

Director's ECE Apprenticeship Tool Kit

Implementation and Sustainability of the Early Childhood Apprenticeship

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Overview

This tool kit is intended to support early childhood directors and administrators as they implement the early childhood apprenticeship within their program and/or organization.

In December 2018, funding from Vanguard First Up and 1199C Training and Upgrading Fund developed the Director's Sustainability Project. Through the work of the directors, and the First Up TA it was identified that a tool kit was essential in order to help early childhood directors/owners understand the steps that it takes to implement, sustain and grow the apprenticeship within a childcare program.

The hope is that this tool kit provides a director/administrator with everything they need to ensure that the apprenticeship is a priority within their program, and that it is implemented with fidelity.

Tool Kit Design

This tool kit is set up to provide any director or administrator of early learning the steps and resources they will need to implement and sustain the ECE Apprenticeship within their organization.

The tool kit is designed so that the user has access to the tools and resources at their fingertips. Each section has hyperlinks and resources that may be relevant and helpful to anyone who plans to use it.

All the sections were created based on the recommendation of directors and administrators who have already implemented the ECE apprenticeship within their organization. It also highlights some of the documents that they created during their participation in the 1199C Training Fund Director Sustainability project.

Step One:

How to Identify an ECE Apprentice

Your leadership and building relationships with each staff will be key to identifying your staff needs and aspirations to start or return to school. Many administrators discuss career pathway opportunities and interest during hiring procedures. Leaders who help staff to reflect upon and create career and education goals provide the environment for staff development.

Tips for Apprentice Readiness

- Staff who have strong work ethic and connection to the children and families
- Staff who are open-minded in the classroom
- Staff who are open to feedback and change
- Staff who seek out help and understanding
- Staff with little or no higher education experience
- Staff who have voiced a desire to continue or start their education

For further in-depth tips: [Apprentice Replication Toolkit PDF](#)

Step Two: Ways to Support a New ECE Apprentice

As an Administrator there are many things you can do to support the ECE Apprenticeship within your organization. It requires some time, but establishing consistent practices and routines will ensure you are providing the best support you can offer.

The following list was generated from other administrators within Philadelphia who have implemented, grown, and sustained the apprenticeship within their organization. In the resource section, you will find several templates and documents that they created; you are welcome to use for your own programs.

1. Carve out time to meet with your ECE Apprentice and review their class schedule.
2. Together determine what schedule will work best for them and your program.
3. Develop a semester schedule that highlights the times that the apprentice will be in classes and when they will be on shift in the classroom.
4. Consider reviewing the course syllabus with the apprentice and see if they think they may need additional support/tutoring or guidance to complete the course.
5. Review with them the scholarship (see T.E.A.C.H/Rising STARS section) expectations and any policies and procedures they are expected to follow and sign.
6. Have a meeting with the Workplace Coach and the Apprentice and review the schedule together and help them to determine when their one hour weekly meeting will take place.
7. Review the Workplace Coaching log and the expectations about its use and where they can locate it whenever needed.
8. Offer to arrange a monthly meeting when all coaches and apprentices have an opportunity to meet with you to talk about the success and any challenges that may have arisen.

9. Identify a time each week when you will review the Workplace coaches log, competencies that have been completed, and to provide support when and where needed.
10. Create a time when you can complete the necessary paperwork and documentation that is required by the 1199C Training and Upgrading Fund.
11. Develop policies and procedures that support the ECE apprenticeship within your organization (see resources for examples)
12. Let the other teachers, staff and families know who your apprentices and coaches are and what program they are attending.
13. Highlight any achievements and milestones that the apprentices and coaches have accomplished or achieved (see resources for examples).
14. Update your employee handbook to reflect and ensure that all staff understand the apprenticeship, how to become a coach, and any policies and procedures that support the apprenticeship within your organization (see resources for examples)
15. Prioritize contacting the 1199C Training and Upgrading Fund ECE Coordinator of any changes to the status of your apprentice and your coach.

