



Registered Apprenticeship Standards

- ☐ National Program Standards ☐ National Guidelines for Apprenticeship Standards
☒ Local Apprenticeship Standards ☐ Revised Standards

Adopted by:

University of Illinois Chicago
Department of Educational Psychology
College of Education
1040 West Harrison
Chicago, IL 60607

Illinois Early Childhood Apprenticeship Program (IECAP)

| OCCUPATION | O*NET-SOC CODE | RAPIDS |
|---|----------------|--------|
| Early Childhood Educator Gateways Level 2 | 25-2011.00 | 3004CB |
| Early Childhood Educator Gateways Level 4 | 25-2011.00 | 3004CB |
| Early Childhood Educator Gateways Level 5 | 25-2011.00 | 3004CB |

Registered By:

Apprenticeship and Training Representative
U.S. Department of Labor Office
of Apprenticeship

Approved By: **Debra Cremeens-Risinger**

Signature: _____

State Director, Illinois
U.S. Department of Labor Office
of Apprenticeship

Registration Number: 2023-IL-122026

Developed in Cooperation with and Approved by the:
U.S. DEPARTMENT OF LAOR
Office of Apprenticeship

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SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

A. Responsibilities of the sponsor: University of Illinois Chicago IECAP must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) parts 29 and 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document **“Requirements for Apprenticeship Sponsors Reference Guide.”**

Sponsors shall:

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these standards and the document “Requirements for Apprenticeship Sponsors,” and that meets the requirements of Title 29, CFR part 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- Register all apprenticeship standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentice’s progress in skills and technical knowledge and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Provide each apprentice with a copy of these standards, Requirements for



Apprenticeship Sponsors Reference Guide and Appendix A, any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.

- Adhere to Federal, state and local law requirements -- The Office of Apprenticeship's registration of the apprenticeship program described in these Standards of Apprenticeship on either a nationwide basis (under the National Program Standards of Apprenticeship) or within a particular state, and the registration of individual apprentices under the same program, does not exempt the sponsor, and/or any employer(s) participating in the program, and/or the individual apprentices registered under the program from abiding by any applicable Federal, state and local laws or regulations relevant to the occupation covered by these Standards, including those pertaining to occupational licensing requirements and minimum wage and hour requirements.
- The program's Standards of Apprenticeship must also conform in all respects with any such applicable Federal, state, and local laws and regulations. Any failure by the program to satisfy this requirement may result in the initiation of deregistration proceedings for reasonable cause by the Office of Apprenticeship under 29 CFR § 29.8.

B. Minimum Qualifications - 29 CFR §29.5(b)(10)

Applicants will meet the following minimum qualifications:

- ✓ ☐ **Age Requirement:** Applicants must be at least 18 years old.
- ✓ ☐ **Education Requirement:** High School diploma, GED or other high school equivalency credential. Applicant must provide an official high school transcript, GED certificate or other high school equivalency certificate.
- ☐ **Other:** Applicants will be physically capable of performing the essential functions of the apprenticeship program, with or without reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others. This position will require frequent standing and use of hands and arms. Apprentices must be able to lift up to 30lbs and frequently bend and twist from the waist. They will frequently be required to use hand and finger motions, handle or feel objects, reach with hands and arms. They must be able to adjust vision to both day and night lighting and be able to focus on distant and close-range projects. They are regularly required to handle food, hot beverages, and work with sharp objects.

C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)

The selected apprenticeship training approach (Time Based, Competency Based or Hybrid) is found within Appendix A attached to these Standards.

D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)

Every apprentice is required to participate in Related Instruction in technical subjects related to the occupation. See Appendix A attached to these Standards.



E. Credit for Previous Experience – 29 CFR § 29.5(b)(12)

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. **UIC, participating institutions of higher education and employer partners** will evaluate the request for previous learning and a determination will be made during the apprentice's probationary period.

F. Probationary Period – (29 CFR § 29.5 (b)(8) and(20)

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. See Appendix A attached to these Standards.

G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5 (b)(7)

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. See Appendix A attached to these Standards.

