



Program Tool Kit:

CDA to ASSOCIATE'S DEGREE
EARLY CHILDHOOD EDUCATION
REGISTERED APPRENTICESHIPS

DISTRICT 1199C
**Training &
Upgrading
Fund**



100 South Broad Street, 10th Floor
Philadelphia, PA 19110
215-568-2220 | www.1199ctraining.org

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Contents	Page #
Overview...	... 3
Program Design...	... 7
Program Features...	... 8
Partner Roles	...17
Planning & Implementation Steps...	...19
Cost Projections...	...27
Next Steps...	...37
Appendices...	...39

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THANK YOU:

The William Penn Foundation
Vanguard Charitable
The Philadelphia Foundation
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Pennsylvania Office of Child Development & Early Learning
Pennsylvania Department of Community & Economic Development
United States Department of Labor
Philadelphia Mayor's Office of Education
SEIU Health Career Advancement Project (H-CAP)
United Child Care Union (UCCU)
National Union of Hospital and Health Care Employees (NUHHCE)
American Federation of State, County & Municipal Employees (AFSCME)
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Community College of Philadelphia
Delaware County Community College
First Up
Public Health Management Corporation (PHMC)
Pennsylvania Child Care Association (PACCA)
Ta'Mora Jackson

and

Tool Kit authors Amy Friedlander and Peter Chomko

overview

The District 1199C Training & Upgrading Fund (“the Training Fund”) presents this Program Replication Tool Kit in order to support and promote the replication of Early Childhood Education (ECE) **Registered Apprenticeship Programs**. The Training Fund is a 44-year-old, Philadelphia-based labor/management partnership which serves as the workforce intermediary for multiple ECE Apprenticeships in Southeastern Pennsylvania, partnering with local employers, the **Community College of Philadelphia (CCP)**, **Delaware County Community College (DCCC)** and **First Up** (formerly the *Delaware Valley Association for the Education of Young Children*) for program implementation.

The Training Fund began developing its Philadelphia ECE Registered Apprenticeship Model in 2015, leading an 18-month planning process that included identifying partners and funding; the Training Fund also provides ongoing coordination and replication support for the Philadelphia-based Apprenticeship, and is currently engaged in a multi-partner, multi-county initiative to replicate the model and begin operations in suburban and rural locations in Southeastern Pennsylvania.

The Training Fund and its partners are available to consult on the replication of ECE Registered Apprenticeship locally, regionally, and nationally. This Tool Kit is intended to provide interested parties with the “bare bones” of the planning and implementation processes the Training Fund and partners completed over 18 months, as well as some lessons learned and Best Practices identified as implementation has subsequently progressed.

Inquiries regarding consulting opportunities should be directed to Nikia Brown by email at nbrown@1199ctraining.org.

KEY QUESTION #1: What is a “Registered Apprenticeship”?

Registered Apprenticeship is a workforce development strategy – traditionally used in the building trades and related fields – which combines classroom training with paid on-the-job learning (OJL). Apprentices receive credit for both success in the classroom **and** demonstrating their mastery of competencies acquired and developed in the workplace. Apprenticeships typically last 1-2 years, and can be customized to meet the workforce needs of different sectors, employers, and regions, and provide benefits for incumbent Apprentices, their employers, and the broader field and region in which they work.

KEY QUESTION #2: How can partner organizations best collaborate to develop local/regional ECE Apprenticeship projects of their own?

Critical to collaboration is communication and a shared understanding of program goals, and partner roles and responsibilities. In order to ensure successful collaboration, the Philadelphia ECE Apprenticeship planning process included the development of partner roles and responsibilities for all (prospective) funded positions at all participating organizations, and the negotiation and execution of partner contracts that included detailed scopes of work, as well as budgets that realistically reflected the articulated scopes.

Registered Apprenticeship Programs for ECE teachers at many different levels have existed in the United States for decades – the Training Fund sponsored a statewide Apprenticeship in Pennsylvania, leading to the Child Development Associate (CDA) credential, in the early 2000s – but Philadelphia’s model combines multiple new elements and Best Practices from Career Pathway-driven adult education to break new ground, creating an accelerated pathway from the CDA to the Associate’s Degree for experienced ECE teachers.

Promoting from within – “growing your own” – is recognized as a valuable, time- and money-saving workforce strategy across the full range of industry sectors and sub-sectors, including education and ECE specifically; that doesn’t mean it’s not challenging. Pushing through these challenges, the ECE Apprenticeship model described in this Tool Kit does just that, and yields significant benefits for everyone involved.

benefits

BENEFITS TO APPRENTICES:

- Low-cost, debt-free Associate’s Degree
- Cohort-based, contextualized Associate’s Degree program that includes multiple, flexible supports to ensure academic success
- Accelerated Associate’s Degree – earned in just 2.5 years (or less!) while working full-time
- Wage steps during Apprenticeship ensure that ECE teachers “earn and learn”
- Career growth and portable credentials: US Department of Labor “Journey person certificate” and Associate’s Degree in ECE

BENEFITS TO EMPLOYERS:

- Reduced teacher turnover and associated costs of turnover
- Improved teacher recruitment and retention
- Creating a career pathway to “grow your own” highly-skilled and educated teaching workforce
- Increased opportunities for advancement (for Apprentices and on-site coaches)
- Increased job satisfaction (for Apprentices and on-site coaches)
- Increased leadership development (for Apprentices and on-site coaches)

BENEFITS TO THE ECE FIELD & PHILADELPHIA REGION:

- Retention of incumbent ECE workforce, and their movement into higher-skilled and higher-paying positions
- Increased ability of ECE teachers to meet the needs of vulnerable children and families
- Increased kindergarten readiness
- Reduced need for K-12 special education resources
- Increased diversity among degreed professionals
- Creation of pathway from CDA to ECE Associate’s Degree, Bachelor’s Degree, and Teaching Certification

meet the partners

District 1199C Training & Upgrading Fund:



- *Workforce Intermediary and Multi-employer Program Sponsor*
- Coordinate Registered Apprenticeship program across multiple employers and worksites; prepare and submit “Standards” and other required documentation for PATC – minimize paperwork for worker and employer; provide counseling support to Apprentices and technical assistance (TA) to participating employers; administer “Bridge” program to prepare Apprentices for post-secondary educational success.

First Up (formerly DVAEYC):



- *Mentor/ On-Site Supervisor Training Provider*
- Align on-the-job learning and classroom competencies; administer mentorship training – “Mentor the mentors”; coordinate with Training Fund and post-secondary partners.

Community College of Philadelphia (CCP) and Delaware County Community College (DCCC):



- *Classroom/Related Instruction Provider(s)*
- Prepare Apprentices for admission to ECE program of study; administer Associate’s Degree coursework; coordinate between faculty and on-site mentors; Award credit for OJT competencies – 7 to 9 for CDA, 9 for on-the-job learning; award Associate’s Degree in Early Childhood Education.

Southeast PA Early Childhood Education Employers and Labor Unions:

- *Apprenticeship Program Sponsor(s)*
- Sponsor at least one Apprentice; sign on to customizable “Standards of Apprenticeship” and – as applicable – negotiate addenda/riders to Collective Bargaining Agreement(s); Identify mentor(s) to provide regular 1-on-1 mentoring to Apprentice, and support them to receive training; Support weekly mentor/Apprentice meetings; Identify wage growth steps aligned with worker competency development and the ECE Career Pathway; participate in T.E.A.C.H.

Pennsylvania Apprenticeship & Training Council (PATC):



- *Apprenticeship Program Registration Agent in Pennsylvania*
- Puts the “Registered” in “Registered Apprenticeship – liaises with PA Department of Labor & Industry, US Department of Labor to oversee Apprentice programs in PA and issue DOL “Journey person” certificate at completion of Apprenticeship.

Pennsylvania Child Care Association (PACCA):



- *T.E.A.C.H. Scholarship Program Manager*
- Apprentices’ CCP/DCCC tuition is covered – almost entirely! – by T.E.A.C.H. Scholarship funds
- “The T.E.A.C.H. Early Childhood® PENNSYLVANIA Scholarship Program works with early childhood providers, colleges and child care staff to offer scholarship programs and support systems that improve the education and compensation of child care workers.” – PACCA.org



program design

In 2015, when the Training Fund sought to build on their existing Child Development Associate (CDA) training program in order to more fully meet the vocational and educational needs of the local ECE workforce, several relevant ECE initiatives were underway in the region. One such initiative had recently gathered data regarding the strengths, challenges, and needs of the ECE workforce from the perspective of teachers, center directors, and local teacher preparation programs within institutions of higher education (IHEs). Another major initiative was the design, funding and implementation of a City-funded expansion of Pre-K services for low-income families, which increased minimum teacher degree attainment requirements and established a minimum teacher wage. Leveraging these initiatives, the Training Fund identified partners, funding and program features of the CDA-to-Associate's Degree ECE Registered Apprenticeship Program in alignment with the Philadelphia ECE landscape.

KEY QUESTION #3: What are some examples of local priorities/initiatives that can be used to identify the need for an ECE Apprenticeship?

The **William Penn Foundation (WPF)** is a large, local, private funder interested in and committed to quality education. With WPF support, several organizations collaborated to assess the ECE workforce through input from current teachers, center directors, and teacher preparation programs. The resulting report was issued in 2016 and included several implementation ideas, such as ECE Apprenticeship, for improving the education and compensation of teachers:

Early Childhood Education Teachers 2.0: Strategies to Transform the Profession – A PRELIMINARY REPORT FROM THE EARLY CHILDHOOD EDUCATION WORKFORCE TRANSFORMATION INITIATIVE

View Online: [HTTPS://GOO.GL/RFD4PA](https://goo.gl/RFD4PA)

About the Training Fund:

The **District 1199C Training & Upgrading Fund** is a Philadelphia-based labor/management workforce development partnership, established in 1974 to serve as an educational resource for 50+ local healthcare and human services employers and the District 1199C local affiliate of the **National Union of Hospital and Health Care Employees (NUHHCE)**.

The Fund's community-serving educational programs include adult basic education, English as a second language, occupationally-contextualized HS equivalency and Bridge courses, and job training in six health and human services career pathways: allied health, behavioral health, community health, nursing, health information and ECE. **Over the last four decades, the Training Fund has helped connect over 100,000 Delaware Valley residents of all ages and incomes to career paths in healthcare and human services.**

In addition to significant staff experience designing and implementing Registered Apprenticeships, the Training Fund has provided CDA coursework to incumbent ECE teachers since 1995, and has developed extensive knowledge of the local ECE workforce and their vocational and educational needs. In the early 2000s, the Training Fund also sponsored and oversaw a statewide CDA Registered Apprenticeship program, funded by the US Department of Labor.

KEY QUESTION #3: ...continued.

Also in 2016, a Commission appointed by the newly-elected Mayor of Philadelphia, James F. Kenney, issued its final report regarding the importance of a City-funded pre-kindergarten program. The report included data regarding ECE teacher compensation and education, recommended minimum educational degree requirements for ECE teachers, and identified a major potential gap between the supply of and demand for degreed ECE teachers:

Philadelphia Commission on Universal Pre-Kindergarten Final Recommendations

View Online: [HTTPS://GOO.GL/KZYR8B](https://goo.gl/KZYR8B)

program features

Designed for incumbent ECE teachers already in possession of their CDA credential, key features of the ECE Registered Apprenticeship model developed for Philadelphia include:

- **Academic supports** to assist Apprenticeship candidates and Apprentices in meeting college admission standards and the rigors of college-level coursework
- Accelerated Associate's Degree program that offers **7 to 9 credits for the CDA**, and **9 credits for demonstrated mastery of on-the-job learning (OJL)** competencies
- **Low-cost, debt-free** accelerated Associate's Degree program that requires Apprentices to pay just 5% of college tuition
- **On-site, individual Job Coaches** who meet weekly with Apprentices to support OJL and confirm demonstration of competencies aligned with college coursework
- **Negotiated wage steps** that kick in as work-hour and educational milestones are achieved

>>> INITIAL & ONGOING ACADEMIC SUPPORTS...

College placement preparation and Bridge coursework, tutoring and facilitated study groups, academic advising, contextualized college courses, and additional academic supports are woven into the Apprenticeship Program. These academic services and supports are designed to meet key program goals, including: Apprentice candidate **qualification for Apprenticeship status**; Apprentice **academic success** at CCP/DCCC; and, Apprentice **degree completion** within the shortest possible time and with the highest possible GPA.

In the Philadelphia-based program model, for example, the Training Fund administers adult basic education academic assessments to all Apprentice candidates. Based on the results of individual assessment scores, and with **Title II Workforce Innovation & Opportunity Act (WIOA)** and Commonwealth of Pennsylvania literacy funding, the Training Fund provides Apprentice candidates with remedial/refresher "**Bridge to Post-Secondary**" coursework. The Training Fund's Bridge class is followed by an accelerated ACCUPLACER® college placement preparation course. This CCP-administered "Brush-Up" course is designed to boost participants' ACCUPLACER® scores and minimize the need for developmental courses at the college level.

Once Apprentice candidates have successfully completed both their Bridge and Brush-Up coursework, taken the ACCUPLACER®, and achieved the minimum required placement score, they can be enrolled as CCP students in the ECE Associate's Degree pathway.

KEY QUESTION #4: How were Apprentice candidates selected?

All Apprentice candidates were required to meet certain minimum requirements to even be considered for participation in the program – beginning with **their employers'** willingness to participate, as well as their own. Apprenticeship is an employer-driven workforce strategy, and without a willing employer “sponsor,” candidates would be ineligible for registration as Apprentices. The initial criteria for consideration as a **candidate** were the CDA credential, and employment with a participating – or willing-to-participate, paperwork-in-progress – employer partner for **at least one year**.

Once these minimum criteria were met, candidates were assessed for program admission – a “high-touch” process that included academic testing, interviews with program staff, and the submission and review of documentation such as employment performance reviews, high school diplomas, college transcripts, and CDA credentials. Apprentices, employers and program staff are all making a 2+ year commitment to **each other**, so it is absolutely essential that the selection of Apprentices is a thoughtful and deliberate process, designed to set them – and the program – up for success!

Once they are enrolled as CCP (or DCCC, or other IHE partner) students, Apprentices begin receiving academic advising from CCP faculty and advising staff. **It is vital for programs and their IHE partners to remember that, while they *are* students and should be held to the same level of expectation as anyone else, Apprentices are also working full-time while they attempt to complete an accelerated degree program.** Their course schedule and their collegiate experience will differ from their non-Apprentice peers' and **IHE partners should be prepared to offer dedicated, targeted, cohort-based advising to Apprentices.** For Philadelphia's inaugural Apprenticeship cohort, for instance, the Training Fund and CCP have organized (and allocated funds to support) targeted academic tutoring and Training Fund-facilitated study groups; CCP and Training Fund staff communicate regularly regarding student progress and challenges, and intervene when necessary to trouble-shoot the problems that Apprentices face in achieving academic success.

The Philadelphia program model itself is built around **cohort-based coursework** designed to maximize peer and program-level support for Apprentices. In addition, CCP faculty have **contextualized** most of the general education course requirements for ECE majors, again to enhance Apprentices' success in mastering course content. For its class of Apprentices, for example, one of the English courses required by CCP for the Associate's Degree uses a well-known book regarding the role of play in the education of young children as its primary text. Apprentices are assigned reading from this book, and their writing assignments address topics from the book, all of which are directly relevant to their professional experience.

KEY QUESTION #5: What about Apprentices' privacy, and the confidentiality of their educational records?

Academically-successful Apprentices are happy to share their grades with program staff at the Training Fund – but can be reticent to do so if they've scored poorly on an exam, or are struggling in class. The Training Fund and CCP therefore request that all Apprentices sign a **FERPA waiver** (*see next page for sample*) authorizing CCP to release their grades to specified program staff at the Training Fund; the Fund, in turn, agrees to maintain those records' confidentiality.

**AUTHORIZATION TO DISCLOSE STUDENT RECORDS AND INFORMATION TO:
[Sponsor/Intermediary name]**

IMPORTANT -PLEASE READ CAREFULLY

[IHE partner name], in compliance with the *Family Educational Rights and Privacy Act of 1974*, has designated the following items as directory information: student's name; program of study; dates of attendance; and degrees, honors and awards received along with dates. [IHE partner] may disclose any of the above listed items without the student's prior consent, unless [Registrar/office responsible for student records] is notified in writing to the contrary. All other student information is considered confidential and will not be released, with certain exceptions, without the student's written permission.

A student's grades, academic standing, billing, tuition and fees assessments, financial aid, and other student records are considered confidential information. Therefore, if you wish to have this information disclosed to [Sponsor/Intermediary], you must complete and sign this form and return it to [Registrar/office responsible for student records] to authorize [IHE partner] to do so.

Student Information	
Name: _____	Student ID Number: _____

I hereby authorize [IHE Partner] to release the following information to:
[Sponsor/Intermediary]

Types of Information to Release

Check the box(es) below to indicate which records you wish to make available.

- Academic Transcript Records** (records include, but not limited to, academic progress; academic standing, class schedule; courses taken, GPA, grades received, and transcripts)
- Other** (Please Specify) _____

Please Note: Records for [names of counselling and disability services offices] are not covered under this release. A separate release from must be obtained from these departments.

I understand that by signing this authorization, I am waiving my rights of nondisclosure of these records under federal law only to the persons/entity specifically listed. I understand that information may be released orally or in the form of copies of written records, as preferred by the requestor. This release does not permit disclosure of these records to any other persons or entities without my written consent or as permitted by law.

Student Signature: _____

Date: _____

>>> ACCELERATED ASSOCIATE'S DEGREE PROGRAM...

Apprentices are enrolled in Associate of Arts Degree Programs in Education: Early Childhood at both CCP and DCCC. As described above, both IHE partners offer contextualized, cohort-based college courses for Apprentices. Initially, courses are offered in a face-to-face format, with hybrid and online courses introduced gradually as students adjust to the challenges of balancing full-time employment with intensive academic study.

In addition, and in support of an accelerated degree attainment timeframe, Apprentices are awarded **credit for their CDA credentials (9 credits)*** and **mastery of on-the-job learning (OJL) competencies (another 9 credits)**; Apprentices can thus earn their Associate's Degree at an accelerated pace, averaging 2 ½ years. When the first ECE Apprenticeship program was designed and launched in Philadelphia, CCP already had a history of offering credit for CDA credentials, and had already mapped courses to CDA content in order to streamline the process for awarding credits for CDAs to incoming Apprentices. However, CCP had no system in place for awarding OJL credits. As part of ECE Apprenticeship program planning, CCP and First Up mapped course competencies to National Association for the Education of Young Children (NAEYC) competencies, and identified three 200-level courses that could be completed via the process of mastering OJL competencies: **Curriculum & Instruction, Language & Literacy Development in Early Childhood, and Assessment of Young Children**. In order to ensure an appropriate level of rigor in competency observation and assessment, CCP and First Up collaborated to determine on-site Coach qualifications and training requirements, as well as the process for Coaches' confirmation of Apprentices' competency development.



KEY QUESTION #6: What about students already working on their degree?

The inaugural cohort of Philadelphia ECE apprentices consisted of two sub-groups: one group of Apprentices applied for and enrolled in courses as a cohort in sequence, while the second group was recruited from within the community of CCP's **already-matriculated ECE students**. CCP maps courses of study for both the "traditional" cohort of newly-enrolled Apprentices as well as the "independent" second group, to ensure timely graduation, but interested matriculated students (whose employers were willing to participate) move through the degree program coursework in the order that works best for their individual schedules. Some already-matriculated students completed their degree in just **one academic year**. **JoDonna Fields** (pictured, left, celebrating her graduation) was one of the already-matriculated Apprentices. After years of slow progress in CCP's ECE program, she finished her degree within months of beginning her Apprenticeship.

** CCP awards 9 credits for the CDA; DCCC awards 7 credits. Credits awarded for credentials and on-the-job learning may vary by IHE partner, and should be negotiated in advance, as part of program planning.*

KEY QUESTION #7: What elements of the Associate’s Degree program were specifically modified for the initial ECE Apprenticeship program?

CCP mapped the CDA to three 3.0-credit Education courses within the ECE program of study so that students with CDAs receive a total of 9 credits for these courses – **at no cost (\$0.00 tuition)**. CCP mapped student learning outcomes to NAEYC competencies in order to identify an additional three Education courses (9 credits) that Apprentices can complete by demonstrating OJL – **also at no cost to the Apprentice**. This resulted in a total of 18 “free” college credits for CDA and OJL competencies. CCP *also* contextualized general education courses to focus on ECE content, in order to support Apprentices’ success in these courses.

CCP and DCCC also have a history of working with an ECE-specific post-secondary scholarship program called **Teacher Education And Compensation Helps (T.E.A.C.H.)**.