Step Three:

Implementation, Roles, Responsibilities

A deeper look can be found on the Apprentice Replication Toolkit PDF found on the Apprentice Website under

Employer: Agree to Support the Apprentice in release time and wage increases, select onsite coach, support coaching needs, document working hours

Coach: on site Master teacher responsible for the On the Job Learning competency achievement

Apprentice: Student learner

Intermediary: Apprentice registration, compliance and reporting

Institution of Higher Education: College or University providing coursework and competencies for Apprentice learning

Step Four:

How to apply for the apprenticeship and T.E.A.C.H

- Employer and interested Apprentice review All About Apprenticeship and complete the Apprentice Readiness Survey. All Links found in the Employer tab on the Apprentice website.
- Employer and interested Apprentice review and agree to the TEACH Scholarship requirements
- Employer review and complete the Employer Agreement to support Apprentice

Step Five: Identify a Workplace Coach

Summary

Coaches work closely with the Apprentice and Mentor to support the PA ECE Career Pathway Registered Apprenticeship Programs. A strengths-based perspective and approach to coaching is utilized. Whenever possible, a mutual learning partnership is created to share responsibility and accountability for on the job learning goals. Coaching is customized and every effort is made to establish trust

and respect for the apprentice. A variety of coaching strategies and practices is employed to achieve goals. Coaches must demonstrate integrity and professionalism in all contacts with clients and partners and conduct business in a manner consistent with the NAEYC Code of Ethical Conduct.

Minimum Knowledge, Skills, Abilities Requirements.

Education

Level 1 Apprentice: Child Development Associate

Level 2 Apprentice: Associates Degree in Early Childhood Education

Level 3 Apprentice: Bachelor's Degree in Early Childhood Education

3-5 years experience in an infant, toddler or preschool classroom.

Specific Skills:

- Demonstrates strong leadership skills
- Has a strong knowledge of DAP, Child Development, PA Learning Standards and the importance of a play-based curriculum.
- Understands and implements the NAEYC Code of Ethical Conduct
- Attends and participates in the Six Hour Coaching with Powerful Interactions Professional Development training
- Knowledge of PA Keystone STARS and NAEYC accreditation and developmentally appropriate practices for ECE
- Ability to employ a variety of consultation and coaching strategies that are based on appropriate and culturally competent practices and the NAEYC Code of Ethical Conduct.
- Demonstrated ability to work independently and as part of a team.
- Demonstrated effective organizational, communication, and time management skills.
- Knowledge of PA, DHS and PDE requirements for ECE programs.

- Demonstrate proficient computer skills, including word-processing, databases, and internet use.
- Ability to work independently with little supervision and to manage multiple task simultaneously

Primary Responsibilities:

- Provide coaching opportunities as assigned through collaborations with Mentor, employer and IHE faculty. Strive for excellence in work by consistently using best practices, incorporating cultural competencies and employing relationship-based coaching and consultation practices.
- Schedule meeting and or observation with the apprentice on a weekly basis
- Provide as a role model for the apprentice providing confidentiality and professionalism
- Possess the ability to sustain a professional and supportive relationship
- Guide apprentice to meet specific course requirements
- Identify methods of organization and time management
- Assure competencies are met with fidelity
- Support the apprentice with required coursework
- Complete accurate and timely documentation of work including: Meeting logs, action plans, competency data entry, and other reports using technology in an appropriate and efficient manner.
- Will use and implement the Coaching Companion
- Continue to build on coaching strategies through participation in community of practices
- Communicates consistently with Mentor

Revised December 12, 2019

How to select a coach

- Workplace Coaches are selected by the Apprentice's employer.

- Review and use the specific skills and primary responsibilities listed to identify which staff members would be a good fit to become a coach.
- Consider the apprentice and the type of support that the apprentice will need to be successful.
- Review the coach's schedule and current classroom assignment. Determine if you think the coach and the apprentice should work in the same classroom or not.
- If the coach does not work in the same classroom, determine if they will have the time and opportunity to do regular visits in the apprentices classroom to provide ongoing coaching and guidance.