H. Apprentice Wage Schedule - 29 CFR § 29.5 (b)(5)

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. See Appendix A attached to these Standards.

I. Equal Employment Opportunity and Affirmative Action

1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)

UIC and employer partners will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

UIC and employer partners will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

The sponsor will display its EEO Pledge and the EEO Complaints Information Notice in a prominent, publicly available location, including on electronic media, where all apprentices and applicants could see them. (Pledge: 29 CFR § 30.3(b)(2)(ii); Notice: 29 CFR § 30.14(b)).

The sponsor will publish the EEO Pledge in company handbooks, manuals, and similar documents. (29 CFR § 30.3(b)(2)(i)).

The sponsor will include the EEO Pledge in all apprenticeship opening announcements that it has distributed, published, or posted. (29 CFR § 30.3(b)(3)(iii)).

2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4, and 30.10

UIC and employer partners acknowledges that it will adopt an affirmative action plan in accordance with 29 Title CFR § 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5th) apprentice).



Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

3. Invitation to Self-Identify as an Individual with a Disability

The sponsor will extend a voluntary invitation to apprentices to indicate whether they believe they have (or have had) a disability. The sponsor will remind their apprentices yearly that they may voluntarily update their disability status. When doing so, the sponsor will utilize the Voluntary Disability Disclosure Form provided in Appendix B of these Standards.

4. Ensuring Apprentices are Free from Harassment, Intimidation & Retaliation

Anti-harassment training will be provided to all the individuals connected with the administration or operation of the apprenticeship program, including: apprentices, supervisors of apprentices, journeyworkers and individuals who regularly work with apprentices.

The provided training will communicate each of the following elements:

- that harassing conduct will not be tolerated;
- the definition of harassment;
- the types of conduct that constitute unlawful harassment; and
- the individual's right to file a harassment complaint with OA.

The sponsor is highly encouraged to utilize the following online training resources:

- <https://www.apprenticeship.gov/eeo/sponsors/prevent-harassment>
- <https://www.dol.gov/agencies/eta/apprenticeship/eeo/harassment/video>

5. Conduct Universal Outreach and Recruitment to Reach All Potential Qualified Applicants- 29 CFR § 30.10, 30.3(b)(3)

The sponsor will develop and annually update a list of recruitment sources and will identify a contact each of these sources. In addition, the sponsor will provide these sources with advanced notice of all apprenticeship openings so they can refer candidates.

The sponsor is highly encouraged to utilize the following online outreach resources:

- <https://www.dol.gov/agencies/eta/apprenticeship/eeo/recruitment/outreach-tool>
- <https://www.moapprenticeconnect.com/>

6. Selection Procedures - 29 CFR § 30.10

Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). Selection procedures are found within Appendix A attached to these Standards.

J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or standards, the applicant or apprentice may seek relief.

Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, state or local law. Below are the methods by which apprentices may send a complaint:

- 1. Complaints regarding discrimination.** Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within **300** days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

Name: U.S. Dept. of Labor, Office of Apprenticeship
Director, Division of Registered Apprenticeship and Policy
Attn: Apprenticeship EEO Complaints

Address: 200 Constitution Ave., NW
Washington, DC 20210

Telephone Number: 202-693-2796

Email Address: ApprenticeshipEEOcomplaints@dol.gov

- 2. Other General Complaints.** The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within **15** days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within **30** days of receiving the written notification. Any complaint described in that cannot be resolved to the satisfaction of all parties may be submitted to the Registration Agency. Complaints may be filed with the Sponsor at:

Name: Cathy Main
Address: UIC College of Education, 1040 W Harrison
City, State and zip code: Chicago Il 60607
Telephone Number: 312-355-2471
Email Address: Cmain@uic.edu

Registration Agency General Contact Information 29 CFR § 29.5(b)(17)

The Registration Agency is the United States Department of Labor, Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below:

Name: U.S. Dept. of Labor, Office of Apprenticeship, Attn:

Address: ~~230 South Dearborn Street~~
6th Floor

Chicago, Il 60604

Email Address: Cremeens-risinger.d@dol.gov



K. Reciprocity of Apprenticeship Programs 29 CFR § 29.13 (a)(7)

States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other states by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the program sponsor.

Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal state.

SECTION II - APPENDICES AND ATTACHMENTS

- ☒ **Appendix A** – *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*
- ☒ **Appendix B** – *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed after registration)*
- ☐ **Appendix C** – *Affirmative Action Plan* (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))
- ☒ **Appendix D** – *Employer Acceptance Agreement (For programs with multiple-employersonly)*



SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program Standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: <https://www.va.gov/education/eligibility>) for which current apprentices and/or apprenticeship program candidates may be eligible:

- (1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;
- (2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits a veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and,
- (3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

NOTE: The aforementioned requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.



SECTION IV - SIGNATURES

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provision of the Apprenticeship Standards formulated and registered by the University of Illinois Chicago on this 26 day of July

The signatory(ies) acknowledge(s) that they have read and understand the document titled “Requirements for Apprenticeship Sponsors Reference Guide” and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

Catherine Main

signature

Catherine Main

(Print First & Last Name)

SECTION V - DISCLOSURE AGREEMENT (Optional)

OA routinely makes public general information relating to Registered Apprenticeship programs. General information includes the name and contact information of the sponsor, the location of the program, and the occupation(s) offered. **OA routinely publicly releases the contents of applications for National Guidelines for Apprenticeship Standards.**

In addition, sponsors submitting National Program Standards or Local Standards have the option of allowing OA to share publicly the contents of a sponsor’s application for registration to assist in building a high-quality National Apprenticeship System. This may include a copy of the Standards, Appendix A, and Appendix D (as applicable), but not completed versions of ETA Form 671 or Appendix C “Affirmative Action Plan” because those documents are submitted after a sponsor’s application is approved and the program is registered. **Please note that OA will consider a sponsor’s application as releasable to the public unless the sponsor requests non-disclosure by signing below.**

I, _____ (*Sponsor Representative*), acting on behalf of (*Sponsor*) request that OA **not** publicly disclose this application, other than general information about the program, as described above as it is considered confidential commercial information and steps are taken to preserve it. Further, I understand that if OA receives a request for this application pursuant to 5 U.S.C. 552, we may be contacted to support OA’s withholding of the information, including in litigation, if necessary. I understand that my request that OA not publicly disclose this application will remain in effect, including with respect to subsequent amendments to this application, unless and until I notify OA otherwise.

Signature

Date

Printed Name

Date

STANDARDS OF APPRENTICESHIP - CHECKLIST

Program Sponsor:

DATE COMPLETED:

An apprenticeship program to be eligible for registration/approval by a Registration Agency must conform to the following standards. The program must have an organized, written plan (program standards) embodying the terms and conditions of employment, training and supervision of one or more apprentices in the apprenticeable occupation as defined in this part and subscribed to by a sponsor who has undertaken to carry out the apprentice training program. The program standards must contain provisions that address:

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| Boilerplate Standards Page 1 and Appendix A | (1) <u>SKILLED OCCUPATION</u>: The employment and training of the Apprentice in a skilled occupation. 29.5(b)(1) |
| Appendix A | (2) <u>TERM</u>: A term of apprenticeship, which for an individual apprentice may be measured either through the completion of the industry standard for on-the-job learning not less than 2,000 (two thousand) hours of work experience, consistent with training requirements as established by industry practice. (Time-based, Competency-based, Hybrid). 29.5(b)(2) |
| Appendix A | (3) <u>WORK PROCESSES</u>: An outline of the work processes in which the apprentice will receive supervised work experience and training on the job, and the allocation of the approximate amount of time to be spent in each major process. 29.5(b)(3) |
| Appendix A | (4) <u>RELATED TRAINING</u>: Provision for organized related instruction in technical subjects related to the occupation. A minimum of 144 hours for each year of apprenticeship is recommended. This instruction in technical subjects may be accomplished through media such as classroom, occupational or industry courses, electronic media, or other instruction approved by the Registration Agency. 29.5(b)(4) |
| Appendix A | (5) <u>WAGES</u>: A progressively increasing schedule of wages to be paid the apprentice consistent with the skill acquired. The entry wage must not be less than the minimum wage prescribed by the Fair Labor Standards Act, where applicable, unless a higher wage is required by other applicable Federal law, State law, respective regulations, or by collective bargaining agreement. 29.5(b)(5) |
| Boilerplate Standards Page 2 | (6) <u>PERIODIC REVIEW</u>: Periodic review and evaluation of the apprentice's performance on the job and in related instruction, and the maintenance of appropriate progress records. 29.5(b)(6) |
| Appendix A | (7) <u>RATIO</u>: The numeric ratio of apprentices to journeymen, consistent with proper supervision, training, safety and continuity of employment, and applicable provisions in collective bargaining agreements, except where such ratios are expressly prohibited by the collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, workforce, department or plant. 29.5(b)(7) |