T.E.A.C.H. – a national program in operation in more than 20 states – provides tuition support, paid release time, and funds towards books and transportation. These supports help ensure that Apprentices graduate with little to no debt.

CCP accepts the T.E.A.C.H. Scholarship as payment in full for coursework offered, and T.E.A.C.H. also provides funds to Apprentices’ employers to cover substitute teacher wages when Apprentices access their T.E.A.C.H.-required paid release time. T.E.A.C.H. also requires participating employers

to provide a stipend or raise to participating employees at the end of each Scholarship “year.” For employers participating in the Apprenticeship program, this T.E.A.C.H. requirement is aligned with and met via the Apprentice Wage Step requirement.



KEY QUESTION #8: How and when do Apprentices complete the program?

ECE Apprentices complete the Apprenticeship program when they obtain their Associate’s Degree **and** successfully demonstrate mastery of all OJL competencies. Receipt of the degree and the US Department of Labor “journey person” certificate/status are the milestones for Apprentices’ final wage step, and mark program completion. The timeframe from application to program completion is **approximately 2 to 2 ½ years** in Philadelphia, although this could vary by site and/or program.

>>> REGISTERED APPRENTICESHIP...

As an experienced workforce intermediary with a history of engagement with the US and Pennsylvania Apprenticeship systems, the Training Fund took the lead in designing the Philadelphia ECE Apprenticeship pilot program, in large part to ensure that the resulting program would meet or exceed all of the basic requirements of a Federal and/or State Registered Apprenticeship. This designation paves the way for accessing public workforce development funding under WIOA (as available), and includes three key requirements: creation of an **Apprenticeship Committee**, negotiation of Apprentice **wage steps**, and identification of **on-site Coaches** for all Apprentices.

wage “bumps”

Among the hallmarks of Registered Apprenticeship model are wage “bumps” or “steps” – small, scheduled raises awarded to Apprentices in recognition of their progress in classroom and on-the-job learning. Wage bumps are agreed upon at the start of all Apprenticeship programs, and are guaranteed to all Apprentices who meet certain benchmarks: generally speaking, Apprentices must be demonstrating sufficient progress in all areas of the program that their employers can reasonably expect them to complete their Apprenticeship more-or-less “on schedule.” Wage bumps can be withheld temporarily until Apprentices succeed in meeting required benchmarks, but *must* be awarded – Apprentices who *continuously* fail to demonstrate progress and/or do not adhere to corrective action plans should eventually be dropped from the program.

25. APPRENTICE WAGES: *The apprentice schedule of pay shall be listed for each period (item 3 above) are a part of this agreement.*

PERIOD	TERM (Mo./Yr.)	%	DOLLAR AMOUNT (in dollars & cents)
a.	b.	c.	d.
1	3 Months	78.52%	\$10.60
2	11 Months	80.74%	\$10.90
3	19 Months	86.15%	\$11.63
4	24 Months	91.56%	\$12.36
5		100%	\$13.50

26. SIGNATURE OF SPONSOR REPRESENTATIVE _____ DATE SIGNED _____

Every employer – and every Apprentice – in a program may have a unique set of wage bumps, but from a program management perspective, it is simplest to ask all participating employers to stick to one “calendar.” As the Wage Schedule format required on Pennsylvania’s registration paperwork (*top right*) can initially look fairly complex, The Training Fund prepares a **Wage Schedule Worksheet** (*see sample below*) for each of its programs during the employer recruitment phase; this has the added benefit of keeping all participating employers on that identical “calendar” when it comes time to offer wage bumps to their Apprentices.

WAGE SCHEDULE WORKSHEET – Multi-Employer ECE Apprenticeship			
Please return to [REDACTED] @1199ctraining.org or fax to [REDACTED]			
DESCRIPTION	YOUR WAGE SCHEDULE	EXAMPLE (Your rates may differ)	DATES EFFECTIVE
Starting Wage (Probationary Period)	\$ _____ per hour	\$12.00 per hour	May '17 – Aug '17 (3 months)
First ¼ of raise	\$ _____ per hour	\$12.50 per hour	Aug '17 – Apr '18 (8 months)
Second ¼ of raise	\$ _____ per hour	\$13.00 per hour	Apr '18 – Dec '18 (8 months)
Third ¼ of raise	\$ _____ per hour	\$13.50 per hour	Dec '18 – May '19 (5 months)
Final ¼ of raise (Program completion)	\$ _____ per hour	\$14.00 per hour	May '19 – onward

The CDA-to-Associate's Degree ECE Registered Apprenticeship Program was established as a **multi-employer Apprenticeship** partnership that **standardized** the classroom experience, OJL competencies, and Coaching/Mentoring experience for every Apprentice. Employers participate in a multi-employer **Apprenticeship Committee** to collectively oversee the Apprenticeship program. The Committee is co-chaired by employer representatives – selected by their colleagues on the Committee – and the Training Fund – as the “sponsor of record” for the program. In addition to the multi-employer Committee, the Training Fund supports **Joint Apprenticeship Committees** at worksites where Apprentices are represented by a labor union. Joint Committees are co-chaired by **one employer and one union representative**.

The Training Fund supports the co-chairs of both the multi-employer Committee and the Joint (union/employer) Committee. Training Fund staff consult with co-chairs to prepare Committee meeting agendas, facilitate discussion through the preparation of program reports and data analysis, and ensure that quarterly meetings of all Committees are appropriately documented.

After consulting with employers, the Training Fund established the work hours associated with **four successive wage increases** over the course of the Apprenticeship. Each participating employer (in consultation with their Apprentices' union representatives, as necessary) determined the amount of each wage increase. **Wages increase as Apprentices meet specific program milestones** – including making adequate academic progress and demonstrating OJL competency mastery, creating a workplace expectation that teachers can “earn and learn” – as well as reaching specified work hour benchmarks. Training Fund staff regularly monitor Apprentices' progress in **earning course credits, mastering competencies, completing work hours, and moving towards degree attainment**, and confirm that all Apprentices are provided with expected wage increases in accordance with their employers' executed Participation Agreements.

>>> ON-THE-JOB LEARNING...

On-Site Coaches provide one-to-one support to Apprentices at their worksites, as they work to demonstrate/document their mastery of required **on-the-job learning (OJL) competencies**. Coaches and Apprentices meet (at least once) weekly, and participating employers are required

KEY QUESTION #9: What commitment are employers required to make?

Employers must establish **wage steps** for Apprentices, which are recorded in the **Employer Participation Agreements** executed for each Apprenticeship worksite, and are documented as Apprentices achieve them. Employers' financial contributions to the program include these wage steps, **employer match dollars** for the T.E.A.C.H. Scholarship, **paid release time** for tutoring and study group meetings –and coursework –as well as paid release time for **On-Site Coaches and Apprentices to meet**. A portion of these costs can be recovered through T.E.A.C.H. – which provides payment to employers to hire substitute teachers during paid release time –and/or through other grant funds raised by the project partners.

Employers also compensate **Coaches** for their time spent in training related to their role in the Apprenticeship, in confirming Apprentices' OJL competency attainment, and in accessing support from First Up and other Coaches in order to best meet the demands of this important role.

Additionally, employers participate in the Apprenticeship Committee, and must designate an individual or team to document and report on Apprentice **work processes and OJL hours**.

to compensate the Coach and Apprentice for their time during these meetings. First Up worked with CCP, and is working with DCCC, to establish minimum educational levels and work experience requirements for Coaches. First Up provides **initial Coach training** and **ongoing mentoring support** for On-Site Coaches.

Key tools that First Up uses to provide guidance to Coaches on how best to work with Apprentices in gaining and demonstrating competencies related to the three courses that can be completed through OJL include: planning calls, on-site visits with Coaches, and facilitated **Community of Practice** meetings. Community of Practice meetings bring coaches from various Apprenticeship worksites together to **share Best Practices, brainstorm solutions** to challenges, **ask questions** of their colleagues, and **provide support** to each other in fulfilling the role of On-Site Coach. First Up's approach – these tools included – was intentionally designed with CCP to ensure that Coach's assessment of OJL competencies is completed with fidelity by *all* Coaches at *all* Apprenticeship worksites.

Additionally, the Training Fund created online tools – using Google's open-access "G Suite" software – for Coaches to use for viewing resources, documenting Apprentice meetings, and confirming attainment of OJL competencies mapped to degree coursework. As the lead partner responsible for programmatic reporting, the Training Fund can monitor in "real time" that Coaches are fulfilling their roles and responsibilities. Remuneration for Coaches – recognizing the importance of their role, and in addition to employer payment for time spent coaching – was included in the original Apprenticeship program design.

KEY QUESTION #10: How are On-Site Coaches selected, trained and supported?

All Registered Apprenticeship programs require Coaches or Coaching teams to be on-site with Apprentices at all times during their training – with sufficient flexibility on the definition of "Coaching Team" to allow smaller employers to participate in the Apprenticeship model of training. Employers in the ECE Apprenticeship must agree to provide **paid release time for weekly in-person, one-to-one meetings** between the Apprentice and their on-site Coach. Willingness to accommodate this coaching model was a prerequisite for all employers' enrollment in the program.

CCP and First Up agreed that all Coaches in the Philadelphia program must possess ECE teaching experience and a minimum of an Associate's Degree, in line with expectations that Coaches would play the role of workplace-based "adjunct faculty." On-site Coaches must be able to support and mentor Apprentices; the Coaching role is distinct from supervision. On-site Coaches must also be able to teach the Apprentices, and to recognize/assess – through Apprentices' job performance – the OJL competencies that must be confirmed for course credit.

Each participating employer agreed to the Training Fund/CCP/First Up Coaching model, then created a unique process for on-site Coach recruitment, selection and assignment. Once all Coaches had been identified, First Up conducted initial training on the coaching supervision model, helping Coaches develop a deeper understanding of the required OJL competencies, including a focus on the three ECE courses mapped to OJL competencies. In addition, Coaches meet individually with First Up staff monthly – either by phone or in-person – and are... **...CONTINUED**

CONTINUED... ...invited to quarterly group meetings or Communities of Practice with other Coaches. To provide as much support as possible for the role of Coaches as on-site adjunct faculty, Communities of Practice are focused on student learning outcomes, syllabi, content and competencies associated with the three ECE classes for which OJL credits are awarded to Apprentices.

The model of “mentoring the coaches” incorporated into the Philadelphia ECE Apprenticeship program is substantially more robust than the “bare minimum” required by the federal and state Registered Apprenticeship systems, and was made possible through private foundation funding. While the model being developed for Delaware and Chester County Apprentices – jointly by First Up, DCCC and the Training Fund – builds on and around the same core principles, for reasons from funding sustainability to greater geographic dispersion of Apprentice worksites, is a “lower touch” version that accomplishes many of the same purposes.

on-the-job learning:

Apprentices’ on-the-job learning and work hours are key to program completion, and must be tracked consistently. While proprietary software programs for tracking this information *do* exist, the Training Fund has used Google’s G Suite programs (*see samples below*) to create original templates in response on-site Coaches’ actually-expressed needs.

Apprentice Name:																																		
Organization Name:																																		
	Year One (2017)								Year Two (2018)								Year Three (2019)																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
	May 17	June 17	July 17	Aug 17	Sept 17	Oct 17	Nov 17	Dec 17	Jan 18	Feb 18	Mar 18	Apr 18	May 18	June 18	July 18	Aug 18	Sept 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19	June 19	July 19	Aug 19	Sept 19	Oct 19	Nov 19	Dec 19		
Hours Worked	52.5	129.5	144.5	130.5	23.7	135.5	82.25	135.7	125	158	119																							
REMAINING HOURS	763.75																																	
CREDIT FOR EXPERIENCE			1900																															
TOTAL HOURS					4000																													

NAME of APPRENTICE: _____

USE OF THIS DOCUMENT: This checklist is to be used to assess the apprentice’s ability to demonstrate knowledge, understanding and skills of established competencies required to function in the role of a Early Childhood Education Lead Teacher. All competencies must be met by the end of the On-the-Job Learning hours (4,000) and signed by both the apprentice and Coach. A summary section is included in each competency cluster to capture general observations, improvement plan and other relevant information.

KEY	have MASTERED	9	of 229 total competencies.
APR = Apprentice	are DEVELOPING	217	
VM = Validation Method: (OB)-Observation... (WT)-Written... (D)-Demonstration... (O)-Other.	YOU have BEGINNING SKILLS in	0	
P = Performance Rating: (M)-Mastery... (D)-Developing Capacity... (B)-Beginning Skills.			

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	Coach Initials	Date	APR Initials	VM	P
ED 105: Foundations of Education (300 hours) - Identify Key Theories of Child Development						
Discuss the historical and contemporary philosophies and theories that impact on early childhood curriculum and practices	6/26	K.M	6/26	J.F	Demonstrator	Developing C
Describe the purpose and essential content of the NAEYC Code of Ethical Conduct for early childhood educators	6/28	K.M	6/28	J.F	Other	Developing C
Demonstrate an understanding of how child development impacts the whole child.	9/25	K.M	9/25	J.F	Observed	Developing C
Nurture positive relationships between children with their peers and others in the community.	7/3	K.M	7/3	J.F	Observed	Developing C
Share enthusiasm and describe child’s abilities and preferences during play.	9/25	K.M	9/25	J.F	Observed	Developing C
Make connections between a child’s development and how that impacts who they are.	8/21	K.M	8/21	J.F	Other	Developing C
Describe how child development depends on supportive and responsive relationships.	6/27	K.M	6/27	J.F	Other	Mastered

partner roles

The District 1199C Training & Upgrading Fund spearheaded the design and establishment of the ECE Apprenticeship pilot in Philadelphia, and sponsors the multi-employer programs that have been established both in the City and the surrounding Counties. The Training Fund is responsible for:

- Apprentice registration, compliance, reporting
- Identification of Apprenticeship funding, and completion of funders' required reporting
- Identification of partners and partner contracting, payment, oversight and data collection
- Apprentice candidate recruitment, candidate application and transcript review, finalization of candidate's Apprenticeship Agreements, and Apprentice retention
- Employer recruitment and retention; negotiation of employer wage steps, release time, and mentoring implementation; development and execution of employer acceptance agreements
- Apprentice career counseling and tutoring, study groups, and (some) college advising
- Delivery of Apprentice's initial academic assessment and 40-60 hours of Bridge/refresher course content
- Monitoring of Apprentice progress in the program, and providing additional ancillary supports for Apprentices as necessary
- Documentation of work process hours, Apprentice milestones, and wage step advancement
- Record-keeping

KEY QUESTION #11: What level of administrative staffing is required for Apprenticeship program implementation?

Because Apprentices, on-site Coaches and employers all require support, the role of the Training Fund's Apprenticeship Program Coordinator is a key strategy for successful implementation. For 30+ Apprentices and Coaches at 20+ employment sites across the City of Philadelphia, the project requires one full-time Coordinator and a 0.25 FTE Assistant.

LABOR'S ROLE IN APPRENTICESHIP

Registered Apprenticeship obviously isn't a model that works solely for the building trades and related crafts – but it *is* very much a model that has grown out of and historically been associated with heavily-unionized sectors like the building industry, and builds in safeguards to make sure that Apprenticeship can serve as a tool for growing cooperation and understanding between labor and management. **Joint Apprenticeship Committees**, including equal numbers of labor and management representatives, govern Apprenticeship programs at unionized worksites, and union leadership must agree to sign off on Standards and other documents affecting the workers their union represents.

Community College of Philadelphia (CCP) is the higher education partner in the Philadelphia ECE Apprenticeship Program; **Delaware County Community College (DCCC)** has partnered with the Delaware and Chester County program expansion, at two separate campuses. Both

colleges are offering their Associate's Degree program of study in **Education: Early Childhood** to Apprentices. In addition to making their contextualized programs of study available to Apprentices in a flexible, affordable and accelerated format, CCP and DCCC also:

- Deliver college placement exam refresher courses, and support Apprentice candidates in taking college placement exams
- Assign course credits (7-9) to Apprentices based on their CDA credential
- Assign course credits (9) to Apprentices based on their demonstrated mastery of OJL competencies
- Place students into college courses based on Apprenticeship program structure, individualized test scores, and any previous college credit, and monitor Apprentices' progress along their degree pathways, developing graduation course plans for each Apprentice
- Provide academic advising to Apprentices, including scholarship and loan application supports as appropriate
- Trouble-shoot issues that may arise between Apprentices, Bursar's Offices, PACCA/TE.A.C.H., and the Training Fund
- Provide options for Apprentices' subsequent enrollment in Bachelor's Degree programs through articulation agreements with four-year institutions of higher education

First Up – previously the Delaware Valley Association for the Education of Young Children (DVAEYC), a local affiliate of NAEYC – is responsible for coordinating the on-site Coaching aspect of both Philadelphia and Delaware/Chester Counties' ECE Apprenticeship programs. Specific implementation activities include:

- Developing initial minimum requirements and “job descriptions” for on-site Coaches
- Developing and implementing coaching forms/processes
- Training Coaches
- Delivering training, technical assistance and other, ongoing supports/mentorship for Coaches
- Ensuring that Coaches are evaluating and recording assessments of required OJL competencies on a regular, ongoing basis.

An IMPORTANT NOTE on the Following Sections:

Please note that the **Planning & Implementation** and **Cost Projections** sections of this Tool Kit describe a multi-employer approach to Registered Apprenticeship program management. The multiemployer approach brings together a group of employers to implement a shared, standardized curriculum aligned with OJL competencies. In addition, multi-employer Apprenticeships share and distribute the cost of a number of implementation services, such as counseling, tutoring, tracking required activities (hours worked and competency attainment), and, importantly, training and support for on-site Coaches. Although this Tool Kit can assist single employers in identifying Apprenticeship components and learning how programs are organized, it is not intended to fully address the development process behind – and most importantly, the costs – associated with a single employer model.

planning & implementation

The following pages lay out major steps required for the **planning and implementation** of successful Early Childhood Education Registered Apprenticeship programs. Whether a large program or small, in an urban, suburban or rural setting, Apprenticeships generally – and ECE Apprenticeships specifically – feature many of the same **decision points** and **considerations**. This Tool Kit also provides a list of **resources** that individuals and teams planning for an ECE program may find helpful at each step along the way.

While the steps below and on the following pages are presented **sequentially**, actual planning and implementation of an ECE Apprenticeship program will often require the completion of **multiple steps simultaneously**.

Step 1: Determine the need for ECE teachers with advanced degrees

Step 2: Identify **funding** to support planning and implementation

Step 3: Identify an Apprenticeship program **intermediary** and **partners**

Step 4: Develop an **implementation plan**

Step 5: Define the **IHE** Apprenticeship model

Step 6: Define the **Coaching** Apprenticeship model

Step 7: Recruit **employer partners**

Step 8: Identify **Apprentice Candidates**

Step 9: **Register** the Apprenticeship program

Step 10: **Initiate** the Apprenticeship program

Step 11: **Evaluate** the Apprenticeship program

step one:

DETERMINE THE NEED FOR ECE TEACHERS WITH ADVANCED DEGREES IN YOUR TARGET REGION(S)

>>> Considerations...

- Is there a clear and quantifiable need for a more highly-skilled and educated ECE workforce?
- *If so*, could the Apprenticeship model described in this Tool Kit help meet that need?
- *If so*, would you plan on targeting incumbents as Apprentice candidates, recruiting new teachers, or both?
- *If focusing on new teacher recruitment*, would you consider targeting high school students via Career & Technical Education (CTE) programs?

>>> Resources...

- Local, regional and federal labor market data and reports
- Anecdotal data from ECE teachers/employers with whom you or your partners already work
- Local workforce career pathway and education priorities and initiatives
- Local early childhood priorities and initiatives

step two:

IDENTIFY FUNDING TO SUPPORT THE PLANNING AND IMPLEMENTATION PROCESS

>>> Considerations...

- What local, regional, state or other public and private sources of funding can be leveraged in support of the various components of the Apprenticeship program?
- Can Apprenticeship program components be broken out specifically to appeal to a variety of potential funding/grant sources? (e.g. purchase of laptops for Apprentices, Apprentice tutoring, academic advising, on-site Coach remuneration, etc.)

>>> Resources...

- Local and State “Workforce Development Board(s)” (WIOA intermediary)
- State Adult Basic Education Title II intermediary
- TE.A.C.H.
- State/local early childhood intermediary (Child Care Development Block Grant [CCDBG], Quality Rating Improvement System [QRIS])
- Local and State departments of commerce, labor, community and economic development
- Chambers of Commerce
- Local United Way chapter(s)

step three:

IDENTIFY AN APPRENTICESHIP PROGRAM INTERMEDIARY AND PROGRAM PARTNERS

>>> Considerations...