Things to consider

- Does the potential coach have the time in their schedule to meet weekly with their apprentice?
- Is the coach reliable and organized?
- Will the coach be able to record and document their observations and feedback in a timely manner?
- Is the coach receptive and open to guidance and feedback?
- Will the coach be able to attend monthly master classes? And to meet with their mentor regularly?
- 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 they need
- Create tools for on-site Coaches to use to document their coaching and assessment of Apprentices' OJL competency development

Benefits for coaches:

- Stipend may be available through funding available through the program you are a participating in. See your intermediary for further details.
- Workplace coaches will receive specific training and support from their First Up Mentor that will help them to build their skills and highlight their expertise.

Who trains and supports the Coach?

- Workplace coaches are trained and mentored by First Up.
- First Up Mentors will provide 1 on1 on-the-job support and coaching for all coaches.
- First Up mentors will provide Master classes to all coaches on a regular basis.
- The program administrators are encouraged to meet monthly with the coach to ensure that they are meeting the expectations of the coaches responsibilities and to address any challenges that may arise.
- Program administrators will also ensure that the coach has completed all the required paperwork in a timely and consistent manner.

First Up Mentor Responsibilities

- Monthly one on one meetings with the coach
- Provides In classroom coaching
- Models for and guidance to the coach in the classroom and out of the classroom
- Provides ongoing Peer support

- Update the ECE Apprenticeship Coordinator on an as needed basis
- Provide support and guidance to the administrator for each program implementing and sustaining the apprenticeship

Step Six: Evaluation and Recommendations

Please refer to [this link](#) for general evaluation and recommendations.

Step Seven: Budgeting and Wages

A deeper look can be found on the Apprentice Replication Toolkit PDF found on the Apprentice Website under Wage Forms can be found on [this link](#)

Step Eight: Program Sustainability

Please visit the PA Key website for updated information at [this link](#)

Sustainability focuses on meeting the needs of the present without compromising the ability of future generations to meet their needs.¹

¹ <https://www.investopedia.com/terms/s/sustainability.asp>

In order to sustain and grow the ECE apprenticeship within a childcare organization there are several steps for the administrator to take. This list below was identified and implemented by administrators who have Apprentices in their programs and continue to promote it within their organization.

1. Ensure that all parties involved with the apprenticeship know their roles and responsibilities (see step three).
2. Review the staff handbook and all policies and procedures and ensure that they are up to date and support the apprenticeship, the apprentice, and the coach.
3. Connect with the First Up mentor and establish regular communication with them to ensure that the coach has the support they need to be successful.
4. Create a log book for the coaches to record their weekly meetings and all the resources and documents they will need in order to best support and guide their apprentice.
5. Establish a consistent monthly schedule for the administrator to check in with both the coach and the apprentice. During these meetings review the following:
 - a. Check to see how the apprentice is doing with their classwork?
 - b. Review schedule for release time and ensure it meets the apprentices, the programs and T.E.A.C.H. expectations.
 - c. Contact the Apprenticeship ECE Coordinator at 1199C Training and Upgrading Fund with any changes in status* with the apprentice or coach. (* Status: refers to change from full to part-time status, resignation, termination, suspension of either the apprentice or coach)

- d. Have the apprentice reach out to the ECE Coordinator at 1199C Training and Upgrading Fund if they need additional tutoring or support to complete their class(es).
6. Help to establish a weekly one on one meeting between the coach and the apprentice to review OJLs and competencies.
7. Create a way to highlight the progress of both apprentice and coach (see list of possible ways to promote the ECE Apprenticeship).
8. Every Quarter, re-evaluate the current practices and supports that are in place to support the apprenticeship. Consider updating or adjusting any policies and procedures or processes that are not working efficiently.
9. Attend monthly/quarterly Community Partner Meetings hosted by 1199C Training and Upgrading Fund.
10. Create a system to ensure consistent and regular documentation of release time hours to Lisa Woodford at 1199C Training and Upgrading Fund.
11. Establish a way to promote the ECE apprenticeship within your organization:
 - a. Newsletters featuring the apprentice and/or the coach
 - b. Community board promoting the apprenticeship
 - c. Career fair for all staff
 - d. Update your on-boarding process to highlight the apprenticeship
 - e. Highlight the apprenticeship when promoting Professional Development for staff (see resources)
 - f. Have a panel of former Apprentices and Coaches share their experiences about participating.
 - g. Create flyers and share with your programs community about the Apprenticeship and who to contact if they are interested.