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| Appendix A | (8) <u>PROBATIONARY PERIOD</u>: A probationary period reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship. The probationary period cannot exceed 25 percent of the length of the program, or 1 year, whichever is shorter. 29.5(b)(8) |
| Requirements Document Page 1 | (9) <u>SAFETY</u>: Adequate and safe equipment and facilities for training and supervision, and safety training for apprentices on the job and in related instruction. 29.5(b)(9) |
| Boilerplate Standards Page 3 | (10) <u>MINIMUM QUALIFICATIONS</u>: The minimum qualifications required by a Sponsor for persons entering the Apprenticeship Program, with an eligible starting age of not less than sixteen (16) years. 29.5(b)(10) |
| Appendix B | (11) <u>APPRENTICESHIP AGREEMENT</u>: The placement of an apprentice under a written Apprenticeship Agreement that meets the requirements by § 29.7 or the State apprenticeship law of a recognized Registration Agency. The Agreement must directly, or by reference, incorporate the Standards of the Program as part of the Agreement. 29.5(b)(11) |
| Boilerplate Standards Page 4 | (12) <u>CREDIT FOR PREVIOUS EXPERIENCE</u>: The granting of advanced standing or credit for demonstrated competency, acquired experience, training or skills for all applicants equally, with commensurate wages for any progression step so granted. 29.5(b)(12) |
| Requirements Document Page 2 | (13) <u>TRANSFER OF TRAINING</u>: Transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committees or Program sponsors, and must comply with the following requirements. 29.5(b)(13) |
| Boilerplate Standards Page 2 | (14) <u>QUALIFIED TRAINERS AND SUPERVISION</u>: Assurance of qualified training personnel and adequate supervision on the job. 29.5(b)(14) |
| Requirement Documents Page 4 | (15) <u>COMPLETION CERTIFICATE</u>: Recognition for successful completion of apprenticeship evidenced by an appropriate certificate issued by the Registration Agency. 29.5(b)(15) |
| Appendix A | (16) <u>COMPETENCY-BASED OR HYBRID APPROACH</u>: Program standards that utilize the competency-based or hybrid approach for progression through an apprenticeship and that choose to issue interim credentials must clearly identify the interim credentials, demonstrate how these credentials link to the components of the apprenticeable occupation, and establish the process for assessing an individual apprentice's demonstration of competency associated with the particular interim credential. Further, interim credentials must only be issued for recognized components of an apprenticeable occupation, thereby linking interim credentials specifically to the knowledge, skills, and abilities associated with those components of the apprenticeable occupation. 29.5(b)(16) |
| Boilerplate Standards Page 6 | (17) <u>REGISTRATION AGENCY</u>: Identification of the Registration Agency as the U.S. Department of Labor, Office of Apprenticeship or a recognized State Apprenticeship Agency. 29.5(b)(17) |

