, Apprenticeships

Calif. Energy Commission: Advanced Energy Communities

Green Billion Challenge/LEEF: Green Revolving Foundation Funds

Tech HIRE: \$100 Million H1B Visa Pool for High Tech Training

Corporate Clients: Project Development and Placement Contracts

NSF: Research in the Formation of Engineers - You Too!

ED, DOL, DOE, NIH ...

Rebranding IEEE ?!

the Institute for Engineering, Entrepreneurship & Empowerment!

IEEE EA Launches: Industry+Academia Collaborative (IAC):

the IAC "BRAIN Centers & Collaboratives" Initiative

Business Resource Assistance & Innovation NetworkOn Site, On Line, and HYBRID

Shared
IEEE-Sponsored
Real & Virtual
PTE Lab Spaces

Industry
Collaboratives
Shared Resources, JVs,
Business Incubators

Campus
Centers
Events at Universities &
Community Colleges

IEEE PTEC, in Irvine
Professional & Technical
Enterprise Collaborative



CSUPERB Biotech Initiative PCC Biotech Center SD Biotech Center

Hal & Bettye Walker Center

@ Los Angeles Southwest College

& LASC Foundation





IEEE's Industry+Academia Collaborative

for Life-Long Learning & Sustainable Economic Development

Applying for \$100,000 x 3yr NIC "BRAIN C&C" Proposal:

IEEE-Sponsored Joint Program Training Centers (JPTCs) & Tool-Box Training & Certification Labs (TB/TCLs)

for Hybrid Courses, ToolBox Workshops & CONFERENCES

& JCP: Joint Certificate Programs, JBP: Joint Bachelors Programs, JMP: Joint Masters Programs, JDP: Joint Doctoral Programs

Embedded Systems Engineering - Manoel Ramon
Manufacturing Engineering - Roman Fry
Environmental Science, Technology & Engineering - John Moore
Entrepreneurship Bootcamps - Andrew Ngui
MBEng: Masters in Business of Engineering - IEEE+MIT

IEEE PTEC, in Irvine
Professional & Technical
Enterprise Collaborative



CSUPERB Biotech Initiative PCC Biotech Center SD Biotech Center

Hal & Bettye Walker Center

@ Los Angeles Southwest College

& LASC Foundation







Prof. Hal Walker

Pioneer of Laser Science & Engineering, Apollo 11 LURE, Co-Founder of A-MAN Inc.

Dr. Bettye Walker

Pioneer of STEM Education & Community Empowerment, Co-Founder of A-MAN Inc.





Mr. John Moore

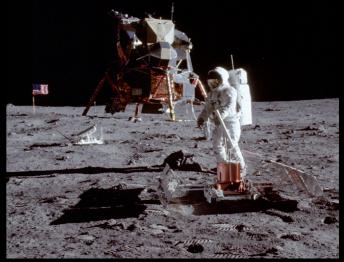
NSF Einstein Fellow, PCAST, GLOBE Distinguished Fellow, "Father of GeoSTEM & Earth SySTEM"

Hal Walker Keynote Presentation:

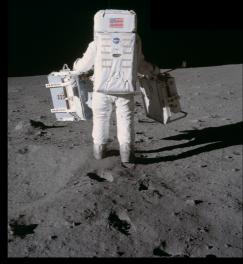
Apollo 11: on Missions, Lasers & Legacies

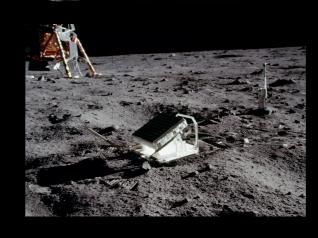


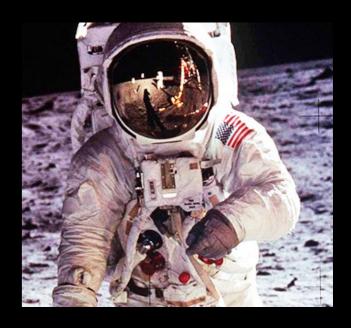


















\$50,000 Gift to LASC Foundation:

Establishing the Hal & Bettye Walker Center for Sustainable Economic Development and Life-Long Learning

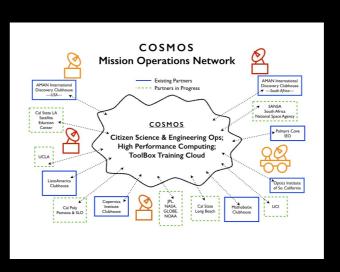
IEEE Educational Activities Board, ABET, and IEEE Foundation





NASA/JPL LEO Project

Walker Station at LASC









Hal & Bettye Walker Center

for Life-Long Learning and Sustainable Economic Development @ LASC Foundation

IEEE Joint Development Programs, Scholarships & Apprenticeships ...