- Is there a local organization with experience registering and operating non-traditional Apprenticeship programs that can serve as the intermediary?
- Is there a local institution of higher education, offering an ECE Associate's Degree, that is able to offer a flexible and contextualized program, and willing to sacrifice some tuition revenue – while building cohorts of ECE students – to accelerate degree completion by granting Apprentices CDA and OJL credit?
- Is there a local organization with expertise in ECE that is able to provide training and mentoring for on-site Coaches?

>>> Resources...

- NAEYC IHE Directory
- Local NAEYC affiliates
- ECE departments of local community colleges
- Local Workforce Development Board
- Local and State ECE agencies

step four:

DEVELOP AN IMPLEMENTATION PLAN

>>> Considerations...

- Determine a timetable for implementation.
- Determine roles and responsibilities
- Hire administrative staff (as funding permits)
- Determine how data will be tracked, so that the lead agency has the information required for program monitoring and reporting
- Develop a FERPA-compliant process that allows sharing of individual-level Apprentice data between the IHE and other partners



step five:

DEFINE THE IHE APPRENTICESHIP MODEL

>>> Considerations...

- Determine which courses will be aligned with OJL for college credit by mapping student learning outcomes to NAEYC competencies
- Determine the minimum skills, experience, education and training on-site Coaches must possess in order to confirm OJL competencies
- Determine how many credits the IHE partner will offer for the CDA Credential
- Determine how many credits the IHE partner will offer for OJL competency mastery
- Determine how the IHE will map Apprentices' course sequence through graduation

>>> Resources...

- Template (see pages 56, 68)

step six:

DEFINE THE COACHING APPRENTICESHIP MODEL

>>> Considerations...

- Determine how Apprentices will receive the on-site Coaching supports that they require to fulfill their ongoing work and academic responsibilities
- Determine how on-site Coaches will receive the initial and ongoing training and support that they need
- Create tools for on-site Coaches to use to document their coaching and assessment of Apprentices' OJL competency development

step seven:

RECRUIT EMPLOYERS

>>> Considerations...

- Are there large single or multi-site centers that might be interested in Apprenticeship?
- Are there unionized ECE employers that might be interested in Apprenticeship? If so, *labor unions should be included as early as possible in program design and development.*
- What key messages need to be conveyed to potential Apprenticeship employer partners?

>>> continued from previous page...

- Are there electronic or print newsletters or websites that target messages to ECE employers, and which could be used to promote the Apprenticeship opportunity?
- Given attrition, how many potential Apprenticeship employers need to be part of an initial pool of interest in order to meet stated program recruitment goals?
- What are key factors that you need to know about potential employers to approve their participation in the Apprenticeship program?
- Establish wage steps with each employer (at unionized employers, *support union and employer cooperation to establish wage steps together*)

>>> Resources...

- State and local ECE directories such as Great School Philly (Philadelphia/local) and COMPASS (Pennsylvania/statewide)
- State and local ECE newsletters and websites
- Template (see page 13)

step eight:

IDENTIFY APPRENTICE CANDIDATES

>>> Considerations...

- What are the key messages that need to be conveyed to potential Apprentices?
- Are there electronic or print newsletters or websites that target messages to ECE teachers and could promote Apprenticeship opportunities?
- Given attrition, how many Apprentices need to be a part of the initial pool in order to meet stated program goals?
- What are the Apprentice requirements that must be met in order to qualify as a candidate? (e.g. full-time work status, permanent work status, tenure with current employer, CDA credential, etc.)
- How will your program handle “reverse referrals” – potential Apprentice candidates whose employers have not yet been targeted for recruitment?

step nine:

REGISTER THE APPRENTICESHIP PROGRAM

>>> Considerations...

- Determine how Apprenticeship programs are registered in your state. (An Apprenticeship program is registered either by a State Department of Labor, or the US Department of Labor)

>>> continued from previous page...

- Identify at least one employer partner with completed and signed Standards of Apprenticeship/Employer Acceptance Agreement (corresponding to those Standards), at least one signed Apprentice Agreement, and any/all other documents required by your state's public approval entity.
- Do you have all of the required documents for employer, Apprentice, and other partners as necessary?

>>> Resources...

- US Department of Labor Apprenticeship State Registration Agency Contact list: <https://www.doleta.gov/OA/contactlist.cfm>
- Sample Registration Forms (see Appendices)

step ten:

INITIATE THE APPRENTICESHIP PROGRAM

>>> Considerations...

- Screen Apprentice candidates
- Select, train and assign on-site Coaches
- Adjust work schedules for Apprentices and on-site Coaches
- Inform candidates of final status, and enroll Apprentices
- Administer adult basic education academic assessments (e.g. TABE), and use scores to place candidates in Bridge/Refresher coursework as needed
- Offer college placement exam preparation and administer college placement exam
- Award college credits based on Apprentices' CDA credential status
- Based on Apprenticeship program structure, individualized assessment scores, and any previous college credit, place Apprentices into college courses
- Access scholarships for Apprentices
- Implement study groups and other academic supports
- Confirm competencies
- Assign college credits based on OJL
- Provide ongoing support to Apprentices and mentoring to on-site Coaches
- Convene regular partner meetings
- Convene Apprenticeship Committee to ensure employer or employer/union oversight
- Ensure that wage steps are implemented as milestones are met

step eleven:

EVALUATE THE APPRENTICESHIP PROGRAM

>>> Considerations...

- Determine the research questions that the Apprenticeship partners want to pursue at the individual and systems levels, and strategies for collecting relevant data for analysis (e.g. via CLASS®, Early Childhood Environment Rating Scale [ECERS], focus groups)
- Develop online data collection tools that link and update in real-time for easy oversight, tracking and reporting
- Collect process and outcomes data
- Track Apprentices' progress in meeting academic, OJL and work hour requirements
- Track Coaching process
- Evaluate concerns or problems as encountered
- Evaluate employer and Apprentice satisfaction with the program
- Evaluate Apprentice retention, wage increases and degree attainment



Step Twelve: CELEBRATE! Suzanne Morris – Pennsylvania's Deputy Secretary for the Commonwealth Office of Child Development & Early Learning (*center*) – is pictured above with Pennsylvania's first class of ECE Apprenticeship Program Graduates, all of whom completed their Associate's Degrees at CCP in May 2018.



cost projections

Philadelphia’s ECE Apprenticeship partners spent approximately six months working to develop a reasonable and realistic project budget for Pennsylvania’s first-ever CDA-to-Associate’s Degree Registered Apprenticeship – and then modified that budget significantly as implementation commenced, new sources of public funding became available and others were “sunsetting,” before *further* modifications based on actual Implementation Year One spending.

Being “first” is both rewarding and challenging, and budgeting to anticipate both knowable and unknowable complications is among the most significant of those challenges. By the time many of the same partners were preparing to register new employers and Apprentices in the suburban counties surrounding Philadelphia, developing cost projections was – by comparison – a fairly simple exercise.

The cost projections outlined on the following pages share some of the lessons learned through the program budgeting processes in Philadelphia and the surrounding counties, identifying major decision points for other local partnerships and providing a menu of different ways an Apprenticeship program can respond at those decision points. Hopefully, this information will be of value, saving significant time and effort during pre-implementation planning for other Apprenticeship partnerships across the United States.

reading our models

The ECE Apprenticeship program development and implementation cost projections on the following pages are presented in three different cost models for **multi-employer Apprenticeship programs**. None of these models are prescriptive, nor should they be read in terms of “good, better, best” – the best model for any program is the model that is most responsive to whatever local need(s) the program must address, and will likely lift elements from all three cost models. These projections are simply meant to help calibrate expectations as ECE Apprenticeship planning partnerships develop and seek to put together realistic program budgets. Program models and program costs will and should vary widely – always based on what the most efficient and effective model looks like for your particular local service area.

BUDGET	“BUDGET” (LOW-COST) MODEL <i>@ 25 Apprentices, 10+ Employer Sites</i>	“RIGHT-SIZED” (EFFICIENT) MODEL <i>@ 25 Apprentices, 10+ Employer Sites</i>	“HIGHTOUCH” (RESOURCE INTENSIVE) MODEL <i>@ 25 Apprentices, 10+ Employer Sites</i>
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PERSONNEL

Program Manager
\$58,500/year
 \$45,000 salary
 30% fringe rate

Total: \$175,500
(3 year cost)

Program Manager
\$78,000/year
 \$60,000 salary
 30% fringe rate

PT Data Entry
\$9,600
 Contract worker
 \$20/hour,
 10 hr/wk, 48 wk/yr

Total: \$262,800
(3 year cost)

Program Manager
\$78,000/year
 \$60,000 salary
 30% fringe rate

Data Specialist
\$46,000
 \$35,000 salary
 30% fringe rate

Total: \$372,000
(3 year cost)

Personnel: Managing a resource- and supportive service-intensive Apprenticeship program is a full time job, and the more of that time that can be devoted to working with Apprentices, the better. At least some measure of data entry/administrative support helps free up the Program Manager’s time work with Apprentices – but between registering Apprentices, tracking their work hours and competency mastery, and more, a full-time support position for the Program Manager can be justified.

(ONE-TIME COSTS) COACHING

Curriculum
\$1,000

Coach Training
\$500
 Provided by
 Program Manager;
 material costs only

Total: \$1,500
(Year One only)

Curriculum
\$2,000
 Contracted out

Coach Training
\$4,000
 Contracted out;
 one training session
 for all Coaches

Total: \$6,000
(Year One only)

Curriculum
\$2,000
 Contracted out

Coach Training
\$6,000
 Contracted out;
 two training sessions
 for Coaches (smaller,
 more manageable
 class sizes)

Total: \$8,000
(Year One only)

Coach Training (“Start Up” cost): In both of the ECE Apprenticeship programs sponsored by the Training Fund, Coach training was included in First Up’s contracted responsibilities. It is recommended that program sponsors work with an organization with prior experience offering professional development to frontline early childhood teachers.

(ANNUAL COSTS) COACHING

Community of Practice
\$2,500/year
 Contracted out

Technical Assistance
\$30,000/year
 Contracted out

Total: \$97,500
(3 year cost)

Community of Practice
\$2,500/year
 Contracted out

Technical Assistance
\$75,000/year
 Contracted out

Coaching Partner Travel and Admin
\$5,000/year
 \$1,000 (approx.) travel line; 5% admin

Coach Stipends
\$12,500/year
 \$500 per Coach, per year (25 Coaches)

Total: \$285,000
(3 year cost)

Community of Practice
\$6,000/year
 Contracted out

Technical Assistance
\$100,000/year
 Contracted out

Coaching Partner Travel and Admin
\$6,500/year
 \$1,000 (approx.) travel line; 5% admin

Coach Stipends
\$30,000/year
 \$1200 per Coach, per year (25 Coaches)

Total: \$427,500
(3 year cost)

Coaching: In both of the ECE Apprenticeship programs sponsored by the Training Fund, management of all Coaching-related elements has been outsourced to First Up. First Up mentoring staff work with all Coaches individually and in group “Communities of Practice” to ensure that Coaches possess the skills necessary to assess Apprentices’ mastery of on-the-job competencies. **Total Coaching cost projections (one-time plus annual) can be found below:**

COACHING

Start-Up Cost
\$1,500

Annual Costs
\$97,500

Total: \$99,000
(3 year cost)

Start Up Cost
\$6,000

Annual Costs
\$285,000

Total: \$291,000
(3 year cost)

Start Up Cost
\$8,000

Annual Costs
\$427,500

Total: \$435,500
(3 year cost)

EMPLOYER ENGAGEMENT

Travel to Worksites

\$1,500/year

Includes both recruitment and follow-up

Committee Meetings

\$1,000/year

Materials and light refreshments

**Total: \$7,500
(3 year cost)**

Travel to Worksites

\$1,500/year

Includes both recruitment and follow-up

Committee Meetings

\$2,500/year

Materials and light refreshments

Employer Stipends

\$25,000

One-time incentive payment of \$1,000 per Apprentice

**Total: \$37,000
(3 year cost)**

Travel to Worksites

\$1,500/year

Includes both recruitment and follow-up

Committee and Other Meetings

\$3,000/year

Materials and light refreshments

Employer Stipends

\$30,000/year

Annual incentive payments of \$1,200 per Apprentice

**Total: \$102,000
(3 year cost)**

Employer Engagement: Employer engagement, investment and participation are vital to the success of all Registered Apprenticeship programs – indeed, without an employer to “sponsor” one or more Apprentice, a program cannot be registered to begin with. The key to engaging with employers around Apprenticeship – in any sector, but especially in a “non-traditional” Apprenticeship sector, such as Early Childhood Education – is to strike a clear balance between the investments they are being asked to make in their workers, and the benefits they stand to gain from those workers’ success in the Apprenticeship program.

Across all of the Training Fund’s Apprenticeship programs, participation stipends or incentive payments – between \$1,000 - \$1,500 – have proven incredibly important to securing employers’ participation. Stipends of \$1,200 per Apprentice (the Training Fund’s “recommended” level) are not sufficient to cover all of the costs being incurred by employers as they arrange staff coverage for Apprentices and Coaches; stipends at this level are, however, *sufficiently* generous that employers can recognize that the intermediary handling the stipends understands that the program *does* have additional costs; this helps the employers’ representatives take the intermediaries’ seriously when they explain that they will do everything in their power to shoulder administrative responsibilities associated with program management.

Finally, unavoidable costs such as travel to employer sites and provisioning of Apprenticeship Committee meetings should be budgeted for, as well. The numbers supplied here are approximate, and will vary significantly depending on geography and the local cost-of-living.

BRIDGE

Academic Bridge Leveraged
 Requires a publicly-funded Adult Basic Education partner (Title II WIOA)
Total: \$0

Academic Bridge \$6,000
 One-time only (per cohort)
Total: \$6,000

Academic Bridge \$6,000/year
 One-time only (per cohort)
Total: \$6,000

Academic Bridge Class: Particularly in ECE Apprenticeship programs serving incumbent workers – many of whom will have finished school some years earlier – some Academic Bridge or Refresher coursework, contextualized to ECE, is highly recommended. Costs will vary by location, or program partners may be able to identify a community partner able to provide Bridge coursework at no cost to the project (possibly the intermediary or IHE partner).

DEGREE PROGRAM

Academic Liaison \$15,000/year
 0.25 FTE

Curriculum Contextualization \$20-25,000
 Gen Ed courses

Placement Test Preparation \$7,500
 Faculty + Supplies

Admin/Indirect \$4,750 in Y1
\$1,500 in Y2-3
 10% of direct costs

Total: \$85,250 (3 year cost) (plus tuition)

Academic Liaison \$15,000/year
 0.25 FTE

Tutoring \$10,000/year
 Individual(s) or program(s) at IHE

Advising Support \$7,000/year
 0.10 FTE

Curriculum Contextualization \$20-25,000
 Ged Ed courses

[continued...]

Academic Liaison \$25,000/year
 0.40 FTE

Tutoring \$25,000/year
 Highly-qualified tutor-teachers

Advising \$15,000/year
 0.25 FTE

Curriculum Contextualization \$20-25,000
 Ged Ed courses

[continued...]

<p>[...see previous]</p>	<p>[...continued]</p> <p>Placement Test Preparation \$7,500 Faculty + Supplies</p> <p>Admin/Indirect \$6,450 in Y1 \$3,200 in Y2-3 10% of direct costs</p> <p>Total: \$141,350 (3 year cost) (plus tuition)</p>	<p>[...continued]</p> <p>Placement Test Preparation \$7,500 Faculty + Supplies</p> <p>Admin/Indirect \$9,750 in Y1 \$6,500 in Y2-3 10% of direct costs</p> <p>Total: \$250,250 (3 year cost) (plus tuition)</p>
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Degree Program: IHE partner models can vary tremendously, depending on a mix of the other resources available to participating IHEs, the size of the participating ECE department, and the level of staffing/support that can be made available to support each cohort of ECE Apprentices – generally speaking, “the more, the better,” but with significant room for adjustment and calibration based on the actual academic needs of each cohort.

At a minimum, programs should identify one point person at the IHE partner with responsibility for making sure that the program runs smoothly: liaising with the Bursar’s and Registrar’s Offices, working with the project’s external partners to ensure that credits are awarded (ideally at no cost) for prior experience and OJL competency mastery, scheduling Apprentices’ course sequence (depending on cohort size, this may mean offering closed/managed enrollment courses which are open to Apprentices only), and more.

If the local IHE system is already producing skilled, Associate’s Degree program graduates with regularity, an Apprenticeship probably is not necessary; ECE Apprenticeship programs make the most sense in locales where adult learners may have some difficulty completing degrees in a speedy manner, and programs should anticipate making connections with their IHE partner’s various faculty and staff at *any* place in the system where such difficulties are likely to manifest. This does mean balancing relationships with a handful – or more than a handful, at larger institutions – of different offices and functions, so the more on-site IHE personnel whose time can be supported by and dedicated to the Apprenticeship project, the less the intermediary’s Program Manager will be called on to help Apprentices negotiate through the IHE system (and thus, the more time s/he will be available to support Apprentices in other ways). Academic advising and tutoring are two of the most immediately-obvious needs for nearly any adult learner(s) struggling to complete a degree, and these functions are budgeted for in the Training Fund’s Apprenticeship programs.

Besides personnel costs, the major line items which ECE Apprenticeship programs should be prepared to cover for their IHE partners are placement test preparation classes for Apprentices (i.e. non-credit-bearing faculty time that likely will not be covered by T.E.A.C.H. or similar scholarship programs), and curriculum contextualization – to the ECE sector – for general education courses required for degree completion.

TUITION

While the numbers in this cost projection may seem to be mounting rapidly, in fact one of the single largest line items is not even listed here: **tuition**. Barring the presence of an especially generous philanthropic organization in your local area, tuition costs are likely to be too high for any sustainable Apprenticeship program budget.

As noted previously, however, the **T.E.A.C.H. Scholarship** program is a national initiative, active in a number of states, while other states and localities may offer additional opportunities for ECE teachers to finance their education. Whatever the source of funds, it is highly recommended that *some* leveraged pool of funding be used to cover Apprentices’ IHE tuition. Between credit for experience and OJL competency mastery, the cost of an Associate’s Degree is significantly lower for Apprentices than for other students, but ECE pay scales are still such that keeping students’ post-program debt to a minimum – \$0.00, if possible – should be a top priority.

Beyond working with the entities responsible for overseeing sector-specific education funding programs like T.E.A.C.H., project partners should work with their IHE partners’ Financial Aid/College Access teams to ensure that Apprentices are taking advantage of any and all sources of public or otherwise “free” tuition money available to them, such as Pell Grants. When it comes to minimizing the financial burden of an Associate’s Degree program for working adult learners in a field like ECE, creativity and flexibility are key: reach out early to the funding partners whose assistance may be valuable in this area, explain the nature of the Apprenticeship program and its goals, and keep them in the loop throughout your planning process, to ensure that things go as smoothly as possible when it’s time to start paying tuition.



T.E.A.C.H. Cost Projections – Southeastern Pennsylvania

Based on **ACTUAL, LOCAL** 2017-18 academic year costs; tuition varies by state and institution – **please consult your local T.E.A.C.H. affiliate!**

Component	T.E.A.C.H.	Recipient	Employer
Tuition	\$3,628.80	\$201.60	\$201.60
Books	\$360.00	\$120.00	
Travel	\$500.00		
Release Time	\$2,025.00		\$675.00
Total Investment Per Student Per Year	\$6,513.80	\$321.60	\$1,476.60

T.E.A.C.H. cost projections courtesy of Laurie Litz at PACCA. Recipient and employer contributions would vary based on the actual cost of books, along with the total number of release time hours they would utilize.

T.E.A.C.H. projections based on: 18 credits/year; 4 semesters/year (Fall, Spring, Summer I/II); \$125 travel stipend/semester; \$90 reimbursement for books/semester

Placement test preparation has already been discussed extensively in this Tool Kit (see page 8); the idea of course content/curriculum contextualization is a consistent thread throughout the document, as findings from the workforce development field show that it significantly improves academic outcomes for adult learners. Associate’s Degree programs tend to require a fairly large number of general education credits in addition to in-major credits, so the cost of course contextualization can seem daunting. It *is* possible to cut back on contextualization costs and invest in additional student academic supports (tutoring, for instance). As usual, project partners should consult the partner “closest to the action” – the IHE partner, in this case – and make the budgeting decision that best positions Apprentices to succeed in the classroom and on the job.

PROGRAM ADMINISTRATION

Supplies
\$500/year
 Basic program supplies

Apprentice Stipends
\$25,000
 One-time incentive payment of \$1,000 per Apprentice

Promotion
\$500/year
 Basic printing

Admin/Indirect
\$8,415 in Y1
\$5,500 in Y2-3
 5% of project costs

Total: \$47,415
(3 year cost)

Supplies
\$1,000/year
 Program supplies

Recognition Ceremonies
\$1,000/year
 Beginning Year 2

Apprentice Stipends
\$25,000/year
 Annual incentive payments of \$1,000 per Apprentice

Promotion
\$2,500/year
 Limited production of promo materials

Evaluation
\$25,000/year
 Contracted out

[continued...]