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| Requirements Document Page 2 | (18) <u>REGISTRATION/CANCELLATION/DEREGISTRATION OF PROGRAM:</u> Provision for the registration, cancellation, and deregistration of the program and for the prompt submission of any program standard modification or amendment to the Registration Agency for approval. 29.5(b)(18) |
| Requirements Document Page 3 | (19) <u>REGISTRATION/COMPLETION/CANCELLATION OF APPRENTICES:</u> Provision for registration of apprenticeship agreements, modifications, and amendments; notice to the Registration Agency of persons who have successfully completed apprenticeship programs; and notice of transfers, suspensions and cancellations of apprentice agreements and a statement of the reasons therefore. 29.5(b)(19) |
| Appendix A and Requirements Document Page 5 | (20) <u>PROBATIONARY PERIOD TERMINATION:</u> Authority for the cancellation of an apprenticeship agreement during the probationary period by either party without stated cause, cancellation during the probationary period will not have an adverse impact on the sponsor's completion rate. 29.5(b)(20) |
| Boilerplate Standards Page 4 | (21) <u>EQUAL EMPLOYMENT OPPORTUNITY:</u> Compliance with 29 CFR part 30, including the equal opportunity pledge prescribed in 29 CFR 30.3(c); an affirmative action plan complying with 29 CFR 30.4; and a method for the selection of apprentices authorized by 29 CFR 30.10, or compliance with parallel requirements contained in a State plan for equal opportunity in apprenticeship adopted under 29 CFR part 30 and approved by the Department. The apprenticeship standards must also include a statement that the program will be conducted, operated and administered in conformity with applicable provisions of 29 CFR part 30, as amended, or, if applicable, an approved State plan for equal opportunity in apprenticeship. 29.5(b)(21) |
| Boilerplate Standards Page 5 | (22) <u>PERSON TO RECEIVE COMPLAINTS:</u> Contact information (name, address, telephone number, and email address is appropriate for the appropriate individual with authority under the program to receive, process and make disposition of complaints. 29.5(b)(22) |
| Boilerplate Standards Page 2 | (23) <u>RECORDS MAINTENANCE:</u> Recording and maintenance of all records concerning apprenticeship as may be required by the Office of Apprenticeship or recognized State Apprenticeship Agency and other applicable law. 29.5(b)(23) |
| Boilerplate Standards Page 6 | (24) <u>RECIPROCITY OF APPRENTICESHIP PROGRAMS:</u> Recording and maintenance of all records concerning apprenticeship as may be required by the Office of Apprenticeship or recognized State Apprenticeship Agency and other applicable law. 29.13(a)(7) |
| Boilerplate Standards Page 5 and Appendix A | (24) <u>SELECTION PROCEDURES:</u> Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). Every sponsor must comply with the Uniformed Guidelines on Employee Selection Procedures (UGESP) 41 part 60-3. See Appendix A to enter your selection procedures for each occupation for which the sponsor intends to train apprentices. 30.10 |
| APPENDIX A | (24) <u>WORK PROCESS SCHEDULE/RELATED INSTRUCTION OUTLINE</u> |



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| APPENDIX B | (25) APPRENTICESHIP AGREEMENT-ETA 671 FORM |
| APPENDIX C | (26) AFFIRMATIVE ACTION PLAN - The sponsor has two years to develop an AAP per revised Title 29, CFR part 30.4(e)(1)(i)(ii) |
| APPENDIX D | (28) EMPLOYER ACCEPTANCE AGREEMENT |
| yes | (29) ALL DOCUMENTS HAVE BEEN CHECKED FOR SPELLING, FORMATTING, GRAMMAR, (INCLUDING TABLE OF CONTENTS), ETC. |

I hereby attest that the standards as submitted have been found to be in conformance with the requirements set forth in Title 29 CFR 29 and 30; meet each of the above provisions; have been reviewed for accuracy and are recommended for registration.