STEM & CTE: K-12, CC, Uni, and Continuing Professional Education: formal & informal, in-school, out-of-school, career readiness

CTC: Community Tech Cafés for STE(a)M, CTE & Entrepreneurship: outreach programs for MS, HS, CC, Uni & General Public

TBTL: **Tool Box Training Labs, Data Centers & Virtual Workshops:** train to current industry tools, industry-equipped

JPTC: Joint Program & Job Placement Training Centers:
joint = industry-financed private-driven PPPs with academia



IEEE Educational Activities IAC: the Industry+Academia Collaborative

presents

the Inaugural IAC Conference on

Public-Private Partnerships

for

Sustainable Economic Development

and

Life-Long Learning

Golden West College — January 7, 2016



IEEE Educational Activities IAC: the Industry+Academia Collaborative

Conference Co-Chairs:

Brian Hagerty, Doctoral Candidate

IEEE Chair of Education Activities, Region 6 Executive Director, Copernica Institute

Anu Gokhale, Ph.D.

IEEE Chair of Education Activities, Region 4
Prof. of Technology Ed, Illinois State University

David Gatewood, Ph.D.

Dean of Business & Career Technical Education, Golden West College

Todays' Talking Points: Industry+Academia Collaborations (IAC) for Life-Long Learning (LLL) & Sustainable Economic Development (SED)

Joint Industry+Academia Collaborations with Universities:

Illinois State University, Cal Poly Pomona, CSUF, etc.

ORUs & Joint Degree Programs: JBachP ESTE, MBEng, JDocP, DEng IEEE-sponsored Joint Program & Job Placement Training Centers (JPTCs) & ToolBox Training Labs (TBTLs)

Joint Industry+Academia Collaborations with Community Colleges

Golden West College, Los Angeles Southwest College, Rio Hondo CC, etc.

BRAIN Centers & Collaboratives, TBTL/JPTCs, Community Tech Cafés & IEEE "Majors" Clubhouse Programs

Joint Industry+Academia Collaborations with K-12 and After-School

ACSE, A-MAN STEM Discovery Centers, Listo America, Vital Link, etc.

IEEE/Intel ICCN "Minors" Computer Clubhouse Programs IEEE CTSOs: Career & Technical Education Student Orgs

IEEE's IAC SED, LLL & RVA (compare **UNESCO's** SED, LLL & RVA): the **PICAA** initiative:

Professional & Industrial Credentialing & Accreditation Association (RVA = for Recognition, Validation & Accreditation)

the Collegiate Business Partnership "Pipeline to Placement" Model

CBP P2P: a Community of Practice Model

Begin Here with Real Economic Projects & Industry Financing

Economic Rail

> **INDUSTRY ENGAGEMENT**

Career **Exploration**

Work-Based Learning & Pre-**Apprenticeships**

Paid Internships. Apprenticeships, & On-the-Job **Training**

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Industry-Driven Economic Projects & PPP Project Financing

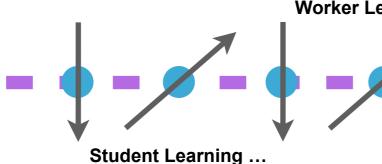
> Full-Time/ **Part-Time** Career **Employment**

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WORKFORCE **PIPELINE TO** CAREER **PLACEMENT**

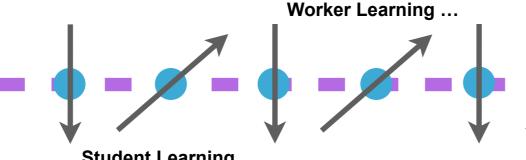
Collaborative Activities:

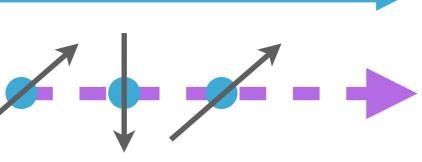
facilitated by Industry Associations like **IEEE**. Community-Based Organizations. Extra-Curricular Educators & District Support Organizations