Supplies
\$2,500/year
 Program and student supplies

Recognition Ceremonies
\$2,500/year
 Beginning Year 2

Apprentice Stipends
\$25,000/year
 Annual incentive payments of \$1,000 per Apprentice

Promotion
\$4-8,000/year
 Documentation and promotion, plus production of promo materials

Evaluation
\$35,000/year
 Contracted out

[continued...]

<p>[...see previous]</p>	<p>[...continued]</p> <p>Admin/Indirect \$17,450 in Y1 \$13,815 in Y2-3 5% of project costs</p> <p>Total: \$208,580 (3 year cost)</p>	<p>[...continued]</p> <p>Owner/Director PD \$75,000 Contracted out</p> <p>Admin/Indirect \$28,515 in Y1 \$22,675 in Y2-3 5% of project costs</p> <p>Total: \$368,565 (3 year cost)</p>
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Program Administration: The line items included here in the Program Administration cost projection vary much more widely than in many of the other budget categories. In part, that’s because “Program Administration” is something of a catch-all category; but it’s also because local implementation teams have a significant degree of flexibility in whether or not they choose to include these activities in their program model.

Some line items are essential: supplies, for instance. Others are highly-recommended: stipends for Apprentices and a small promotional budget. Program evaluation and a larger promotional line are *definite* “nice-to-haves,” but may or may not be “must haves” depending on the dictates of an individual program’s funders and funding streams. A component such as professional development for facility owners, center directors and HR staff isn’t strictly part of the Apprenticeship program at all – but it is an activity being piloted in Philadelphia, to enhance the sustainability not just of the Apprenticeship program, but also of the improvements in classroom quality, and to help build and maintain a thriving culture of learning at participating worksites.

Of all the “nice-to-haves” included in this section, program evaluation is likely to be particularly valuable, and particularly variable in cost. Evaluation costs in southeastern Pennsylvania have been driven by two main factors: the cost of hiring trained and certified evaluators to observe Apprentices classrooms using validated tools (such as e.g. CLASS Assessments), and the cost of the evaluators’ time cleaning, analyzing and presenting data. Depending on the research questions a given set of local Apprenticeship program partners brings to the table, the depth, breadth and formality of evaluation techniques used will likely vary, along with the costs. The earlier these research questions can be decided, and an evaluation partner solicited and brought into the partnership, the easier it will be for partners to set this budget line, develop or identify the tools needed for their approach to work, and otherwise build evaluation efforts into overall program design.

total 3-year cost:

“BUDGET”

\$409,665

\$16,387/student
\$5,462/student/year

“RIGHT-SIZED”

\$946,730

\$37,869/student
\$12,623/student/year

“HIGH-TOUCH”

\$1,551,115

\$62,045/student
\$20,682/student/year

Assumptions: 25 students, 3 years, tuition fully covered by T.E.A.C.H. (inc. apprentice/employer contributions)

As the preceding pages demonstrate, it is no simple process to apply a one-size-fits-all “price tag” to the CDA-to-Associate’s Degree ECE Registered Apprenticeship model. Total costs jump by roughly \$500,000 between the “Budget” and “Right-Sized,” *and* between the “Right-Sized” and “High-Touch” models, but depending on the needs of the workers being targeted for a specific program, implementation partners may select their funding formulae for different program components from all three cost models: investing heavily in tutoring, for instance, while providing fewer employer subsidies, or vice versa.

There’s a good reason why Steps One and Two in the “Planning & Implementation” section of this Tool Kit are all-planning, zero-implementation: planning, especially assessing what makes *your* locale’s situation different from Philadelphia’s, or the surrounding suburban and rural areas, is vital to programmatic success once implementation begins. What makes Registered Apprenticeship programs so successful and mutually beneficial – in ECE just as much as in the building trades – is a significantly-greater degree of flexibility and responsiveness to local and industry contexts than most education or workforce development strategies can offer. This Tool Kit is just that: a set of helpful tools, meant to be used in whatever ways are most responsiveness to the needs of *your* local early childhood sector.

COST PROJECTIONS			
Personnel	Lo	Md	Hi
Y1	58500	87600	124000
Y2	58500	87600	124000
Y3	58500	87600	124000
Coaching	Lo	Md	Hi
Y1	34000	101000	150500
Y2	32500	95000	142500
Y3	32500	95000	142500
Employers	Lo	Md	Hi
Y1	2500	29000	34500
Y2	2500	4000	34500
Y3	2500	4000	34500
Bridge	Lo	Md	Hi
Y1	0	6000	6000
Degree	Lo	Md	Hi
Y1	47250	70950	107250
Y2	16500	35200	71500
Y3	16500	35200	71500
Admin	Lo	Md	Hi
Y1	26000	54500	148000
Y2	1000	54500	81000
Y3	1000	54500	81000
Indirect	Lo	Md	Hi
Y1	8415	17450	28515
Y2	5500	13815	22675
Y3	5500	13815	22675
TOTAL	\$ 409,665	\$ 946,730	\$1,551,115

OPTIONS FOR ACCESSING PUBLIC FUNDING

While private philanthropic support has been invaluable in launching ECE Registered Apprenticeship programs in Southeastern Pennsylvania, sustainable program funding requires much more reliance on public funding streams which support the Registered Apprenticeship model more broadly. Support for Apprenticeship was written into the federal Workforce Innovation & Opportunity Act (WIOA), and this support must be reflected in State and Local Plans required under WIOA. In most states and local workforce development areas, some amount of **WIOA Title I education and training dollars** are available to support new and/or existing Apprenticeship programs, while **WIOA Title II adult basic education dollars** can support Bridge courses, integrated education and training, or other early-stage program components. Many states also use discretionary funds to support Apprenticeship – look for grant programs offered by your state’s Departments of **Labor, Education** and/or **Economic Development** – while employers who sponsor your programs Apprentices may also be eligible for **tax credits**.

next steps:

Apprenticeship sits at the juncture of multiple complex systems, which can sometimes make the Registered Apprenticeship model itself appear complicated. The aim of this Tool Kit has been to lay out all of the many complications ECE Apprenticeship partnerships may encounter during their planning and implementation processes, and where possible to highlight the ways in which most of these “complications” actually represent opportunities for customization and responsiveness to specific local needs.

If you’ve read this far, your immediate “Next Steps” are simple: flip back to page 19, and begin with Step One: determining local need.

But if you have additional questions – or whenever questions arise, whatever “step” your local partnership finds itself on – the Training Fund and its partners are available to consult on the replication of ECE Registered Apprenticeship locally, regionally, and nationally. This Tool Kit is intended to provide interested parties with the “bare bones” of the planning and implementation processes the Training Fund and partners completed over 18 months, as well as some lessons learned and Best Practices identified as implementation has subsequently progressed.

Inquiries regarding consulting opportunities should be directed to Nikia Brown by email at nbrown@1199ctraining.org.



appendices

The following pages lay out major steps required for the **planning and implementation** of successful Early Childhood Education Registered Apprenticeship programs. Whether a large program or small, in an urban, suburban or rural setting, Apprenticeships generally – and ECE Apprenticeships specifically – feature many of the same **decision points** and **considerations**. This Tool Kit also provides a list of **resources** that individuals and teams planning for an ECE program may find helpful at each step along the way.

page 40: STANDARDS OF APPRENTICESHIP

page 55: WORKFORCE STATISTICS & WAGE SCHEDULE

page 56: WORK PROCESS / RELATED INSTRUCTION SCHEDULE

page 68: SAMPLE COURSE CROSSWALK

page 70: SELECTION PROCEDURES (UNIONIZED “JOINT” PROGRAMS)

page 75: COACH/MENTOR COMPETENCY CHECKLIST

page 84: RECRUITMENT MATERIALS

STANDARDS OF APPRENTICESHIP

DEVELOPED BY

District 1199C Training & Upgrading Fund and
Philadelphia Early Childhood Education Employers

FOR THE OCCUPATION OF

Early Childhood/Pre-K Teacher
DOT CODE: 092.227-018 O*NET CODE: 25-2011.00

APPROVED BY

Pennsylvania Apprenticeship & Training Council

These model Guidelines for Apprenticeship Standards are an example of how to develop apprenticeship standards that will comply with Part IV Apprenticeship & Training Council, Chapters 81 and 83 when tailored to a sponsor's apprenticeship program. These model Standards do not create new legal requirements or change current legal requirements. The legal requirements related to apprenticeship that apply to registered apprenticeship programs are contained in Part IV, Chapters 81 and 83.

In cooperation with the US Department of Labor, Office of Apprenticeship.

FOREWORD

These Philadelphia Early Childhood Education Provider Coalition Apprenticeship Standards have as their objective, the training of Early Childhood/Pre-K Teachers skilled in all phases of the industry. The Apprenticeship Sponsor recognizes that in order to accomplish this, there must be a well-developed on-the-job learning (OJL) and related instruction program.

This recognition has resulted in the development of these Apprenticeship Standards. They were developed in accordance with the basic standards recommended by the Pennsylvania Apprenticeship & Training Council in cooperation with the U.S. Department of Labor, Office of Apprenticeship Training, as a basis from which local Apprenticeship Sponsors can work to develop and establish an apprenticeship training program that meets the particular needs of the area.

DEFINITIONS

APPRENTICE: Any individual employed by the sponsor meeting the qualifications described in the Standards of Apprenticeship who has signed an Apprenticeship Agreement with the Apprenticeship Sponsor providing for training and related instruction under these Standards, and who is registered with the Pennsylvania Apprenticeship & Training Council.

APPRENTICE ELECTRONIC REGISTRATION (AER): Is an electronic tool that allows for instantaneous transmission of apprentice data for more efficient registration of apprentices and provides Program Sponsors with a faster turnaround on their submissions and access to their apprenticeship program data.

APPRENTICESHIP AGREEMENT: The written agreement between the apprentice and the Apprenticeship Sponsor setting forth the responsibilities and obligations of all parties to the Apprenticeship Agreement with respect to the apprentices employment and training under these Standards. Each Apprenticeship Agreement must be registered with the Pennsylvania Apprenticeship Council.

APPRENTICESHIP COMMITTEE (COMMITTEE): Apprenticeship Committee (Committee) means those persons designated by the sponsor to act as an agent for the sponsor in the administration of the program.

CAREER LATTICE: Career lattice apprenticeship programs include occupational pathways that move an apprentice laterally or upward within an industry. These programs may or may not include an interim credential leading to the Certificate of Completion of Apprenticeship credential.

CERTIFICATE OF COMPLETION OF APPRENTICESHIP: The Certificate of Completion of Apprenticeship issued by PATC to those registered apprentices certified and documented as successfully completing the apprentice training requirements outlined in these Standards of Apprenticeship.

EMPLOYER: Generally, an employer means any person or organization that employs an apprentice under these apprenticeship standards.

EMPLOYER ACCEPTANCE AGREEMENT: The written agreement between the sponsoring organization and the individual employer wishing to participate in the apprenticeship program under which these Standards are registered.

JOURNEYWORKER: A recognized level of competency as recognized within the industry. Use of the term may also refer to a mentor, technician, specialist or other skilled worker.

or

An individual who has documented sufficient skill and knowledge of a trade, craft or occupation, either through formal apprenticeship or through practical on-the-job experience, and formal training. This individual is recognized by his/her employer as being fully qualified to perform the work of the trade, craft or occupation.

O*NET-SOC CODE: The Occupational Information Network (O*NET) codes and titles are based on the new Standard Occupational Classification (SOC) system mandated by the federal Office of Management and Budget for use in collecting statistical information on occupations. The O*NET classification uses an 8-digit O*NET-SOC code. Use of the SOC classification as a basis for the O*NET codes ensures that O*NET information can be readily linked to labor market information such as occupational employment and wage data at the national, State, and local levels.

ON-THE-JOB LEARNING: Tasks learned on the job which the apprentice must be proficient before a completion certificate is granted. The learning must be through structured, supervised work experience.

PROGRAM SPONSOR: The local Apprenticeship Sponsor in whose name these Standards will be registered, and which will have the full responsibility for administration and operation of the apprenticeship program. This multi-employer group Apprenticeship is sponsored by the District 1199C Training & Upgrading Fund.

REGISTERED APPRENTICESHIP PARTNERS INFORMATION DATA SYSTEM (RAPIDS): The Federal system which provides for the automated collection, retention, updating, retrieval and summarization of information related to apprentices and apprenticeship programs.

REGISTRATION AGENCY: Pennsylvania Apprenticeship & Training Council. (PATC)

RELATED INSTRUCTION: An organized and systematic form of instruction designed to provide the apprentice with knowledge of the theoretical and technical subjects related to his/her occupation. Related instruction for this Apprenticeship is provided by Community College of Philadelphia (CCP).

STANDARDS OF APPRENTICESHIP: This entire document including all appendices and attachments hereto, and any future modifications or additions approved by PATC.

SUPERVISOR OF APPRENTICES: An individual designated by the program sponsor to supervise or have charge and direction of an apprentice.

TE.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® PENNSYLVANIA Scholarship Program: TE.A.C.H. works with providers, colleges and child care staff to offer scholarship programs and support systems that improve the education and

compensation of child care workers. T.E.A.C.H. is administered by the Pennsylvania Child Care Association (PACCA). Every T.E.A.C.H. scholarship has four key components:

- Scholarship: The scholarship covers most of the cost for tuition and books. Recipients also receive a travel stipend each semester they are enrolled in class. T.E.A.C.H. requires that the sponsoring child care program offer paid release time for the student to attend class, study, or handle personal needs. Participants are assigned a counselor to assist them in scholarship management and career development.
- Education: In one scholarship year, each participant must successfully complete a required number of credit hours toward a degree or credential in early childhood education.
- Compensation: At the end of the scholarship year, if they complete their educational requirement, participants are eligible to receive either a stipend or a raise.
- Commitment: Participants agree to continue working in their child care program for one year after each scholarship year.

WORK PROCESSES: Tasks in which the Apprentice must demonstrate proficiency before a completion certificate is granted.

WORKPLACE COACH: A workplace coach trained and mentored by the Delaware Valley Association for the Education of Young Children (DVAEYC) will provide 1on-1 on-the-job support and coaching for all apprentices. Workplace Coaches are selected by the Apprentice's employer.

I. PROGRAM ADMINISTRATION

The Philadelphia Early Childhood Education Apprenticeship Committee will carry out the responsibilities and duties required of a Program Sponsor as described in these Standards of Apprenticeship. A list of Committee members and the areas of expertise they represent will be provided to the Registration Agency.

Structure of the Apprenticeship Committee

Membership on the Apprenticeship Committee will be composed of representatives selected by participating employers and from each non-profit partner in this project: the District 1199C Training & Upgrading Fund (sponsor), Community College of Philadelphia (CCP – related instruction provider), and the Delaware Valley Association for the Education of Young Children (DVAEYC – mentorship manager). The Southeast Regional Key (SERK) at the Public Health Management Corporation (PHMC) and the City of Philadelphia Mayor's Office of Education (MOE) will also be represented on the Committee.

Responsibilities of Apprenticeship Committee

The Apprenticeship Committee will:

- A. Cooperate in the selection of apprentices as outlined in this program.
- B. Ensure that apprentices are under written Apprenticeship Agreements and register the local apprenticeship standards and agreements with PATC.

C. Review and recommend apprenticeship activities in accordance with this program.

D. Establish the minimum standards of education and experience required of apprentices.

E. Meet at least every three months to review records and progress apprentices in training and recommend improvement or modification in training schedules, schooling and other training activities. Written minutes of the meeting will be kept.

F. Hear and resolve all complaints of violation of Apprenticeship Agreements.

G. Arrange tests or evaluations for determining the apprentice's progress in manipulative skills and technical knowledge.

H. Maintain a record of all apprentices, showing their education, experience, and progress in learning the occupation.

I. Determine the physical fitness of qualified applicants to perform the work of the occupation that may require a medical examination prior to employment.

J. Advise apprentices on the need for accident prevention and provide instruction with respect to safety in the workplace.

K. Certify to the local sponsors that apprentices have successfully completed their apprenticeship program.

L. Notify PATC of all new apprentices to be registered, credit granted, suspensions for any reason, reinstatements, extensions, completions and cancellations with explanation of causes and notice of completions of Apprenticeship Agreements.

M. Supervise all the provisions of the local standards and be responsible, in general, for the successful operation of the standards by performing the duties here listed by cooperating with public and private agencies which can be of assistance by obtaining publicity to develop public support of apprenticeship and by keeping in constant touch with all parties concerned; apprentices, employers and journeyworkers.

II. EQUAL OPPORTUNITY PLEDGE – PA Regulation Part IV, Chapter 81, para 81.12

The recruitment, selection, employment, and training of apprentices during their apprenticeship, will be without discrimination because of race, color, religion, national origin, or sex. The individual employers will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under PA Regulation Part IV, Chapter 81.12.

III. AFFIRMATIVE ACTION PLAN – PA Regulation Part IV, Chapter 81.21

If the an individual employer employs five or more apprentices, the respective employer will adopt an Affirmative Action Plan and Selection Procedures as required under PA Regulation Part IV, Chapter 81.5

IV. QUALIFICATIONS FOR APPRENTICESHIP – PA Regulation Part IV, Chapter 81, para 81.31 (2)(i)

Applicants shall meet the following minimum qualifications:

A. Age

Participating Employers will establish qualifications regarding minimum age limits. (Applicant must provide evidence of minimum age respecting any applicable State Laws or regulations.) Apprentices must not be less than 16 years of age.

B. Education

A high school diploma or GED equivalency is required. Applicant must provide an official transcript(s) for high school and post high school education and training. All GED records must be submitted if applicable.

Additionally, all applicants must possess a valid Child Development Associate (CDA) credential, and must be able to supply the Apprenticeship Committee with documentation of the validity of their credential(s).

Finally, all applicants must complete a College Bridge program with the District 1199C Training & Upgrading Fund, preparing them generally for the rigors of an accelerated post-secondary educational program, and specifically for the Community College of Philadelphia's ACCUPLACER College Placement Test. Admission into the College Bridge will be managed jointly by the District 1199C Training Fund and each applicant's employer.

C. Physical

Applicants will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others. Applicants may be subject to a physical agility or fitness test, or screened for the current illegal use of drugs or both on acceptance into the program and prior to being employed.

D. Aptitude Test

All applicants must complete the ACCUPLACER College Placement Test qualifying them for admission into the Community College of Philadelphia's ECE Associate's Degree program.

V. SELECTION OF APPRENTICES – PA Regulation Part IV, Chapter 81, para 81.31 through 81.35

Selection into the apprenticeship program will be in accordance with the following procedures:

A. Application Procedures

Applications for the apprenticeship program will be distributed to all successful completers of the District 1199C Training Fund College Bridge. All applications will be identical in form and requirements. In order to be considered for the apprenticeship program, applicants must gather all required documents and make an application packet consisting of:

- Certificate of College Bridge program completion
- Signed copy of application
- Copy of valid driver's license
- Signed recommendation from employer
- Handwritten or typed essay

If the applicant has any questions on the qualifications or needs additional information to complete the application, it will be provided by the Training Fund.

Applicants should hand deliver the completed application package to:

District 1199C Training & Upgrading Fund
ATTN: Early Childhood Education Apprenticeship Coordinator
100 South Broad Street, 10th Floor
Philadelphia, PA 19110

Receipt of the properly completed application form, along with required supporting documents will constitute the completed application.

Completed applications will be checked for minimum qualifications. Applicants deficient in one or more qualifications or requirements or making false statements on their application will be disqualified. The applicant may inquire about the appeal rights available to them. No further processing of the application will be taken.

Applicants meeting the minimum qualifications and submitting the required documents will be invited to the Community College of Philadelphia (CCP) Admissions Phase of the application process. Applicants will complete accelerated remedial coursework preparing them for the ACCUPLACER College Placement Test qualifying them for admission into the Community College of Philadelphia's ECE Associate's Degree program.

Applicants completing and passing the ACCUPLACER test will be notified of when and where to report for an interview with the Apprenticeship Committee. CCP determines what constitutes a passing grade on the aptitude test. An applicant may only miss or reschedule one (1) interview before being disqualified.

B. Selection Procedures

The Apprenticeship Committee will schedule an interview for each applicant that has passed the ACCUPLACER test. All applicants who have met the minimum qualifications, passed the aptitude test, and have submitted the required documents must be notified of the date, time, and location to appear.

The interviewer(s) will rate each applicant during the interview on each of the factors on the applicant rating form, taking into account the information on the application and required documents, if applicable. The interviewer(s) will record the questions asked and the general nature of the applicant's answers. The interviewer(s) will then complete an interview sheet and add comments about the applicant. After completing the interview, the individual rating scores of the interviewer(s) will be added together and averaged to determine the applicant's final interview(s) rating.