DATE:

APPRENTICE & TRAINING REPRESENTATIVE (ATR)DATE: Month/Day/Year

USDOL OA State Director
STATE DIRECTOR

Appendix A

WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE

Developed By:

**University of Illinois Chicago
Illinois Early Childhood Apprenticeship Program (IECAP)**

For the Occupation of:

**EARLY CHILDHOOD EDUCATOR
Illinois Gateways Level 5**

**O*NET-SOC CODE: 25-2011.00
RAPIDS CODE: 3004CB**



Appendix A

WORK PROCESS SCHEDULE EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 5 O*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 3004CB

An Illinois Gateways Early Care & Education (ECE) Teacher – Level 5 contributes to the care, development and instruction of young children (typically from birth through age 5) in an early care and education program. The ECE Teacher Registered Apprenticeship provides a career pathway through which people in or entering the ECE field can receive on-the-job learning and related instruction primarily in the context of a group or classroom setting. Under the guidance and supervision of a qualified worker (e.g., Lead Teacher, Site Supervisor) and, as appropriate, journey-level peer mentors working under supervision, apprentices are supported in on-the-job learning to gain the knowledge, skills and demonstrated mastery of the competencies listed in these Standards.

The Work Processes and associated competencies are based on and aligned with the Illinois Gateways to Opportunity Credentials. Upon completion of the Apprenticeship, participants will meet the qualifications for the position of Lead Teacher in various ECE settings (e.g., child care centers, Early/Head Start, provisional Preschool For All), depending on the specific requirements and expectations of the organization with which they work.

1. APPRENTICESHIP APPROACH

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is approximately 2 to 3 years with a minimum of 144 contact hours of combined related instruction and on-the-job-learning (OTJ) per year. The term of the apprentice is based on the apprentice's demonstration of the mastery of the competencies as specified in these standards and completion of the required hours of related instruction as determined by the local partners and in consideration of Illinois credentialing, regulation and law requirements.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker (fully competent, trained teacher) ratio is: 1 apprentice(s) to 1 journeyworker(s). A qualified sponsor may train up to 1 apprentice for every 1 qualified journeyworker (e.g., Lead Teacher, Site Supervisor, or Program Director) who is overseeing the training and assessment of the apprentice.



4. APPRENTICE WAGE SCHEDULE

Apprentices are paid a progressive schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, as specified in the IECAP wage scale see Appendix D). Beginning wages start at no less than \$16/hour.

Completion of Apprenticeship: \$26.50/hour (Chicago Metro Area)
(wages not less than) \$22.75/hour (Remainder of the state)

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 12 weeks.

6. SELECTION PROCEDURES

The individual employer will determine the selection procedures. This process will be provided to potential applicants and interested parties and will comply with 29 CFR 30.10, Standards of Apprenticeship and Requirements for Apprenticeship Sponsors Reference Guide. Employers may utilize any method or combination of methods for selection of apprentices, provided that the selection method(s) used meets the following requirements:

1. The selection procedure(s) will be uniformly and consistently applied to all applicants and apprentices.
2. Employers will not use any discriminatory selection procedures.

7. WORK PROCESS SCHEDULE

WORK PROCESS SCHEDULE **EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 4** O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

The employer shall see that apprentices' on-the-job learning is under the supervision of a qualified worker (e.g., Lead Teacher, Site Supervisor) and shall provide necessary diversified experience and training to develop the apprentice into a skilled worker, proficient in the work processes (i.e., professional competencies) outlined herein.

The following table is built around seven content and their related performance indicators (Illinois Gateway ECE competencies) that reflect the knowledge, skills, dispositions, and application and transfer early childhood teachers need in order to effectively to support the development and learning of diverse young children in a variety of settings. Each



employer/sponsor, partnership, and/or subcommittee can make changes to the Work Processes or Checklist to meet local/state needs, employer needs, scope of practice or licensing/certification requirements, and/or desire to register or co-register with a statewide registration agency.