Common Cause Partnerships

& Private-Sector Philanthropy





EDUCATIONAL ENGAGEMENT

Academic Rail

Middle School **Grades 7, 8, 9**

High School Grades 10, 11, 12

Community College **Grades 13, 14**

#1

University **Grades 15, 16**

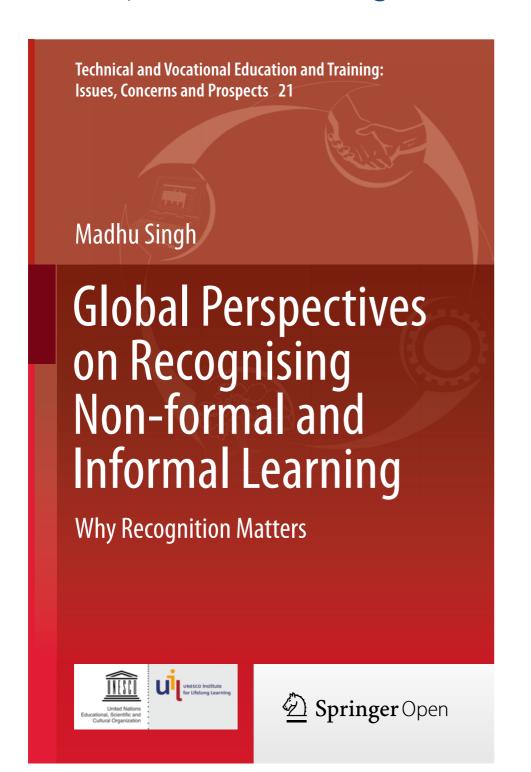
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EDUCATIONAL PATHWAYS TO COLLEGE **PLACEMENT**

CTE/ROP, ED, NSF Educational Grants - DOL, ED Workforce Training Grants

the EAB PICAA initiative: for Skills Badging & Stackable Credentials.

Professional & Industrial Credentialing & Accreditation Association (RVA = for Recognition, Validation & Accreditation)





Giving Credit Where Credit is Due:

Creating a Competency-Based
Qualifications Framework for
Postsecondary Education and Training



APRIL 2011 | EVELYN GANZGLASS, KEITH BIRD & HEATH PRINCE

Executive Summary

Incomes, job security, and economic growth increasingly depend on postsecondary credentials with value in the labor market.

Postsecondary credentials are the keys to individual self-sufficiency, greater civic participation, and higher levels of family well-being and the catalysts for local, regional, and national economic growth. With the inexorable shift in the global economy toward a demand for higher-order skills, this labor market maxim is more relevant than ever, leading economist Anthony Carnevale to refer to access to postsecondary education and training as the "arbiter of opportunity in America." Success in the labor market increasingly requires workers to demonstrate competencies in thinking critically and applying new skills to ever more complex

Acknowledgements

This report was written in collaboration with Corporation for a Skilled Workforce, and a deep debt of gratitude are owed to CSW Chairman Larry Good, President and CEO Jeannine La Prad, and co-author and CSW Senior Policy Fellow Keith Bird. Thanks are also owed to the many who provided their thoughtful, instructive, and insightful comments on drafts of this report. The authors would like to thank the following: Jim Applegate, Barbara Border, Paula Compton, Vickie Choitz, Jayson Chung, Emily DeRocco, Michelle Fox, Pam Frugoli, Parminder Jassal-Head, Becky Klein-Collins, Mimi Maduro, Mary Alice McCarthy, Holly McKiernan, Rebecca Nickoli, Eleni Papadakis, Ann Randazzo, Volker Rein, Jim Selbe, Whitney Smith, Louis Soares, Julie Strawn, Jeff Strohl, Roy Swift, Pam Tate, Valerie Taylor, Sarah White, and Joan Wills. A special note of thanks is owed to Marc Miller for editing on the report.

technology, as well as to demonstrate the ability to learn wholly new skills in short order—in short, workers must have the sort of preparation provided through postsecondary education.

The need for a workforce that is better prepared to compete in the global economy has not gone unrecognized by policymakers and advocates. For evidence of this, we need only look as far as the current administration's emphasis on dramatically expanding the number of high-quality postsecondary credentials awarded over the near term, or at the rapidly increasing foundation investments devoted to ensuring postsecondary and economic success. At the same time, the chaos in the nation's current credentialing system and the lack of clarity over the consistency and market relevancy of degrees or other credentials that lack third-party validation confuses employers and consumers alike.

A vast number of adults in the labor market engage in creditworthy occupational education and training, but, in the absence of a system that can equate noncredit occupational education and training to educational credit, they cannot translate their education and training into postsecondary credit.

Often overlooked in discussions of increasing the number and quality of postsecondary credentials awarded is that a great deal of credit-worthy education and training is taking place, but it is often disconnected from educational pathways that could lead to postsecondary certificates or degrees. Noncredit occupational education and training



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