Applicants will be placed on a "Ranking List" according to the following system:

- Interview: 50% of total score
- ACCUPLACER Test: 50% of total score

Applicants will be accepted in cohorts of no more than 18 students; the number of accepted applicants may not exceed the number of seats available in the cohort(s) for which apprentices are currently being recruited at the time of application. The highest-ranked applicants on the Ranking List, and their employers, will be notified on their selection by telephone and/or email. It will be the responsibility of the applicant to keep the FTI informed of their current telephone number and email address.

Selected applicants must respond to the notice of selection within 72 hours of notice. Non-responsive applicants may be passed over in favor of lower-ranked applicants on the Ranking List.

C. Maintenance of Records

The District 1199C Training & Upgrading Fund will keep adequate records on behalf of the Apprenticeship Committee, including a summary of the qualifications of each applicant, the basis for evaluation and for selection or rejection of each applicant, the records pertaining to interviews of applicants, the original application for each applicant, information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination, rates of pay or other forms of compensation or conditions of work, hours including hours of work and, separately, hours of training provided, and any other records pertinent to a determination of compliance with the regulations at 29 CFR Part 30, as may be required by the US Department of Labor. The records pertaining to individual applicants, selected or rejected, will be maintained in such manner as to permit the identification of minority and female (minority and non-minority) participants.

VI. APPRENTICESHIP AGREEMENT – PA Regulation Part IV, Chapter 83, para 83.3 (b)

After an applicant for apprenticeship has been selected, but before employment as an apprentice or enrollment in related instruction, the apprentice shall be covered by a written Apprenticeship Agreement (Appendix B) signed by the Sponsor and the apprentice and approved by and registered with PATC. Such agreement shall contain a statement making the terms and conditions of these Standards a part of the agreement as though expressly written therein. A copy of each Apprenticeship Agreement will be furnished to the apprentice, PATC and the employers.

An additional copy of this Apprenticeship Agreement will be provided to the Veteran's State Approving Agency for those veteran apprentices desiring access to any benefits to which they are entitled.

Prior to signing the Apprenticeship Agreement, each selected applicant shall be given an opportunity to read and review these Standards, the Apprenticeship Committee's written rules and policies, and the Apprenticeship Agreement.

PATC will be advised promptly of the execution of each Apprenticeship Agreement and will be given all the information required for registering the apprentice.

VII. RATIO OF APPRENTICES TO JOURNEYWORKERS – PA Regulation Part IV, Chapter 83.5 (b)(7).

Consistent with proper supervision, training, safety, and continuity of employment throughout the apprenticeship, the ratio of apprentices to journeyworkers shall be consistent with applicable state requirements. At no time shall the number of apprentices exceed the number of journey-level workers on the jobsite.

VIII. TERM OF APPRENTICESHIP – PA Regulation Part IV, Chapter 83, para 83.5 (b)(2)

The term of the occupation shall be 24 months with an on-the-job learning attainment of 4,000 hours supplemented by the required hours of related instruction as stated on the Sample Work Processes and Related Instruction outlines (Appendix A). Full credit shall be given for the probationary period.

IX. PROBATIONARY PERIOD – PA Regulation Part IV, Chapter 83, para 83.5 (b)(8)

All applicants selected for apprenticeship shall serve a probationary period of not less than two months of On-the-Job Learning. During the probationary period, either the apprentice or the Sponsor and/or Employer may terminate the Apprenticeship Agreement without stated cause, by notifying the other party in writing. The records for each probationary apprentice shall be reviewed prior to the end of the probationary period. Records may consist of periodic reports regarding progression made in both the OJL and related instruction, and any disciplinary action taken during the probationary period.

Any probationary apprentice evaluated as satisfactory after a review of the probationary period shall be given full credit for the probationary period and continue in the program. After the probationary period the Apprenticeship Agreement may be canceled at the request of the apprentice, or may be suspended or canceled by the Sponsor and or Employer for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. In such cases, the Sponsor will provide written notice to the apprentice and to PATC of the final action taken.

X. HOURS OF WORK

Apprentices will generally work the same hours as journeyworkers, except that no apprentice shall be allowed to work overtime if it interferes with participation in related instruction. Apprentices who do not complete the required hours of OJL during a given segment will have the term of that segment extended until the required number of hours of training are accrued.

XI. APPRENTICE WAGE PROGRESSION – PA Regulation Part IV, Chapter 83, para 83.5 (b)(5), (5)(i), (ii), (iii), (iv) and (v).

Apprentices shall be paid a progressively increasing schedule of wages during their apprenticeship based on the acquisition of increased skill and competence on the job and in related instruction. Before an apprentice is advanced to the next segment of training or to journeyworker status, the Employer will evaluate all progress to determine whether advancement has been earned by satisfactory performance in their OJL and in related instruction courses. In determining whether satisfactory progress has been made, the Employer shall be guided by the work experience and related instruction records and reports.

The progressive wage schedule will be an increasing percentage of the journeyworker wage rate as established by the Sponsor and or Employer. The percentages that will be applied to the applicable journeyworker rate are shown on the attached Sample Work Processes and Related Instruction Outline. In no case will the starting wages of apprentices be less than that required by any minimum wage law which may be applicable.

XII. CREDIT FOR PREVIOUS EXPERIENCE – PA Regulation Part IV, Chapter 83, para 83.5 (b)(12).

The Sponsor and/or Employer, in consultation with the related instruction provider, may grant credit towards the term of apprenticeship to new apprentices who demonstrate previous acquisition of skills or knowledge equivalent to that which would be received under these Standards.

Apprentice applicants seeking credit for previous experience gained outside the supervision of the Employer must submit the request at the time of application and furnish such records, affidavits, and other documentation to substantiate the claim. Applicants requesting such credit who are selected into the apprenticeship program will start at the beginning wage rate. The request for credit will be evaluated and a determination made by the Sponsor and or Employer during the probationary period when actual on-the-job and related instruction performance can be examined. Prior to completion of the probationary period, the amount of credit to be awarded will be determined after review of the apprentice's previous work and training/education record and evaluation of the apprentice's performance and demonstrated skill and knowledge during the probationary period.

An apprentice granted credit will be advanced to the wage rate designated for the period to which such credit accrues. PATC will be advised of any credit granted and the wage rate to which the apprentice is advanced. The granting of advanced standing will be uniformly applied to all apprentices.

XIII. WORK EXPERIENCE – PA Regulation, Part IV, Chapter 83, para 83.5 (b)(3)

During the apprenticeship the apprentice will receive such OJL and related instruction in all phases of the occupation necessary to develop the skill and proficiency of a skilled journeyworker. The OJL will be under the direction and guidance of a journey person and/or mentor.

XIV. RELATED INSTRUCTION – PA Regulation Part IV, Chapter 83, para 83.5 (b)(4)

During each segment of training each apprentice is required to participate in coursework related to the job as outlined in Appendix A. For each occupation, the recommended term of apprenticeship will include no less than 144 hours of related instruction in Early Childhood Education for each year of the apprenticeship. Apprentices agree to take such courses as the Sponsor deems advisable. Related instruction will be provided by the Community College of Philadelphia (CCP). CCP shall confer college credit for the completion of relevant coursework. Compensation of Apprentices during related instruction hours shall be governed based on the terms stipulated by the T.E.A.C.H. Scholarship Program administered by PACCA (the Pennsylvania Child Care Association).

All apprentices shall be considered CCP students, and shall abide by CCP's Code of Conduct and other relevant documents while completing related instruction. In cases of failure to fulfill the obligations regarding related instruction (or OJL) without due cause, the Sponsor and or Employer will take appropriate disciplinary action and may terminate the Apprenticeship Agreement after due notice to the apprentice and opportunity for corrective action.

To the extent possible, related instruction will be closely correlated with the practical experience and training received on the job. The Sponsor and or Employer will monitor and document the apprentice's progress in related instruction classes.

XV. SAFETY AND HEALTH TRAINING – PA Regulation Part IV, Chapter 83, para 83.5 (b)(9)

All apprentices will receive instruction in safe and healthful work practices both on-the-job and in related instruction that are in compliance with the Occupational Safety and Health Standards

promulgated by the Secretary of Labor under 29 U.S.C. 651 et seq., as amended, dated December 29, 1970, and subsequent amendments to that law or State Standards that have been found to be at least as effective as the Federal Standards.

Apprentices will be taught that accident prevention is very largely a matter of education, vigilance, and cooperation and that they should strive at all times to conduct themselves in their work to ensure their own safety and that of their fellow workers.

XVI.SUPERVISION OF APPRENTICES – PA Regulation, Part IV,Chapter 83, para 83.5 (b)(14)

The employer will be responsible for the training of the apprentice on the job. Apprentices will be under the general supervision of the employer and under the direct supervision of the journeyworker and/or mentor to whom they are assigned. The supervisor of the apprentice(s) designated by the employer will, with the advice and assistance of the Sponsor, be responsible for ensuring the apprentice is working under the supervision of a skilled journeyworker, evaluation of work performance, and completion and submission of progress reports to the Sponsor. *No apprentice will be allowed to work without appropriate journeyworker supervision.*

XVII.RECORDSAND EXAMINATIONS – PA Regulation Part IV, Chapter 83, para 83.5 (b)(22).

Each apprentice may be responsible for maintaining a record of his/her work experience/training on the job and in related instruction and for having this record verified by his/her supervisor at the end of each week. The apprentice will authorize an effective release of their completed related instruction records from Community College of Philadelphia authorities to the Sponsor. The record cards and all data, written records of progress evaluations, corrective and final actions pertaining to the apprenticeship will be the property of the Sponsor. This record will be included in each apprentice's record file maintained by the Sponsor and Employer.

Before each period of advancement, or at any other time when conditions warrant, the Sponsor and or Employer will evaluate the apprentice's record to determine whether he/she has made satisfactory progress. If an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the Sponsor and or Employer may determine whether the apprentice will continue in a probationary status, or require the apprentice to repeat a process or series of processes before advancing to the next wage classification. In such cases, the Sponsor and or Employer will initiate a performance improvement plan with the apprentice.

Should it be found that the apprentice does not have the ability or desire to continue the training to become a journeyworker, the Sponsor and or Employer will, after the apprentice has been given adequate assistance and opportunity for corrective action, terminate the Apprenticeship Agreement.

XVIII. MAINTENANCE OF RECORDS – PA Regulation Part IV, Chapter 81, para 81.51.

The Sponsor and or Employer will maintain for a period of five (5) years from the date of last action, all records relating to apprentice applications (whether selected or not), the employment and training of apprentices, and any other information relevant to the operation of

the program. This includes, but is not limited to, records on the recruitment, application and selection of apprentices, and records on the apprentice's job assignments, promotions, demotions, layoffs, terminations, rate of pay, or other forms of compensation, hours of work and training, evaluations, and other relevant data. The records shall permit identification of minority and female (minority and non-minority) participants. The records will be made available on request to PATC.

XIX. CERTIFICATE OF COMPLETION OF APPRENTICESHIP – PA Regulation, Part IV, Chapter 83, para 83.5 (b)(15)

Upon satisfactory completion of the requirements of the apprenticeship program as established in these Standards, the Sponsor shall so certify in writing to PATC and request that a Certificate of Completion of Apprenticeship be awarded to the completing apprentice(s). Such requests shall be accompanied by the appropriate documentation for both the OJL and the related instruction as may be required by PATC.

XX. NOTICE TO REGISTRATION AGENCY – PA Regulation Part IV, Chapter 83, para 83.5 (b)(17) and (18)

PATC will be notified promptly of all new apprentices to be registered, credit granted, suspensions for any reason, reinstatements, extensions, modifications, completions, cancellations, and terminations of Apprenticeship Agreements and causes.

XXI. CANCELLATION AND DEREGISTRATION – Title 29 CFR 29.5(b)(17)

These Standards will, upon adoption by the Sponsor be submitted to PATC for approval. Such approval will be acquired before implementation of the program.

The District 1199C Training & Upgrading Fund and its participating employer partners reserve the right to discontinue at any time the apprenticeship program set forth herein. PATC will be notified promptly in writing of any decision to cancel the program.

Deregistration of these Standards may be initiated by PATC for failure of the Sponsor to abide by the provisions herein. Such deregistration will be in accordance with PATC's regulations and procedures.

Within fifteen (15) days of cancellation of the apprenticeship program (whether voluntary or involuntary), the Sponsor will notify each apprentice of the cancellation and the effect of same. This notification will conform to the requirements of PA Regulation Part IV, Chapter 83, para 83.7 (9).

XXII. AMENDMENTS OR MODIFICATIONS – PA Regulation Part IV, Chapter 83, para 83.3(e)

These Standards may be amended or modified at any time by the sponsor provided that no amendment or modification adopted shall alter any Apprenticeship Agreement in force at the time without the consent of all parties. Such amendment or modification will be submitted to PATC for approval and registration prior to being placed in effect. A copy of each amendment or

modification adopted will be furnished to each apprentice to whom the amendment or modification applies.

XXIII. ADJUSTING DIFFERENCES/COMPLAINT PROCEDURE – PA Regulation Part IV, Para 81.71

Philadelphia Early Childhood Education Apprenticeship Committee will have full authority to supervise the enforcement of these Standards. Its decision will be final and binding on the employer and the apprentice, unless otherwise noted below.

If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the apprenticeship program or violates the provisions of the Apprenticeship Agreement or Standards, relief may be sought through one or more of the following avenues, based on the nature of the issue:

PA Regulation Part IV, Chapter 81, para 81.71

Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with PATC or, at the apprentice or applicants election, with the private review body established by the program sponsor (if applicable).

The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the program sponsor involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.

The complaint must be filed not later than one hundred eighty (180) days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review body designated by the program sponsor to review such complaints, any referral of such complaint by the complainant to PATC must occur within the time limitation stated above or thirty (30) days from the final decision of such review body, whichever is later. The time may be extended by PATC good cause shown.

Complaints of harassment in the apprenticeship program may be filed and processed under PA Regulation Part IV, Chapter 81, para 81.71, and the procedures as set forth above.

The Sponsor will provide written notice of their complaint procedure to all applicants for apprenticeship and all apprentices.

XXIV. TRANSFER OF TRAINING OBLIGATION – PA Regulation, Part IV, Chapter 83, para 83.5 (b)(13)

The Sponsor and/or Employer may transfer an apprentice with his/her consent, from one employer to another, to provide continuous employment and to assure the apprentice more complete on-the-job learning experience in all aspects of the occupation.

XXV. RESPONSIBILITIES OF THE APPRENTICE

Apprentices, having read these Standards formulated by the Sponsor and signed an Agreement with the Sponsor, agree to all the terms and conditions contained therein and agree to abide by the Sponsor's rules and policies, including any amendments, serve such time, perform such manual training, and study such subjects as the Sponsor may deem necessary to become a skilled Early Childhood/Pre-K Teacher.

In signing the Apprenticeship Agreement, apprentices assume the following responsibilities and obligations under the apprenticeship program:

A. Perform diligently and faithfully the work of the occupation and other pertinent duties assigned by the Sponsor and the employer in accordance with the provisions of these Standards.

B. Respect the property of the employer and abide by the working rules and regulations of the employer and the Sponsor.

C. Attend and satisfactorily complete the required hours in the OJL and in related instruction in subjects related to the occupation as provided under these Standards.

D. Maintain and make available such records of work experience and training received on-the-job and in related instruction as may be required by the Sponsor.

E. Develop and practice safe working habits and work in such a manner as to assure his/her personal safety and that of other workers.

F. Work for the employer to whom the apprentice is assigned for the completion of apprenticeship, unless reassigned to another employer or the Apprenticeship Agreement is terminated by the Sponsor.

G. The apprentice will be provided with a copy of the written rules and policies and will sign an acknowledgment receipt of same. This procedure will be followed whenever revisions or modifications are made to the rules and policies.

XXVI. TECHNICAL ASSISTANCE

Technical Assistance, such as that from PATC or the U.S. Department of Labor, Office of Apprenticeship, and vocational schools, may be requested to advise the Sponsor.

The Sponsor is encouraged to invite representatives from industry, education, business, private and/or public agencies to provide consultation and advice for the successful operation of their training program.

XXVII.- OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS:

The District 1199C Training & Upgrading Fund hereby adopts these Standards of Apprenticeship on this 9th Day of January, 2017.

REPRESENTING THE Philadelphia Early Childhood Education Apprenticeship Training Committee:

Signature

Printed Name

Date

EMPLOYER ACCEPTANCE AGREEMENT

The foregoing undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by the District 1199C Training & Upgrading Fund. [**Employer Name**] agrees to carry out the intent and purpose of said Standards and to abide by the rules and decisions of the sponsor established under these Apprenticeship Standards. We have been furnished a true copy of the Standards and have read and understood them, and do hereby request certification to train apprentices under the provisions of these Standards, with all attendant rights and benefits thereof, until cancelled voluntarily or revoked by the sponsor or Pennsylvania Apprenticeship & Training Council. On-the-job, the apprentice is hereby guaranteed assignment to a skilled and competent journey worker and is guaranteed that the work assigned to the apprentice will be rotated so as to ensure training in all phases of work. Employer shall meet all requirements of PA Regulations 81.11 – 81.21 and indemnify and hold harmless Sponsor for failure to meet said Standards.

Signed: _____ Date: _____

Title: _____

Name of Company: _____

Address: _____

City/State/Zip Code: _____

Phone Number: _____

In the event I have 5 or more apprentices registered at one time, I will comply with Pennsylvania Regulation Chapter 81.21 through 81.54 and develop an affirmative action plan to include selection procedures.

WORKFORCE NUMBERS -

A. Total Workforce (Total number of employees within the company)

White Male _____

Minority Male _____

White Female _____

Minority Female _____

B. Number of Journeypersons

White Male _____

Minority Male _____

White Female _____

Minority Female _____

APPRENTICE WAGE SCALE – Early Childhood/ Pre-K Teacher

This employer is covered by the Fair Labor Standards Act; therefore, overtime will be paid at the required rates. The minimum wages to be paid apprentices will be the following rates:

1 st	X months	XXX	%	of	Journeyperson's	Rate
2 nd	X months	XXX	%	"	"	"
3 rd	X months	XXX	%	"	"	"
4 th	X months	100	%	"	"	"

Journeyperson's Rate as of (Date) 1/ 1/ 2017 is \$XX per hour

PATC use only – do not complete fields below this line

Registered with the Pennsylvania Apprenticeship & Training Council;

Chairman: _____

Secretary: _____

Date: _____

APPENDIX A:

WORK PROCESS SCHEDULE: Early Childhood/Pre-K Teacher

O*NET-SOC Code: 25-2011.00 RAPIDS Code: 0840

Description: Early Childhood/Pre-K Teachers are responsible for developing a cohesive teaching team, coordinating curriculum, and managing the day-to-day operational activities of Early Childhood/Pre-Kindergarten classrooms. Teachers must understand children's cognitive, social, emotional and physical development in order to ensure a safe and stimulating classroom environment where children are actively engaged and encouraged to succeed. Teachers must be skilled in communicating with both children and adults in order to meet the needs of the children, effectively guide teacher assistants, and resolve parental concerns.

Apprentice Early Childhood/Pre-K Teachers will receive training in the various work experiences listed below, developing and demonstrating mastery of work experience competencies. These competencies have been derived from the National Association for the Education of Young Children (NAEYC) Programmatic Student Learning Outcomes.

The order in which each Apprentice Teacher learns will be determined by the flow of work in the job, and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average Apprentice to learn each phase of the occupation and demonstrate needed competency. Give the broad diversity in settings and populations served, work-based learning requirements may be appropriately modified and customized to meet the unique requirements of individual workplace settings.

On-the-Job Learning (OJL) Competencies

A. Identify key theories of child development

(Approximately 1,000 hours over two years)

1. Demonstrate an understanding of how child development impacts the whole child.
2. Nurture positive relationships between children with their peers and others in the community.
3. Use information about family's strengths, interests, expertise, and vision for their child to support the child's learning and development.
4. Share enthusiasm and describe child's abilities and preferences during play.
5. Make connections between a child's development and how that impacts who they are.
6. Describe how child development depends on supportive and responsive relationships.
7. Consistently respond to children respectfully and in a timely manner.
8. Develop a list of 3-5 developmentally appropriate classroom norms.
9. Provide opportunities for one on one conversations between children and adults.
10. Talk with children about ideas related to their work, play and home life.
11. Arrange the environment so that children can work together on activities.