To advance from one pay grade to the next, apprentices shall demonstrate progress toward mastery of the knowledge, skills, and abilities listed below using the following ratings:

E: Exceeds expectations (more than satisfactorily demonstrates competency)

M: Meets expectations (satisfactorily demonstrates competency)

D: Does not meet expectations (competency not yet demonstrated at acceptable level)

N: Not yet exposed (has not had ample opportunity to develop competency)

Mentors will initial and date demonstration of each competency. For any area marked “does not meet expectations” or “not yet exposed,” the qualified worker completing the Checklist will provide comments to explain progress needed in subsequent periods to meet expectations. By the final rating period, apprentices must earn a rating of “M” or “E” for all competencies.

| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| Work Process/Professional Competence 1: Health, Safety, and Well-Being (HSW): Creates a safe and healthy environment to support the well-being of diverse children. | | |
| HSW Indicators | | |
| 1. Articulates components of a safe and healthy environment. | | |
| 2. Maintains a safe & healthy environment. | | |
| 3. Creates a healthy and safe environment. | | |
| 4. Assesses healthy and safe early childhood environments. | - | |
| 5. Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment. | | |
| 6. Collaborates with families and community organizations to support children’s healthy development and learning. | | |
| 7. Identifies plans and procedures that support healthy and safe early childhood program practices. | | |
| 8. Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices. | | |
| Work Process/Professional Competence 2: Human Growth & Development (HGD): Uses current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with young children, birth through age 8, and their families. | | |
| HGD Indicators | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| 1. Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. | | |
| 2. Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. | | |
| 3. Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. | | |
| 4. Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes processes of first and second language acquisition. | | |
| 5. Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development. | | |
| 6. Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning. | | |
| Work Process/Professional Competence 3: Interactions, Relationships, and Environments (IRE): Creates developmentally and culturally appropriate learning environments and activities that support children's relationships and diverse development and learning needs. | | |
| IRE Indicators | | |
| 1. Describes the role of the environment in supporting children's development. | | |
| 2. Articulates the importance of relationships in supporting positive developmental and behavioral outcomes. | | |
| 3. Identifies factors that contribute to positive interactions with the environment. | | |
| 4. Designs learning environments and activities supportive of healthy development and learning. | | |
| 5. Creates engaging environments that meet the diverse development and learning needs of each child. | | |
| 6. Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments. | | |
| 7. Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines. | | |
| Work Process/Professional Competence 4: Observation and Assessment (OA): | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| Uses developmentally and culturally appropriate assessment strategies to gauge and support diverse children's learning and development. | | |
| OA Indicators | | |
| 1. Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process. | | |
| 2. Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process. | | |
| 3. Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts. | | |
| 4. Identifies the impact and influence of external factors on assessment practices. | | |
| 5. Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities. | | |
| 6. Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction. | | |
| 7. Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives. | | |
| 8. Utilizes assessment data to support child development and learning and program development. | | |
| Work Process/Professional Competence 5: Curriculum or Program Design (CPD) | | |
| Plans and implements developmentally and culturally appropriate and differentiated curriculum to support the development and learning of diverse children. | | |
| CPD Indicators | | |
| 1. Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data. | | |
| 2. Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning. | | |
| 3. Plans, implements, and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs. | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| 4. Describes appropriate methods supportive of young children's development and learning. | | |
| 5. Describes appropriate content supportive of young children's development and learning. | | |
| 6. Selects appropriate content, aligned with relevant standards. | | |
| 7. Selects and implements appropriate methods and instructional strategies which actively engage children in developmentally appropriate content. | | |
| 8. Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests. | | |
| 9. Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children. | | |
| 10. Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning. | | |
| Work Process/Professional Competence 6: Family and Community Relationships (FCR) Creates reciprocal and culturally responsive relationships with families and meaningful connections with the community that enhance the well-being of young children, birth through age 8, and their families. | | |
| FCR Indicators | | |
| 1. Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting. | | |
| 2. Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education. | | |
| 3. Identifies and models respect for families by using strengths-based, culturally responsive practices. | | |
| 4. Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families. | | |
| 5. Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting. | | |
| 6. Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals. | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|--|----------|----------|
| 7. Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members. | | |
| Work Process/Professional Competence 7: Personal and Professional Development (PPD): Demonstrates and develops professionalism and exemplifies ethical standards of early childhood education. | | |
| PPD Indicators | | |
| 1. Demonstrates professionalism in image, behavior, and disposition. | | |
| 2. Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields. | | |
| 3. Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations. | | |
| 4. Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams. | | |
| 5. Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth. | | |
| 6. Creates a professional philosophy that guides development as a practitioner and advocate. | | |
| 7. Understands processes, procedures and identified roles within successful early childhood teams. | | |
| 8. Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning. | | |
| 9. Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings. | | |
| 10. Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served. | | |