12. Develop a system to identify coaches and orient them to becoming a coach for your program.
13. Connect with other administrators who have implemented and grown their apprenticeship within their own organization, to gain support and guidance when needed.

Resources and Key Terms

Please refer to the Apprentice website as this link

Websites:

- First Up: <https://www.firstup.org/>
- 1199C Training and Upgrading Fund Replication Tool Kit:
<https://1199ctraining.org/ECereplication>

- PA Key: <https://www.pakeys.org/get-professional-development/credentials-degrees/early-childhood-education-apprenticeship/>
- Child Trends: <https://www.childtrends.org/publications/spotlight-on-pennsylvania-s-early-childhood-education-apprenticeship-program>
- Vanguard: <https://www.vanguard.edu/academics/academic-programs/professional-studies/early-childhood-education>
- PACCA: <https://www.pacca.org/teach.php>

Sample Policy and Procedure:

Sample 1:

Policy & Procedure: RELEASE TIME HOURS

Release time for Apprenticeship Program and TEACH scholarship Recipients

Responsibility & Accountability

It is the responsibility of recipients to discuss release time hours with the director. The director must approve the recipient's schedule. If changes are needed, the recipient must discuss and get approval from the director. A candidate who is enrolled in one course is eligible for three release time hours per week. A candidate who is enrolled in two courses is eligible for six release time hours per week. Since _____Center, LLC is a small center, it is important that release time is taken on site during the recipient's work day. Any employee who fails to abide by the approved release time hours and or use their release time appropriately may be dropped from the apprenticeship or TEACH scholarship program upon the director's recommendation to each of the scholarship programs.

Procedure

1. Candidate enrolls in online or evening classes.
2. Candidate notifies director of class schedule and course names.
3. Candidate notifies the director of the start date and end date of course.
4. Candidate notifies the director of any break during the school year, such as spring break when there are no classes. During these vacations, the recipient will not be given any release time hours.
5. Candidates must note release time hours on weekly time sheets and on RELEASE TIME CLAIM FORM.
6. Candidates must complete, sign, and submit RELEASE TIME CLAIM FORM to the director at the end of each month for submission to the TEACH program.
7. Candidates who are enrolled in the apprenticeship program must also submit their pay stubs at the end of each month during the time of their on the job training hours. Once a candidate completes all on

the job training hours he/she no longer needs to submit pay stubs. Paystubs will be scanned monthly by the director and emailed to the 1199C Training Fund.

8. Options for Use of Release Time Hours: lunch hours, nap time, early arrival before work begins, or staying after completion of work day at center, leaving early to get to class

9. Director will discuss the schedule with candidates. After assessing the recipient's needs and work schedule, an agreement will be written and signed by both the director and recipient.

Management Approval

After the Director and recipient discuss policy and procedure, the director and candidate will sign and date a copy of the policy and procedure regarding RELEASE TIME HOURS. A copy of the signed policy and procedure will be placed in the staff file and a copy will be placed in coach/apprentice binder.

Directors Name: _____ Directors Signature _____

_____ Date Signed

Apprentice Name _____ Apprentice Signature _____

_____ Date Signed

Sample Two:

Policy

Release time for TEACH scholarship recipients and Apprenticeship program.

Responsibility and Accountability

It is the responsibility of recipients to discuss release time hours with the Program Coordinator. The PC must approve the recipient's schedule. If changes are needed, the recipient must discuss and get approval from the PC. A candidate who is enrolled in one course is eligible for three release time hours per week.