12. Describe how play fosters opportunities for children to learn and develop communication, problem solving and creativity skills.
13. Set aside large blocks of time for uninterrupted child directed play.
14. Observe play and identify examples of problem solving, communication and creativity.
15. Observe a child that may have been impacted by one of the following issues:
 - Inclusion
 - Diversity
 - Brain Development
 - Children and families at risk
 - Poverty
16. List ways that a child's growth, development and learning may have been impacted by:
 - Inclusion
 - Diversity
 - Brain Development
 - Children and families at risk
 - Poverty
17. List the different PA learning domains.
18. Talk to children about events that are going on in their lives.
19. Plan classroom activities using two different concepts from Child Development theorists.
20. Review the Pennsylvania 2014/16 Learning Standards Continuum (LSC).
21. Using the LSC discuss a time you have observed a child practice a developing skill.
22. Observe and identify an emerging skill in 5 children.
23. Create lessons to help develop an emerging skill in 3 children for your assigned age group.
24. Develop an age appropriate activity, using the Early Learning Standards, for an age group that you are not primarily responsible for.

B. Responsibly apply systematic observation, documentation, and other assessment techniques, in partnership with families and other professionals

(Approximately 600 hours over two years)

1. Recognize that caregivers can support parents/guardians in their role.
2. Offer parents/guardians information about health and social services and other resources in the community.
3. Encourage parents/guardians to talk about important family events and their children's special interests and behaviors at home.
4. Share information frequently with parents/guardians about the child's experiences in the center.
5. Encourage parents/guardians to understand the program and classroom routines.
6. Respect and tries to understand the parents/guardians views when they differ from providers.

8. Work with parents/guardians to identify the strengths and needs of each child.
9. Develop skills in observing and recording information about children and their families in a nonjudgmental manner for use in planning and carrying out daily programs.
10. Create a system for observing children.
11. Maintain observation system with no less than two observations per child.
12. Use available evaluation tools and screeners.
13. Consider goals and objectives for each child as well as the group.
14. Implement a plan for each child by identifying developmentally and culturally appropriate activities and materials each day.
15. Recognize possible learning problems and work with parents/guardians and specialists to develop plans specific to the needs of each child.
16. Implement recommended treatments by following referrals and working with the family to meet goals for the child.
17. Recognize and helps others recognize the needs of children and families who speak a different language and operate in a different cultural context.
18. Send home projects for the families to see the child's work.
19. Share progress with families on a regular basis.
20. Tell parents/guardians about children's achievements and shares their pleasures in new abilities.
21. Share with families how the quality of program and indicators of quality are measured. (e.g., Keystone STARS, Pre K Counts, NAEYC accreditation)
22. Identify the skills being learned in activities, helping families to understand the role of play and active learning in the instructional process.
23. Demonstrate knowledge of how observations effect lesson planning.
24. Demonstrate knowledge of how lesson planning connect to assessments.
25. Describe the difference between an assessment tool and a screener.
26. Conduct a screening of at least 5 children in your care.

C. Design, implement, and assess differentiated curricula and experiences to positively influence the development of children: ENVIRONMENT
(Approximately 280 hours over two years)

1. Provide space and a variety of age appropriate materials that encourage:
 - Large motor development
 - Sensory exploration
 - Fine motor development
 - Creative arts
 - Problem solving
 - Social development
 - Family representation and presence
2. Use materials and books that demonstrate acceptance of child's sex, family, race, language and culture.

3. Balance active and quiet, free and structured, individual and group, indoor and outdoor activities.
4. Establish a clean and safe environment for children by washing hands before and after meals, toileting and contact with bodily fluids.
5. Make sure toys are cleaned after being mouthed and on a weekly schedule.
6. Communicate frequently about children's health, nutrition, communicable diseases, and medications.
7. Limit sugar, salt, processed foods, artificial color and flavoring in meals and snacks; encourage parents/guardians to do the same.
8. Help children develop basic health habits.
9. Provide affection for the child.
10. Include children in food preparation and provide other nutrition education activities for the children.
11. Plan lessons that meet various levels of development in five learning domains.

D. Design, implement, and assess differentiated curricula and experiences to positively influence the development of children: LANGUAGE AND COGNITIVE DEVELOPMENT
(Approximately 280 hours over two years)

1. Engage in active instruction and modeling of positive social interactions.
2. Pose questions to children to initiate conversation or to encourage them to extend a conversation.
3. Participate in conversations with children that have 3-5 exchanges.
4. Use materials, books and equipment that are stimulating to each child and suitable to individual learning styles, including those of special needs.
5. Model correct book orientation.
6. Model turning pages carefully and in order.
7. Provide pointers and charts for children to practice tracking.
8. Reinforce children moving from top to bottom and left to right.
9. Provide rich environmental print in the classroom (e.g., posters, charts, word walls).
10. Provide a variety of materials (e.g., hands-on, print, and/or digital) for exploration of letters.
11. Provide opportunities in group and learning centers for identifying letters, words, numbers, and sentences.
12. Read to children daily in large groups, small groups, and individually.
13. Use strategies prior to reading to involve children in the text being read. (e.g., predict the topic of the text using front cover and/or illustrations, picture walk)
14. Attend to children's questions and comments during reading.
15. Ask questions about text during reading.
16. Allow children time to warm up to new ideas or activities without expecting them to fully participate.
17. Introduce new materials and activities by explaining what they are and providing instructions on their use.

18. Describe appropriate strategies for children’s participation or exploration of materials that may be challenging.
19. Demonstrate enthusiasm when introducing new materials.
20. Engage children in “what if” scenarios to discuss potentially dangerous or inappropriate responses and situations.

E. Design, implement, and assess differentiated curricula and experiences to positively influence the development of children:

PHYSICAL DEVELOPMENT (*Approximately 280 hours over two years*)

1. Arranges and encourages physical activities.
2. Provides a variety of materials from children’s culture (s), such as dances, music, finger plays and active games.
3. Communicates with children and their guardians about the importance of outdoor play and physical activity for healthy growth and development.
4. Adapts the program to meet the special needs of children with disabilities.
5. Provide opportunities to point to body parts when asked.
6. Provide dolls and puzzles with body parts.
7. Make outlines of body and add details to body parts.
8. Provide experiences that highlight the functions of body parts (e.g., add turkey baster to water table and discuss how a heart pumps, play a smell-identification game).
9. Provide light balls that easily fit in a hand. Encourage child to throw with one hand while stepping forward.
10. Provide targets for children to throw toward. (e.g., hula hoops or baskets)
11. Include toys and equipment that encourage active play. (e.g., three- or four-wheeled steerable vehicles, balls, climbers and slides, ramps)
12. Provide outside time daily.
13. Create opportunities for children to participate in large motor movement games that involve partners.
14. Engage in physical activity with the children
15. Provide space and opportunities for children to walk, run, and climb.
16. Provide opportunities for children to engage in gross motor activities inside. (e.g., dancing and moving to music, bean bag toss)
17. Include large motor movements during transitional times. (e.g., hop to the table, jump five times while you wait to wash your hands)
18. Include motor games and songs. (e.g., Skip to my Lou and The Farmer in the Dell)
19. Create obstacle courses to practice gross motor movements.
20. Teach and encourage children to participate in finger plays.
21. Provide opportunities to use scissors to cut lines.
22. Encourage and allow the time for children to dress independently.
23. Supply tweezers and tongs to grasp objects.
24. Provide a variety of smaller objects to manipulate.

25. Provide opportunities for children to pour water or milk and to serve their own foods.
26. Provide many opportunities for children to write and draw.
27. Maintain an art center with a variety of art tools that are accessible to the children.
28. Provide child-sized tools for classroom jobs.
29. Encourage children to use utensils and drinking cups appropriately during snack and mealtimes.

F. Design, implement, and assess differentiated curricula and experiences to positively influence the development of children:

CREATIVE DEVELOPMENT (*Approximately 280 hours over two years*)

1. Explicitly use vocabulary for elements and principles of music and movement. (e.g., rhythm, space, tempo, pitch)
2. Model appropriate use of instruments.
3. Call attention to the changes in music as children are listening.
4. Create opportunities for children to express themselves through a variety of music forms and through dance or body movements.
5. Encourage children to be creative during singing by changing words and song endings.
6. Model the use of various voice inflections and facial expressions during read-aloud.
7. Provide props and costumes associated with favorite stories.
8. Participate in dramatic play events as the audience, providing praise and applause
9. Provide opportunities for children to use three-dimensional materials. (e.g., clay, play dough, wood)
10. Allow for individual or group projects to extend over several days.
11. Display children's art work Provide multicultural art materials for use in self representation.
12. Encourage children to use materials for individual expression of feelings or thoughts.
13. Display children's and professional art throughout the classroom at the child's eye level.
14. Discuss the various types and characteristics of photography, painting, dance, performance.

G. Design, implement, and assess differentiated curricula and experiences to positively influence the development of children:

MATH, NUMBERS AND SCIENCE (*Approximately 280 hours over two years*)

1. Teach children counting songs, rhymes, and chants.
2. Provide and read books, poems, chants with numbers, and number concepts.
3. Use number words and numerals, including zero, in everyday situations.
4. Provide experiences with numbers through daily routines such as attendance and calendar.

5. Play number recognition games Model counting and comparing of objects in daily experiences.
6. Explicitly teach mathematical vocabulary. (e.g., “more than,” “less than,” “equal to”)
7. Notice children engaged in numerical play and describe what they are doing.
8. Ask open-ended questions to encourage children to talk about their thinking. (e.g., How do you know there are six blocks?)
9. Listen carefully to children’s responses, and restate their responses using clear, age-appropriate, mathematical language.
10. Read books about animals and their adaptation to the changing seasons.
11. Take outside walks to watch for bird migration and to notice weather changes.
12. Display pictures of various animals during different seasons.
13. Use outdoor time as opportunities to explore and investigate the environment.
14. Compare and contrast animals.
15. Provide opportunities to sort by size, color, shape, and texture.
16. Explicitly use science vocabulary. (e.g., solid, liquid, texture)
17. Encourage children to actively care for non-toxic plants provided within the classroom or outside.

H. Demonstrate ethical and professional standards and make decisions as part of a continuous collaborative learning, informed reflective practice and diverse field experiences

(Approximately 400 hours over two years)

1. Discuss issues that affect the program with appropriate staff and follow up on their resolution.
2. Work as a member of a team with others in the classroom and the program, including substitutes, parents/guardians and volunteers.
3. Support staff by offering assistance and supervision when needed.
4. Know the language resources of each family and uses these in the program.
5. Orient new or substitute caregivers and volunteers to routines and special needs and abilities of each child.
6. Implement procedures to help children transition from one age level classroom to another.
7. Know the social services, health and education resources of the community and use them when appropriate.
8. Continually evaluate own practices and performance to identify needs for professional growth.
9. Continue to gain knowledge of physical, cognitive, language, emotional and social development.
10. Take advantage of opportunities for professional and personal development by joining appropriate professional organizations and attending meetings, training courses and conferences.
11. Seek information relevant to the children they are providing care for.

12. Recognize that caregiver fatigue, low morale, and lack of work satisfaction decrease effectiveness and find ways to meet her/his own needs and maintain energy and enthusiasm.
13. Work cooperatively with other staff members, accepts supervision, and helps promote a positive atmosphere at the center.
14. Learn about new laws and regulations affecting center care, children and families.
15. Advocate for quality services and the rights of children.
16. Work with other professionals and parents/guardians to develop effective strategies to communicate to decision makers the needs of the children and families.
17. Is aware that normal developmental characteristics of children often make adults uncomfortable. The teacher can acknowledge these feelings in themselves, coworkers, and parents/guardians while minimizing their negative reactions.
18. Demonstrate ability to address disagreements or issues directly with colleague, rather than including others.
19. Adhere to strict confidentiality standards and make sure families and colleagues do also.
20. Acknowledge that family members are the child's primary teachers and are an expert on their child.
21. Create ongoing formal and informal opportunities to engage with families about their interests, strengths, expectations, concerns, joys, and achievements.
22. Use parents' preferred methods for communication.
23. Promote ongoing and reciprocal communication about day-to-day activities between staff and families.

I. Demonstrate effective oral and written communication skills in the discourse of discipline

(Approximately 600 hours over two years)

1. Is able to discuss problem behavior with parents/guardians in a constructive, supportive manner.
2. Model prosocial behaviors with peers, children, families and classroom visitors.
3. Address child by name, talk to each child daily and encourage each child to call one another by their name.
4. Has affection and appropriate physical contact with each child daily in ways that convey, appreciation, love, affection and security.
5. Encourage and support children in tasks that can cause frustration.
6. Help children through periods of stress, separation, transition, and other crises.
7. Help children recognize and accept their feelings by naming them for her when expressing them.
8. Comment directly, sincerely, and positively to children about their performance and ideas.
9. Has realistic expectations for age group.
10. Help children recognize and appreciate racial, ethnic, and ability differences.

11. Emphasize cooperation in games and activities so that each child experiences success.
12. Provide opportunities for all children to participate in classroom activities that allows them to feel successful, effective and gain a positive recognition of others.
13. Use a tone of voice that is not threatening or intimidating to children.
14. Speak frequently about expected behaviors.
15. Carefully plan out transitions and provides children with time to adjust.
16. Avoid overstimulating children's senses with chaos, clutter, noise and talking across the room.
17. Speak directly to children, at their level when conflict arises.
18. Encourage children to express their feelings and assert their rights in socially acceptable ways.
19. Encourage children to comfort and help one another.
20. Encourage children's attempts to use words to resolve conflicts.
21. Encourage cooperation rather than competition.
22. Encourage children to observe each other's body language or expressions when disagreeable behaviors exists.
23. Take precautions to avoid conflict. (provides learning environments with multiple toys, anticipates challenges when introducing new activities)
24. Know a variety of positive guidance methods- such as listening, reinforcement, and redirection- and can document proper use of all three.
25. Relate guidance practices to knowledge of each child's personality and level of development.
26. Establish guidelines for children's behavior that encourages self-control and that are simple, reasonable and consistent.
27. Is able to modify play when it becomes over stimulating for any of the children, including children with disabilities.
28. Give children real choices and accept the choices that are made.
29. Recognize that sometimes serious behavior problems are related to developmental or emotional problems and works cooperatively with parents/guardians towards solutions.
30. Is aware of each child's limitations and abilities, use guidance techniques accordingly, and explain rules at the child's level of understanding.

ESTIMATED TIME TO COMPLETE MASTERY OF COMPETENCIES * 4,000 HOURS

** The employer and journeyworker(s) assigned to supervise each apprentice shall (where and when appropriate) review all of the above work processes and adapt the appropriate competencies, which are appropriate for their Agency's specific needs or requirements and to ensure that the Apprentice is properly training in all aspects of the occupation.*

RELATED INSTRUCTION SCHEDULE: Early Childhood/Pre-K Teacher

O*NET-SOC Code: 25-2011.00 RAPIDS Code: 0840

The District 1199C Training & Upgrading Fund (program sponsor) and the Community College of Philadelphia (CCP – related instruction provider), with the assistance of the Delaware Valley Association for the Education of Young Children and Southeast Regional Key at the Public Health Management Corporation, have developed an adapted curriculum of related instruction for which all participating Apprentices must successfully complete.

The schedule of related instruction outlined here conforms with the requirements of CCP's Education: Early Childhood (Birth to 4th Grade) Associate's Degree Program; upon completion of this Program, Apprentices will receive an Associate in Arts degree. An outline of CCP course requirements for the Degree Program is attached to this schedule.

CCP's Education: Early Childhood (Birth to 4th Grade) Program develops the knowledge and competence of students interested in teaching or working in related careers with children birth through fourth grade. The Program provides a sound theoretical foundation in principles of child growth and development from the prenatal period through the primary years, as well as a functional understanding of programs and curricula appropriate for young children. Skills emphasized include child observation, curriculum planning for diverse learners, advocacy, and interpersonal and communication abilities.

Graduates of the Program will be prepared to work as childcare practitioners and directors, parent educators, children's recreation staff, teacher assistants and instructional aides. Graduates who wish to become certified teachers may transfer to and complete a Pennsylvania Department of Education-approved teacher certification program at a four year college or university.

The CCP Program is mapped to and fully aligned with the National Association for the Education of Young Children (NAEYC) Programmatic Student Learning Outcomes used to develop the OJL Competencies for this Apprenticeship Program. OJL and Related Instruction competency domains are fully identical, and hours of related instruction are roughly proportional to hours of OJL. A curriculum map demonstrating this alignment is attached to this schedule.

Related Instruction Competencies

A. Identify key theories of child development

(Approximately 177 hours over duration of degree program)

Required Courses and Clock Hours (15 clock hours =1 credit hour):

1. ED 105: Foundations of Early Childhood Education (15 hours)
2. ED 230: Integrating the Arts into Early Childhood Education (22.5 hours)
3. ED 250: Infant and Toddler Development and Curriculum (11.25 hours)
4. ED 255: Teaching English Language Learners (15 hours)
5. ED 265: Introduction to Special Education and Inclusive Practices (11.25 hours)
6. ED 290: Early Childhood Education Practicum (12 hours)
7. PSYCH 101: Introduction to Psychology (45 hours)
8. PSYCH 201: Child Psychology (45 hours)

**B. Responsibly apply systematic observation, documentation, and other assessment techniques, in partnership with families and other professionals
(Approximately 132 hours over duration of degree program)**

Required Courses and Clock Hours:

1. ED 105: Foundations of Early Childhood Education (15 hours)
2. ED 135: Family and Community Relationships (15 hours)
3. ED 250: Infant and Toddler Development and Curriculum (11.25 hours)
4. ED 265: Introduction to Special Education and Inclusive Practices (11.25 hours)
5. ED 290: Early Childhood Education Practicum (12 hours)
6. CIS 103: Applied Computer Technology (22.5 hours)
7. ENG 098: Fundamentals of Writing (15 hours)
8. ENG 099: Reading Improvement (15 hours)
9. ENG 101: English Composition I (15 hours)

C. Design, implement, and assess differentiated curricula and experiences to positively influence the development of children

(Approximately 391 hours over duration of degree program)

- **Environment**
- **Language & Cognitive Development**
- **Physical Development**
- **Creative Development**
- **Math, Numbers & Science**

Required Courses and Clock Hours:

1. ED 135: Family and Community Relationships (15 hours)
2. ED 151: Health, Safety and Nutrition for the Young Child (45 hours)
3. ED 230: Integrating the Arts into Early Childhood Education (22.5 hours)
4. ED 250: Infant and Toddler Development and Curriculum (11.25 hours)
5. ED 290: Early Childhood Education Practicum (12 hours)
6. BIO 106: General Biology I (60 hours)
7. ENG 098: Fundamentals of Writing (15 hours)
8. ENG 099: Reading Improvement (15 hours)
9. ENG 101: English Composition I (15 hours)
10. FNMT 017: Elementary Algebra (45 hours)
11. HIST 103: United States History - The 20th Century (45 hours)
12. MATH 1: Course TBD (45 hours)
13. MATH 2: Course TBD (45 hours)

D. Demonstrate ethical and professional standards and make decisions as part of a continuous collaborative learning, informed reflective practice and diverse field experiences

(Approximately 80 hours over duration of degree program)

Required Courses and Clock Hours:

1. ED 105: Foundations of Early Childhood Education (15 hours)

2. ED 135: Family and Community Relationships (15 hours)
3. ED 250: Infant and Toddler Development and Curriculum (11.25 hours)
4. ED 255: Teaching English Language Learners (15 hours)
5. ED 265: Introduction to Special Education and Inclusive Practices (11.25 hours)
6. ED 290: Early Childhood Education Practicum (12 hours)

E. Demonstrate effective oral and written communication skills in the discourse of discipline

(Approximately 150 hours over duration of degree program)

Required Courses and Clock Hours:

1. ED 255: Teaching English Language Learners (15 hours)
2. ED 265: Introduction to Special Education and Inclusive Practices (11.25 hours)
3. ED 290: Early Childhood Education Practicum (12 hours)
4. CIS 103: Applied Computer Technology (22.5 hours)
5. ENG 098: Fundamentals of Writing (15 hours)
6. ENG 099: Reading Improvement (15 hours)
7. ENG 101: English Composition I (15 hours)
8. ENG 102: The Research Paper (45 hours)

TOTAL RELATED INSTRUCTION HOURS * 930 HOURS

**CCP shall award an additional 9 credits to Apprentices for successful completion of OJL and demonstration of competency mastery. These credits shall correspond to the following required courses included in the Education: Early Childhood (Birth to 4th Grade) Associate's Degree Program course sequence:*

- *EDUCATION 204: Curriculum & Instruction (3 credits)*
- *EDUCATION 222: Language & Literacy Development in Early Childhood (3 credits)*
- *EDUCATION 245: Assessment of Young Children (3 credits)*

RELATED INSTRUCTION SCHEDULE: Early Childhood/Pre-K Teacher

Appendix I: Course Requirements for CCP Associate's Degree

O*NET-SOC Code: 25-2011.00 RAPIDS Code: 0840

Course Number & Name	Credits	Hours	Delivery Method	Scheduled For
ENG 101: English Composition I	3	45	<i>Contextualized</i>	1 Summer 2017
ED 105: Foundations of Early Childhood Education	3	45	Online or In-Class	1 Summer 2017
ED 135: Family and Community Relationships	3	45	Experience credit (CDA)	Fall 2017
ED 204: Curriculum and Instruction	3	45	OJL	Fall 2017
PSYCH 101: Introduction to Psychology	3	45	<i>Contextualized</i>	Fall 2017
ENG 102: The Research Paper	3	45	<i>Contextualized</i>	Fall 2017
MATH 118	3	45	TBD	Fall 2017
ED 222: Language and Literacy Development in Early Childhood	3	45	OJL	Spring 2018
ED 230: Integrating the Arts into Early Childhood Education	3	45	Experience credit (CDA)	Spring 2018
ED 245: Assessment of Young Children	3	45	OJL	Spring 2018
ED 250: Infant and Toddler Development and Curriculum	3	45	Online or In-Class	Spring 2018
PSYCH 201: Child Psychology	3	45	TBD	Spring 2018
CIS 103: Applied Computer Technology	3	45	TBD	Spring 2018
HIST 103: United States History - The 20th Century	3	45	<i>Contextualized</i>	1 Summer 2018
ED 265: Introduction to Special Education and Inclusive Practices	3	45	Online or In-Class	2 Summer 2018
ED 151: Health, Safety and Nutrition for the Young Child	3	45	Experience credit (CDA)	Fall 2018
ED 255: Teaching English Language Learners	3	45	Hybrid or In-Class	Fall 2018
BIO 106: General Biology I	4	60	TBD	Fall 2018

SAMPLE/TEMPLATE

Created by District 1199C Training & Upgrading Fund
Community College of Philadelphia
First Up (formerly DVAEYC)

RELATED INSTRUCTION SCHEDULE: Early Childhood/Pre-K Teacher
Appendix I: Course Requirements for CCP Associate's Degree
 O*NET-SOC Code: 25-2011.00 RAPIDS Code: 0840

Curriculum Map for: Education: Early Childhood (Birth to 4th) *Key Assessments Aligned with CKC

Key: I—Introduced. R—Reinforced and opportunity to practice. M—Mastery at exit level. A—Assessment evidence collected.

Programmatic Student Learning Outcomes					
	Identify key theories of child development K1.1- K.10C1	Responsibly apply systemic observation, documentation, and other assessment techniques, in partnership with families and other professionals K2.12C1, K4.1C1, K4.2C1 K1.5C2, K2.7C2,	Design, implement, and assess differentiated curricula and experiences to positively influence the development of every child K4.2C2, K4.4C2, K2.1C2, K1.6C2	Demonstrate ethical and professional standards and make decisions as part of continuous collaborative learning, informed reflective practice, and diverse field experiences K1.3C 2,	Demonstrate effective oral and written communication skills in the discourse of the discipline.
Required Education					
Courses					
ED 105	I, A			I	
ED 135		I, A	I, A	I	
ED 204	I, A	I	I, A	I	I
ED 214	I		I, A	I	I
ED 222	R		R		R

QUALIFICATIONS AND SELECTION PROCEDURES: Early Childhood/Pre-K Teacher

DOT CODE: 092.227-018

O*NET CODE: 25-2011.00

ADOPTED BY

EmployerName

AND

United Child Care Union, National Union of Hospital & Health Care
Employees, AFSCME, AFL-CIO



APPROVED BY

Pennsylvania Apprenticeship & Training Council

The certification of this selection procedure is not a determination that, when implemented, it meets the requirements of the Uniform Guidelines on Employee Selection Procedures (41 CFR, part 60-3) or 29 CFR part 30. Note that selection procedures may need to be modified to provide reasonable accommodations to qualified individuals with disabilities.

In cooperation with the US Department of Labor, Office of Apprenticeship.

SECTION I. MINIMUM QUALIFICATIONS

Apprentices shall be of legal working age.

A high school diploma or GED equivalency is required. Applicant must provide an official transcript(s) for high school and post high school education and training. All high school equivalency records must be submitted if applicable. Additionally, all applicants must possess a valid Child Development Associate (CDA) credential and must be able to supply the Apprenticeship Committee with documentation of the validity of their credential(s).

Applicants will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.

All applicants must complete Test of Adult Basic Education (TABE), as well as the [NAME] College Placement Test qualifying them for admission into the Delaware County Community College's ECE Associate's Degree program. When academic preparation classes are required based on an applicant's TABE scores and a college transcript review, performance in academic preparation classes will be taken into account in the selection process.

All applicants must complete an interview conducted by District 1199C Training & Upgrading Fund, and receive a satisfactory rating indicating motivation to complete the 2 to 2½ year apprenticeship program while working full time.

SECTION II. APPLICATION PROCEDURES

Applications for apprenticeship program cohorts will be periodically solicited by the Committee. Applications will be distributed electronically and made available at the worksite; any qualifying, CDA-holding incumbent worker or jobseeker may apply. Applicants must successfully complete the District 1199C Training & Upgrading Fund College Bridge OR meet the qualifications for admission to Delaware County Community College (DCCC) without the need for the College Bridge Program. Individuals not requiring the College Bridge Program may include those that have been deemed eligible for admission to the DCCC Early Childhood Education Program within the last ten (10) years, including those that are currently or previously enrolled at DCCC or another higher education institution whose transcripts have been approved by DCCC's Early Education Director.

All applications will be identical in form and requirements. In order to be considered for the apprenticeship program, applicants must gather all required documents and make an application packet consisting of:

- DCCC College Transcript OR DCCC determination that [NAME] admissions test is satisfactory for admission into the ECE Associate's Degree Program
- Copy of High School Diploma or High School Equivalency
- Signed copy of application
- Handwritten or typed essay

If the applicant has any questions on the qualifications or needs additional information to complete the application, answers and/or information will be provided by the District 1199C Training & Upgrading Fund.

Applicants should deliver the completed application package to:
District 1199C Training & Upgrading Fund
ATTN: Early Childhood Education Apprenticeship Coordinator
Address: 100 South Broad Street, 10th Floor, Philadelphia, PA 19110

Receipt of the properly completed application form, along with required supporting documents will constitute the completed application. Hand delivery, mail, e-mail and fax are acceptable delivery methods.

Completed applications will be checked for minimum qualifications. Applicants deficient in one or more qualifications or requirements or making false statements on their application will be disqualified. The applicant may inquire about the appeal rights available to them. No further processing of the application will be taken.

Applicants meeting the minimum qualifications and submitting the required documents will be invited to the DCCC Admissions Phase of the application process. Applicants will complete an accelerated [**PlacementTest**] course preparing them for the [**PlacementTest**] College Placement Test qualifying them for admission into the DCCC ECE Associate's Degree program. Individuals already approved for admission into or attending DCCC ECE Associate's Degree program and qualifying for or haven taken **English XXX and Math XXX** will not be required to take the [**PlacementTest**] preparation course.

Applicants already approved for admission or attending DCCC Early Childhood Education Program AND applicants completing and achieving [**PlacementTest**] test scores that meet the standards required by DCCC will be notified of when and where to report for an interview with the District 1199C Training & Upgrading Fund. DCCC determines what constitutes a passing grade on the aptitude test. An applicant may only miss or reschedule one (1) interview before being disqualified.

SECTION III. SELECTION PROCEDURES

The District 1199C Training & Upgrading Fund will schedule an interview for each applicant that has successfully completed the first phase of the application process, including passing the [**PlacementTest**] test and/or being approved for admission by the DCCC ECE Associate's Degree program: all applicants who have met the minimum qualifications, passed the aptitude test, and submitted required documents must be notified of a date, time, and location to appear.

The interviewer(s) will rate each applicant during the interview on each of the factors on the applicant rating form, taking into account the information on the application and required documents, if applicable. The interviewer(s) will record the questions asked and the general nature of the applicant's answers. The interviewer(s) will then complete an interview sheet and add comments about the applicant. After completing the interview, the individual rating scores of the interviewer(s) will be added together and averaged to determine the applicant's final interview(s) rating. Applicants will be placed on a "Ranking List" according to the following system:

- Interview: 50% of total score *
 - [**PlacementTest**] Test: 50% of total score
- *Performance in preparation classes, when offered, will be considered as part of interview score*

The Ranking and Seniority List with associated documentation will be provided to **EmployerName** and UCCU for consideration and final selection. For incumbent worker

apprentice candidates, selection will take into consideration bargaining unit seniority, the ranking, and a determination of whether or not the candidate is in good standing with the union and the employer. Qualified incumbent candidates who are determined to be a good fit for the Apprenticeship Program will be considered in order of seniority. New hire apprentice candidates will be considered based on their ranking.

Selected applicants approved by both **EmployerName** and UCCU will be notified on their selection by telephone, email, or mail.

Selected applicants must respond to the notice of selection within 72 hours of notice. Non-responsive applicants may be passed over in favor of lower-ranked applicants on the Ranking and Seniority List. It will be the responsibility of the applicant to keep the District 1199C Training & Upgrading Fund informed of their current telephone number and email address.

SECTION IV DIRECT ENTRY

Direct entry into this Apprenticeship program is not permitted; all potential Apprentices must meet the minimum qualifications listed herein and make application in accordance with normal application procedures.

A. Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicant's election, with the private review body established by the Sponsor (if applicable).

B. The complaint will be in writing and will be signed by the complainant and submitted to the Joint Apprenticeship Committee. It must include the name, address, and telephone number of the person allegedly discriminated against, the Sponsor involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.

C. The complaint must be filed not later than 180 days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review bodies designated by the Joint Apprenticeship Committee to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or 30 days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.

D. Complaints of discrimination in the apprenticeship program may be filed and processed under Title 29, CFR part 30, and the procedures as set forth above.

E. The Joint Apprenticeship Committee will provide written notice of this complaint procedure to all applicants for apprenticeship and all apprentices.

SECTION VI. MAINTENANCE OF RECORDS

The Joint Apprenticeship Committee will keep adequate records including a summary of the qualifications of each applicant, the basis for evaluation and for selection or rejection of each applicant, the records pertaining to interviews of applicants, the original application for each applicant, information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination, rates of pay or other forms of compensation or conditions of work, hours including hours of work and, separately, hours of training provided, and any other records pertinent to a determination of compliance

with the regulations at Title 29, CFR part 30, as may be required by the U.S. Department of Labor. The records pertaining to individual applicants, selected or rejected, will be maintained in such manner as to permit the identification of minority and women (minority and non-minority) participants.

The Joint Apprenticeship Committee will retain a statement of its Affirmative Action Plan for the prompt achievement of full and equal opportunity in apprenticeship, including all data and analysis made pursuant to the requirements of Title 29, CFR part 30.4. The Committee also will maintain evidence that its qualification standards have been validated in accordance with the requirements set forth in Title 29, CFR part 30.5(b).

In addition to the above requirements, adequate records will include a brief summary of each interview and the conclusions on each of the specific factors, e.g., motivation, ambition, and willingness to accept direction which are part of the total judgment. Records will be maintained for five (5) years from the date of last action and made available upon request to the U.S. Department of Labor or other authorized representative.

SECTION VII. OFFICIAL ADOPTION OF SELECTION PROCEDURES

EmployerName and the United Child Care Union, National Union of Hospital & Health Care Employees, AFSCME, AFL-CIO hereby officially adopt these Selection Procedures on this _____ day of _____.

SIGNATURE
OF SPONSOR (**Employer**)

PRINTED NAME & TITLE

SIGNATURE
OF SPONSOR (**Union**)

PRINTED
NAME & TITLE

Sponsor(s) may designate the appropriate person(s) to sign the Standards on their behalf.

Use of this document- This checklist is to be used to assess the apprentices ability to demonstrate knowledge, understanding and skills of established competencies required to function in the role of a Early Childhood Education Lead Teacher. All competencies must be met by the end of the On-the-Job Learning hours (4,000) and signed by both the apprentice and mentor.

KEY JW-Journey Person/Mentor and APR- Apprentice. VM= Validation Method- (OB)- Observation, (WT)- Written, (D)- Demonstration, (O)- Other. P= Performance Rating (M)-Mastery, (D)-Developing Capacity, (B)- Beginning Skills. A summary section is included in each competency cluster to capture general observations, improvement plan and other relevant information.

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	JW Initials	Date	APR Initials	VM	P
Key- JW-Journey Person/Mentor APR- Apprentice						
ED 105: Foundations of Education						
<i>(300 hours)</i>						
Identify Key Theories of Child Development						
Discuss the historical and contemporary philosophies and theories that impact on early childhood curriculum and practices						
Describe the purpose and essential content of the NAEYC Code of Ethical Conduct for early childhood educators						
Demonstrate an understanding of how child development impacts the whole child.						
Nurture positive relationships between children with their peers and others in the community.						
Share enthusiasm and describe child's abilities and preferences during play.						
Make connections between a child's development and how that impacts who they are.						
Describe how child development depends on supportive and responsive relationships.						
Consistently respond to children respectfully and in a timely manner.						
Model prosocial behaviors with peers, children, families and classroom visitors.						
Address child by name, talk to each child daily and encourage each child to call one another by their name.						
Use a tone of voice that is not threatening or intimidating to children.						
Has realistic expectations for age group.						
Develop a list of 3-5 developmentally appropriate classroom norms.						
Observe a child that may have been impacted by one of the following issues: inclusion, diversity, brain development, children and families at risk, poverty						
List ways that a child's growth, development and learning may have been impacted by: inclusion, diversity, brain development, children and families at risk, poverty						
List the different PA learning domains.						
Plan classroom activities using two different concepts from Child Development theorists.						
Review the Pennsylvania 2014/16 Learning Standards Continuum (LSC).						
Speak frequently about expected behaviors.						
Give children real choices and accept the choices that are made.						
Carefully plan out transitions and provides children with time to adjust.						
Assessment Summary						
ED 135: Family and Community Relationships (CDA content)						
<i>(300 hours)</i>						
Responsibly partner with families and other professionals to support the development and learning of students.						
Candidates must know and understand strategies to partner with families including:						
1. Maintaining respectful, ongoing, meaningful communication with family members that develops and sustains partnerships with families.						

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	JW Initials	Date	APR Initials	VM	P
2. Identifying and addressing family information, communication and collaboration needs						
3. Conferencing with families						
4. Involving families in the policy decisions of a program						
5. Providing families with meaningful opportunities to be involved throughout their child's education						
6. Gathering evaluation information from families of children with and without disabilities						
7. Strategies for keeping families informed of children's progress						
8. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school and agency personnel, and community members						
Work with parents/guardians to identify the strengths and needs of each child.						
Send home projects for the families to see the child's work.						
Share progress with families on a regular basis.						
Adhere to strict confidentiality standards and make sure families and colleagues do also.						
Acknowledge that family members are the child's primary teachers and are an expert on their child.						
Create ongoing formal and informal opportunities to engage with families about their interests, strengths, expectations, concerns, joys, and achievements.						
Use parents' preferred methods for communication.						
Promote ongoing and reciprocal communication about day-to-day activities between staff and families.						
Tell parents/guardians about children's achievements and shares their pleasures in new abilities.						
Know the social services, health and education resources of the community and use them when appropriate.						
Share with families how the quality of program and indicators of quality are measured. (e.g., Keystone STARS, Pre K Counts, NAEYC accreditation)						
Is able to discuss problem behavior with parents/guardians in a constructive, supportive manner.						
Identify the skills being learned in activities, helping families to understand the role of play and active learning in the instructional process.						
Recognize and helps others recognize the needs of children and families who speak a different language and operate in a different cultural context						
Assessment Summary						
ED: 151: Health, Safety and Nutrition for the Young Child (CDA Content)						
(300 hours)						
Developing an understanding of health and its contributing factors, inherited and environmental. Definitions of health include both physical and emotional well-being, while influences include genetic inheritance; diet; exposure to societal violence, pollutants, and other factors.						
Creating early childhood environments to promote and facilitate safety and health, including classroom atmosphere, layout, and materials/equipment. This component focuses on the responsibility of the teacher in the development of milieu to facilitate the overall growth of the child.						
Balance active and quiet, free and structured, individual and group, indoor and outdoor activities.						
Establish a clean and safe environment for children by washing hands before and after meals, toileting and contact with bodily fluids.						
Make sure toys are cleaned after being mouthed and on a weekly schedule.						
Communicate frequently about children's health, nutrition, communicable diseases, and medications.						
Limit sugar, salt, processed foods, artificial color and flavoring in meals and snacks; encourage parents/guardians to do the same.						
Help children develop basic health habits.						
Include children in food preparation and provide other nutrition education activities for the children.						

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	JW Initials	Date	APR Initials	VM	P
Provide opportunities to point to body parts when asked.						
Provide dolls and puzzles with body parts.						
Make outlines of body and add details to body parts.						
Provide experiences that highlight the functions of body parts (e.g., add turkey baster to water table and discuss how a heart pumps, play a smell-identification game).						
Encourage and allow the time for children to dress independently.						
Provide opportunities for children to pour water or milk and to serve their own foods.						
Encourage children to use utensils and drinking cups appropriately during snack and mealtimes.						
Seek information relevant to the children they are providing care for.						
Recognize that caregiver fatigue, low morale, and lack of work satisfaction decrease effectiveness and find ways to meet her/his own needs and maintain energy and enthusiasm.						
ED: 204: Curriculum and Instruction (OJL)						
(500 hours)						
Design, implement and assess differentiated curricula and experiences to positively influence the development of children						
Identify ways to effectively create positive and stimulating environments that support the learning process						
Recognize effective strategies for developing positive relationships and supportive interactions with young children						
Has affection and appropriate physical contact with each child daily in ways that convey, appreciation, love, affection and security						
Demonstrate enthusiasm when introducing new materials.						
Provide opportunities for one on one conversations between children and adults.						
Talk with children about ideas related to their work, play and home life.						
Arrange the environment so that children can work together on activities.						
Describe how play fosters opportunities for children to learn and develop communication, problem solving and creativity skills.						
Set aside large blocks of time for uninterrupted child directed play.						
Create lessons to help develop an emerging skill in 3 children for your assigned age group.						
Comment directly, sincerely, and positively to children about their performance and ideas.						
Establish guidelines for children's behavior that encourages self-control and that are simple, reasonable and consistent.						
Develop an age appropriate activity, using the Early Learning Standards, for an age group that you are not primarily responsible for.						
Provide space and a variety of age appropriate materials that encourage development in all domains and foster problem solving and creativity						
Plan lessons that meet various levels of development in five learning domains						
Allow children time to warm up to new ideas or activities without expecting them to fully participate.						
Encourage and support children in tasks that can cause frustration.						
Know a variety of positive guidance methods- such as listening, reinforcement, and redirection- and can document proper use of all three						
Emphasize cooperation in games and activities so that each child experiences success.						
Provide opportunities for all children to participate in classroom activities that allows them to feel successful, effective and gain a positive recognition of others.						
Relate guidance practices to knowledge of each child's personality and level of development.						
Introduce new materials and activities by explaining what they are and providing instructions on their use.						
Describe appropriate strategies for children's participation or exploration of materials that may be challenging.						

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	JW Initials	Date	APR Initials	VM	P
Arranges and encourages physical activities.						
Provides a variety of materials from children's culture (s), such as dances, music, finger plays and active games.						
Provide light balls that easily fit in a hand. Encourage child to throw with one hand while stepping forward.						
Provide targets for children to throw toward. (e.g., hula hoops or baskets)						
Include toys and equipment that encourage active play. (e.g., three- or four-wheeled steerable vehicles, balls, climbers and slides, ramps)						
Provide outside time daily.						
Create opportunities for children to participate in large motor movement games that involve partners.						
Engage in physical activity with the children						
Provide space and opportunities for children to walk, run, and climb.						
Provide opportunities for children to engage in gross motor activities inside. (e.g., dancing and moving to music, bean bag toss)						
Communicates with children and their guardians about the importance of outdoor play and physical activity for healthy growth and development.						
Include large motor movements during transitional times. (e.g., hop to the table, jump five times while you wait to wash your hands)						
Include motor games and songs.						
Create obstacle courses to practice gross motor movements.						
Teach and encourage children to participate in finger plays.						
Provide opportunities to use scissors to cut lines.						
Supply tweezers and tongs to grasp objects.						
Provide a variety of smaller objects to manipulate						
Provide many opportunities for children to write and draw.						
Provide child-sized tools for classroom jobs.						
Teach children counting songs, rhymes, and chants.						
Provide and read books, poems, chants with numbers, and number concepts.						
Use number words and numerals, including zero, in everyday situations.						
Provide experiences with numbers through daily routines such as attendance and calendar.						
Provide opportunities for writing numerals and representing numbers.						
Play number recognition games Model counting and comparing of objects in daily experiences.						
Explicitly teach mathematical vocabulary. (e.g., "more than," "less than," "equal to")						
Notice children engaged in numerical play and describe what they are doing.						
Ask open-ended questions to encourage children to talk about their thinking. (e.g., How do you know there are six blocks?)						
Listen carefully to children's responses, and restate their responses using clear, age-appropriate, mathematical language.						
Read books about animals and their adaptation to the changing seasons.						
Take outside walks to watch for bird migration and to notice weather changes.						
Display pictures of various animals during different seasons.						
Use outdoor time as opportunities to explore and investigate the environment.						
Compare and contrast animals.						
Provide opportunities to sort by size, color, shape, and texture.						
Explicitly use science vocabulary. (e.g., solid, liquid, texture)						
Encourage children to actively care for non-toxic plants provided within the classroom or outside						
Implement procedures to help children transition from one age level classroom to another						
Assessment Summary						
ED 222: Language and Literacy Development in Early Childhood (OJL)						
<i>(400 hours)</i>						
Use high quality books from children's literature as vehicles for engaging students in read-alouds, and establishing habits of literacy in young children.						