Procedure

1. Candidate enrolls in morning, evening or online classes.
2. Candidate notifies Program Coordinator of class schedule and course name a month before the semester starts.
3. Candidate notifies PC of start date and end date of course.
4. Candidate notifies PC of any breaks during the school year, such as spring break when there are no classes. During these breaks, release time will not be given.
5. Candidates must note and keep track of hours on the Release Time Claim form.
6. Candidates must complete, sign and submit Release Time Claim form to PC at the end of each month for submission to the TEACH program.
7. Options for Use of Release Time: work an 8-1 shift or work an 1-6 shift to either leave early for class or come in late from class. For online classes, this would be considered your study time.
8. In the event that you think you need to drop a course, notify your direct supervisor (PC) immediately.

Management Approval

After the Program Coordinator and recipient discuss the policy and procedure, both will sign and date the form regarding release time and place a copy in the staff personnel file and a coach/apprentice binder.

Program Coordinator _____

Date _____

Candidate _____

Date _____²**Sample Three:**

POLICY:

Expectations of Employees Seeking CDA and/or APPRENTICE/TEACH SCHOLARSHIP RECIPIENTS

All staff who are part of the 1199C Apprenticeship Program and/or TEACH Scholarship Program or who are supported by _____ in obtaining CDA, AA in ECE, and/or BS in ECE should work a minimum of one year after completion of his/her program and/or course work that was needed to achieve a CDA, AA in ECE, and/or BS in ECE. Through these different programs, it is the goal of _____ to develop a better qualified teaching staff that has the ability to provide the highest quality early education and child care to our children and families.

Since _____ sponsors employees' funding for courses and on the job training for two or more years, it is our hope that employees continue to work at our center for the length of time that _____ sponsors employee's education. With your commitment to work at _____, employees contribute their enhanced knowledge and skills to the betterment of the early education and child care to the children and families of our facility.

Policy is reviewed and updated annually by the director.

Director: _____ Signature: _____

Date signed: _____

Apprentice: _____ Signature: _____

Date signed: _____³

² Parent Infant Center³ Care-A-Lot

Sample Four:

Policy

Release time for Apprenticeship Program and TEACH scholarship Recipients

Responsibility & Accountability

It is the responsibility of recipients to discuss release time hours with the director. The director must approve the recipient's schedule. If changes are needed, the recipient must discuss and get approval from the director. A candidate who is enrolled in one course is eligible for one hour per week. A candidate who is enrolled in two courses is eligible for three release time hours per week. It is important that release time is taken on site during the recipient's workday. Any employee who fails to abide by the approved release time hours and or use their release time appropriately may be dropped from the apprenticeship or TEACH scholarship program upon the director's recommendation to each of the scholarship programs.

Procedure

1. Candidate enrolls in online or evening classes.
2. Candidate notifies director of class schedule and course names.

3. Candidate notifies the director of the start date and end date of course.
4. Candidates Must submit their course syllabus at the beginning of the course.
5. Candidate notifies the director of any break during the school year, such as spring break when there are no classes. During these vacations, the recipient will not be given any release time hours.
6. Candidates must note release time hours on weekly time sheets and on RELEASE TIME CLAIM FORM.
7. Candidates must complete, sign, and submit RELEASE TIME CLAIM FORM to the director at the end of each month for submission to the TEACH program.
8. Options for Use of Release Time Hours: lunch hours, nap time, early arrival before work begins, or staying after completion of workday at center, leaving early to get to class (Must be approved and depending on staff/child ratios)
9. Director will discuss the schedule with the candidates. After assessing the recipient's needs and work schedule, an agreement will be written and signed by both the director and recipient.
10. After completion of each class, applicants must submit an updated unofficial transcript to their director.

Management Approval⁴

After the Director and recipient discuss policy and procedure, the director and candidate will sign and date a copy of the policy and procedure regarding RELEASE TIME HOURS. A copy of the signed policy and procedure will be placed in the staff file and a copy will be placed in coach/apprentice binder.

Director _____ Signature _____

Date signed _____

⁴ Children's Playhouse



Apprentice _____ Signature _____

Date signed _____