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	JW Initials	Date	APR Initials	VM	P
Assess typical and atypical language development in children from birth through first grade.						
Talk to children about events that are going on in their lives.						
Engage in active instruction and modeling of positive social interactions.						
Pose questions to children to initiate conversation or to encourage them to extend a conversation.						
Participate in conversations with children that have 3-5 exchanges.						
Speak directly to children, at their level when conflict arises.						
Encourage children to express their feelings and assert their rights in socially acceptable ways.						
Encourage children to comfort and help one another.						
Encourage cooperation rather than competition.						
Encourage children to observe each other's body language or expressions when disagreeable behaviors exists.						
Take precautions to avoid conflict. (provides learning environments with multiple toys, anticipates challenges when introducing new activities)						
Encourage children's attempts to use words to resolve conflicts.						
Use materials, books and equipment that are stimulating to each child and suitable to individual learning styles, including those of special needs.						
Model correct book orientation.						
Model turning pages carefully and in order.						
Provide pointers and charts for children to practice tracking.						
Reinforce children moving from top to bottom and left to right.						
Provide rich environmental print in the classroom (e.g., posters, charts, word walls).						
Provide a variety of materials (e.g., hands-on, print, and/or digital) for exploration of letters.						
Provide opportunities in group and learning centers for identifying letters, words, numbers, and sentences.						
Read to children daily in large groups, small groups, and individually.						
Use strategies prior to reading to involve children in the text being read. (e.g., predict the topic of the text using front cover and/or illustrations, picture walk)						
Attend to children's questions and comments during reading.						
Ask questions about text during reading.						
Engage children in "what if" scenarios to discuss potentially dangerous or inappropriate responses and situations						
Assessment Summary						
EDU 230: Integrating the Arts into ECE (CDA content)						
(300 hours)						
Provide experiences that help children express and interpret emotions, conflict, and needs						
Demonstrate knowledge of how key child development theories apply to the use of the arts in early childhood education						
Explicitly use vocabulary for elements and principles of music and movement. (e.g., rhythm, space, tempo, pitch)						
Model appropriate use of instruments.						
Call attention to the changes in music as children are listening.						
Create opportunities for children to express themselves through a variety of music forms and through dance or body movements.						
Encourage children to be creative during singing by changing words and song endings.						
Provide props and costumes associated with favorite stories.						
Participate in dramatic play events as the audience, providing praise and applause						
Provide opportunities for children to use three-dimensional materials. (e.g., clay, play dough, wood)						
Allow for individual or group projects to extend over several days.						
Display children's art work						
Provide multicultural art materials for use in self representation.						
Encourage children to use materials for individual expression of feelings or thoughts.						

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	JW Initials	Date	APR Initials	VM	P
Display children's and professional art throughout the classroom at the child's eye level.						
Discuss the various types and characteristics of photography, painting, dance, performance.						
Provide opportunities to use scissors to cut lines.						
Provide many opportunities for children to write and draw.						
Maintain an art center with a variety of art tools that are accessible to the children.						
Assessment Summary						
ED 245: Assessment of Young Children (OJL)						
(400 hours)						
Responsibly apply systematic observation, documentation, and other assessment techniques, in partnership with families and other professionals						
Explain the importance of using unbiased and appropriate assessments when attempting to support and accommodate children with a wide range of special needs						
Analyze and apply assessment data to inform curriculum planning, best teaching practice and to enhance learning and development						
Observe play and identify examples of problem solving, communication and creativity.						
Using the Learning Standards Continuum discuss a time you have observed a child practice a developing skill.						
Observe and identify an emerging skill in 5 children.						
Develop skills in observing and recording information about children and their families in a nonjudgmental manner for use in planning and carrying out daily programs.						
Create a system for observing children.						
Maintain observation system with no less than two observations per child.						
Use available evaluation tools and screeners.						
Consider goals and objectives for each child as well as the group.						
Demonstrate knowledge of how observations effect lesson planning.						
Demonstrate knowledge of how lesson planning connect to assessments.						
Describe the difference between an assessment tool and a screener.						
Conduct a screening of at least 5 children in your care.						
Assessment Summary						
ED 250: Infant and Toddler Development and Curriculum						
(350 hours)						
Articulate prominent theories that address infant and toddler social-emotional, cognitive, physical and language development, and provide examples of practices consistent with each.						
Provide examples of teacher practices that promote the social-emotional characteristics and attitudes that positively influence learning.						
Describe a range of developmentally appropriate expectations for infants and toddlers based upon the Pennsylvania Early Learning Standards (ELS) and national standards.						
Plan appropriate curriculum for infants and toddlers.						
Identify the components of supportive, healthy and safe environments, including appropriate materials and equipment.						
Describe how infants and toddlers attain the skills to communicate, discriminate and produce the sounds of language, engage with books, and develop an understanding of symbols and writing.						
Provide examples of positive guidance and intervention strategies that promote self-regulation.						

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	JW Initials	Date	APR Initials	VM	P
Describe the mathematical concepts typically developing during the first three years of life and how adults can positively support the mastery of these concepts.						
Orient new or substitute caregivers and volunteers to routines and special needs and abilities of each child.						
Assessment Summary						
ED 265: Introduction to Special Education and Inclusive Practices						
(350 hours)						
Demonstrate the ability to observe and gather information about children using various assessment instruments						
Analyze and apply assessment data to inform curriculum planning, best teaching practice and to enhance learning and development						
Observe a child that may have been impacted by one of the following issues: inclusion, diversity, brain development, children and families at risk, poverty						
List ways that a child's growth, development and learning may have been impacted by: inclusion, diversity, brain development, children and families at risk, poverty						
Recognize possible learning problems and work with parents/guardians and specialists to develop plans specific to the needs of each child.						
Implement recommended treatments by following referrals and working with the family to meet goals for the child.						
Adapts the program to meet the special needs of children with disabilities.						
Help children through periods of stress, separation, transition, and other crises						
Avoid overstimulating children's senses with chaos, clutter, noise and talking across the room.						
Describe the guidelines for ethical practice in assessment, especially as they pertain to the child and family in relation to culture, linguistics, and diversity.						
Is able to modify play when it becomes over stimulating for any of the children, including children with disabilities						
Recognize that sometimes serious behavior problems are related to developmental or emotional problems and works cooperatively with parents/guardians towards solutions.						
Is aware of each child's limitations and abilities, use guidance techniques accordingly, and explain rules at the child's level of understanding						
Help children recognize and appreciate racial, ethnic, and ability differences						
Is aware that normal developmental characteristics of children often make adults uncomfortable. The teacher can acknowledge these feelings in themselves, coworkers, and parents/guardians while minimizing their negative reactions.						
Assessment Summary						
ED 255: Teaching English Language Learners						
(350 hours)						
Identify common sociocultural characteristics of ELLs including educational backgrounds and demographics and define common terms associated with ELLs.						
Describe the process of acquiring multiple languages and literacy skills, including the general stages of early language development and the differences between academic and social language.						
Use information about family's strengths, interests, expertise, and vision for their child to support the child's learning and development.						
Knows the language resources of each family and uses these in the program.						
Recognize and helps others recognize the needs of children and families who speak a different language and operate in a different cultural context.						
Identify features of effective program models for serving ELLs.						
Recognize bias in instruction, materials, and assessments						
Use strategies prior to reading to involve children in the text being read. (e.g., predict the topic of the text using front cover and/or illustrations, picture walk)						

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher	Date	JW Initials	Date	APR Initials	VM	P
Demonstrate knowledge of language structure, functions and variation.						
Assessment Summary						
ED 290: Early Childhood Education Practicum						
(400 hours)						
Perform the various roles and responsibilities of an early childhood professional, including maintenance of confidentiality, advocacy for children and families, and the necessity of continuing professional growth.						
In conjunction with a cooperating teacher, create and implement developmentally appropriate plans for groups and individual children.						
Continue to gain knowledge of physical, cognitive, language, emotional and social development.						
Apply developmentally appropriate techniques for guiding the behavior of young children.						
Demonstrate competence in relating to and interacting with children representing a range of socioeconomic, cultural, religious groups, and ability levels						
Continually evaluate own practices and performance to identify needs for professional growth.						
Take advantage of opportunities for professional and personal development by joining appropriate professional organizations and attending meetings, training courses and conferences.						
Discuss issues that affect the program with appropriate staff and follow up on their resolution.						
Work as a member of a team with others in the classroom and the program, including substitutes, parents/guardians and volunteers.						
Support staff by offering assistance and supervision when needed.						
Work cooperatively with other staff members, accepts supervision, and helps promote a positive atmosphere at the center.						
Describe the components of early learning programs, such as the types of policies and procedures enforced, the importance of the daily schedule and routines, and the roles of the early childhood educator in relation to children, families and staff.						
Recognize the components of high quality, child-centered, developmentally appropriate early childhood programs						
Work with other professionals and parents/guardians to develop effective strategies to communicate to decision makers the needs of the children and families.						
Demonstrate ability to address disagreements or issues directly with colleague, rather than including others.						
Learn about new laws and regulations affecting center care, children and families.						
Advocate for quality services and the rights of children.						
Assessment Summary						
ESTIMATED TIME TO COMPLETE MASTERY OF COMPETENCIES: 4,000 Hours						

PROGRESS REPORTING

On the last day of every month, you must report on your Apprentices':

HOURS WORKED

1 Fax or email scanned payroll records showing hours worked to [REDACTED]

[REDACTED] OR
[REDACTED]@1199ctraining.org

OR YOU CAN...

2 Enter the total hours each Apprentice worked into our online database:

Apprentice Name:		John Doe																							
Organization Name:		XYZ Childcare																							
		Year One (2017)												Year Two (2018)											
		May 17	June 17	July 17	Aug 17	Sept 17	Oct 17	Nov 17	Dec 17	Jan 18	Feb 18	Mar 18	Apr 18	May 18	June 18	July 18	Sept 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19			
Hours Worked	30	15	125																						
REMAINING HOURS		2850																							
CREDIT FOR EXPERIENCE		800																							
TOTAL HOURS		4000																							

Each Apprentice has their own custom link – we won't share this information, just use it to monitor progress!

COMPETENCIES

Journeyworkers monitor each Apprentice's progress in mastering a wide range of key job competencies, and sign/date our paper or electronic *Competency Checklist* monthly.

ED 105: Foundations of Education (300 hours)	Date	JW Initials	Date	APR Initials	YM	P
Identify Key Theories of Child Development						
Demonstrate an understanding of how child development impacts the whole child.	8/14/2017	A.E.G.	8/14/2017	J.D.	Demonstration	Mastered
Nurture positive relationships between children with their peers and others in the community.	7/31/2017	A.E.G.	7/31/2017	J.D.	Observation	Developing
Share enthusiasm and describe child's abilities and preferences during play.						
Make connections between a child's development and how that impacts who they are.						
Describe how child development depends on supportive and responsive relationships.						
Consistently respond to children respectfully and in a timely manner.						
Model prosocial behaviors with peers, children, families and classroom						

Reviewing and reporting on Apprentices' On-the-Job progress is required by both the State and CCP – it's one of the most important parts of this or any Apprenticeship Program!



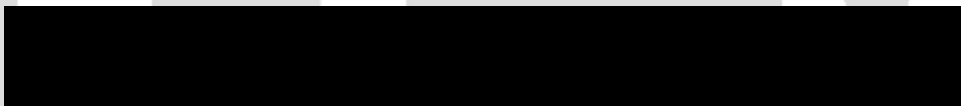
CONTACT:

A PARTNERSHIP WITH THE  Mayor's Office of Education :

CDA-TO-ASSOCIATE'S DEGREE APPRENTICESHIPS FOR PHILA EARLY CHILDHOOD ED PROVIDERS: **TIMELINE**

JANUARY – FEBRUARY: Intensive Employer & Apprentice Recruitment	January 18, 19, 21, 26, 28, and February 2 – onward: Information Sessions – and academic assessment – for participating Apprentices.
	January 26th: Employer Participation Deadline! Submit all required paperwork, including Apprentice selection recommendations.
	January 26th: Apprentice Application Deadline! CDA-holding workers recommended for Apprenticeship must submit all paperwork.
	Week of February 6th: ‘Bridge’ classes begin at the Training Fund for all participating Apprentices (schedule TBD)
MARCH – APRIL	CCP Remedial Courses: Intensive work with CCP faculty
	TEACH Registration: State of PA tuition reimbursement program for Early Childhood Education workers and employers; required!
MARCH – APRIL	Apprenticeship Program Registration: With the Training Fund’s assistance, employer sponsors ‘registered’ with State of Pennsylvania.
	Mentor Recruitment/Training: Experienced, employer-identified workers trained as mentors/coaches by DVAEYC
MAY	Apprenticeship Officially Begins: Two cohorts of Apprentices begin CCP classes and on-the-job learning

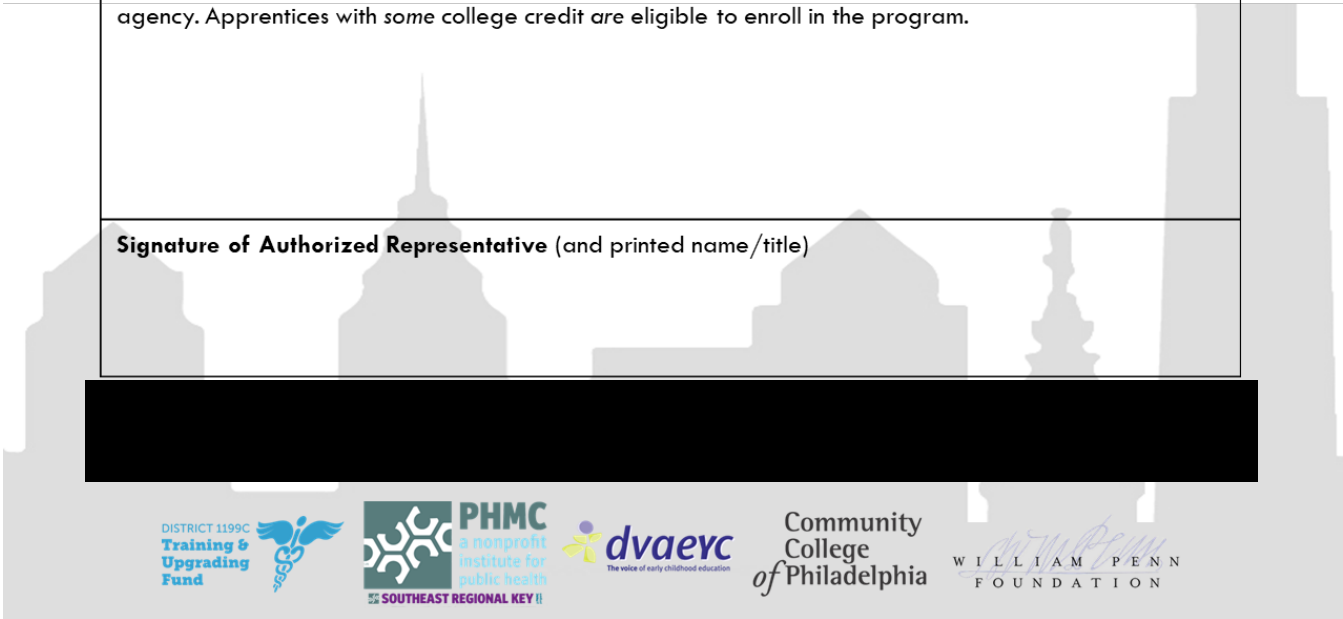
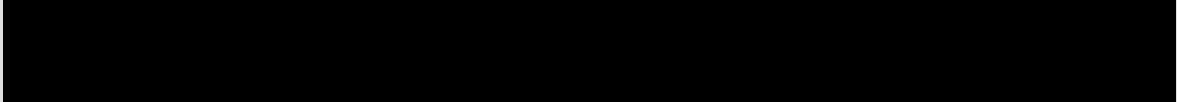
FOR **MORE INFORMATION** PLEASE CONTACT:



A PARTNERSHIP WITH THE  Mayor's Office of Education :

CDA-TO-ASSOCIATE'S DEGREE APPRENTICESHIPS FOR PHILA EARLY CHILDHOOD ED: **NOTICE OF INTENT**

Center/Facility Name	Type (Center, Group Home, FCC, etc.)
Main Apprenticeship Contact (Name and title)	
Contact Email Address	Contact Phone #
Have you participated in T.E.A.C.H. previously? (YES / NO / Any important note(s) re: T.E.A.C.H.)	
# of Potential Apprentices	Wages (Starting... After probation... After 1 year... At finish)
Members of "Coaching Team" (e.g. Director, 2 teachers inc. coach, DVAEYC mentor)	
Have you already identified a(ny) 1-on-1 coach(es) with at least an Associate's Degree in ECE?	
Name(s) of Any Potential Apprentice Referral(s) NOTE: All Apprentices must <i>already</i> hold their CDA and be employed for at least one year with your agency. Apprentices with <i>some</i> college credit are eligible to enroll in the program.	
Signature of Authorized Representative (and printed name/title)	



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EARLY CHILDHOOD EDUCATION PROGRAMS:

LET US KNOW IF YOU'RE INTERESTED IN OUR **FREE** OR **LOW-COST** PROGRAMS!

CDA TRAINING (Child Dvmt Assoc)
 High School Diploma or equivalency req'd;
 Recruiting **CURRENT** workers at STARS facilities

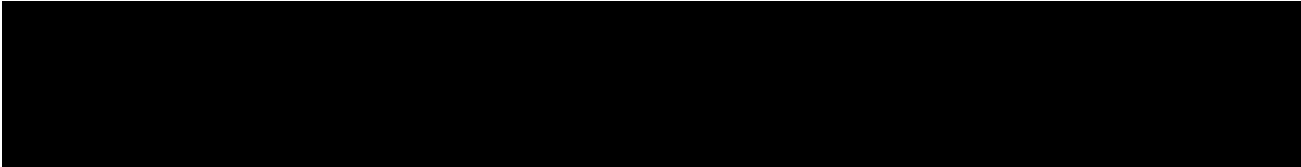
ASSOCIATE'S DEGREE APPRENTICESHIP
 High School Diploma or equivalency and CDA credential req'd;
 Some college credits **PREFERRED.**

FAMILY PROVIDER PROF. DEVELOPMENT
 Workshop series on varied topics for current Family Child Care (FCC) Providers in City of Philadelphia

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CUT or TEAR HERE

REGISITER FOR OUR MAILING LIST! FILL OUT THIS FORM **OR** VISIT www.1199ctraining.org/ECEsurvey

NAME	EMAIL ADDRESS
YOUR CURRENT EMPLOYMENT SITUATION <input type="checkbox"/> I work in Early Childhood Ed, in a STARS facility <input type="checkbox"/> I work in Early Childhood, not in a STARS facility <input type="checkbox"/> I don't work in Early Childhood, would like to	BEST PHONE NUMBER TO REACH YOU
CLASS TIMES THAT WORK FOR YOU <input type="checkbox"/> Weekday mornings <input type="checkbox"/> Weekday afternoons <input type="checkbox"/> Weekday evenings <input type="checkbox"/> Weekends	PROGRAMS YOU ARE INTERESTED IN <input type="checkbox"/> CDA (Child Development Associate) Training <input type="checkbox"/> Associate's Degree Apprenticeship <input type="checkbox"/> Family Provider Professional Development <input type="checkbox"/> Academic/Occupational Bridge Programs <input type="checkbox"/> Other (explain): _____

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Program Tool Kit:

CDA to ASSOCIATE'S DEGREE EARLY CHILDHOOD EDUCATION REGISTERED APPRENTICESHIPS

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For additional information, please contact:

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100 South Broad Street, 10th Floor
Philadelphia, PA 19110
215-568-2220 | www.1199ctraining.org