8. RELATED TECHNICAL INSTRUCTION (RTI)

RELATED TECHNICAL INSTRUCTION (RTI) EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 2 O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

Required Training for Participation in Apprenticeship Program **Anti-Harassment Training**

Related Instruction must include the seven core areas identified in the Work Process Schedule:

- Health, Safety & Well-being
- Human Growth & Development
- Interactions, Relationships & Environment
- Observation & Assessment
- Curriculum or Program Design
- Family & Community Relationships
- Personal & Professional Development

Level 5: Requires

1. Bachelor's degree in Early Childhood Education or related field with a minimum 120 total credit hours, including a minimum of 45 credit hours at level 300 or above
2. Minimum of 200 hours of ECE supervised experience or 1,200 total hours of documented ECE work experience
3. Evidence of competencies listed above

Supervised hours can include course-related supervised fieldwork completed at an entitled institution of higher education or on-the-job guided supervision by an approved site-based mentor.

Competencies can be demonstrated in several different ways as determined and approved by the sponsor and employer, and to align with the local regulations. They may be demonstrated before or during the apprenticeship through coursework at entitled institutions of higher education and based on a transcript analysis. They can be demonstrated through the completion of approved in-person or on-line trainings as determined by the program. They can also be demonstrated through on-the-job fieldwork under guided supervision.

Method of Delivery: College coursework, on-site training, classroom, and/or online, or



prior learning assessment (PLA).

College coursework, on-site training, classroom, and/or online, or prior learning assessment (PLA).

Competencies can be demonstrated in several different ways as determined and approved by the sponsor and employer, and to align with the local regulations. They may be demonstrated before or during the apprenticeship through coursework at entitled institutions of higher education and based on a transcript analysis. They can be demonstrated through the completion of approved in-person or on-line trainings as determined by the program. They can also be demonstrated through on-the-job fieldwork under guided supervision.

Public Act 102–0174, known as the Early Childhood Access Consortium for Equity Act (ECACE), became law in the state of Illinois effective 7/28/2021. The law required that consortium members decide on how to assign college credit to the incumbent ECE workforce who have a Child Development Associate (CDA) Credential™, a widely recognized credential in early childhood education administered by the Council for Professional Development. It also requires standardized methods for awarding credit for prior learning, known as PLA. Credit for prior learning requires the evaluation and assessment of a student's life learning through employment, training, and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification, or advanced standing toward further education or training. All participating IHEs will also have systems in place for awarding PLA and PLA will be an acceptable method of earning college coursework in the Apprenticeship Program.

Health, Safety, and Well-Being

- Related College Coursework

Sample Coursework: Child Health Safety and Nutrition

Course description: Early childhood curriculum, regulations, standards, policies, and procedures related to child health, safety, and nutrition birth - age 8. Emphasis on partnering with families and community and integrating and maintaining health, safety, and nutrition.

- Training required for child care providers in licensed centers

Sample training:

- CPR/First Aid
- IDCFS Child Abuse and Neglect Mandated Reporter Training
- Gateways Course: Child Development Health and Safety Basics

AND/OR

- Optional Program Trainings

Sample training:

- Trauma-Informed Practice
- Caring for Mixed-Ages of Children



Human Growth & Development

- Related College Coursework

Sample Coursework: Human Growth & Development

Course description: Foundation in theory and principles of human development, from conception to early adolescence, including an in-depth study of physical, social, emotional, cognitive, and language development, including children's play.

- Training required for child care providers in licensed centers

Sample training:

- Gateways Course: Child Development Health and Safety Basics

AND/OR

- Optional Program Trainings

Sample training:

- Intro to Transitions
- Illinois Early Learning & Development Standards

Interactions, Relationships, and Environments

- Related College Coursework

Sample coursework: Early Childhood Education and Curriculum

Course description: Explores planning, organizing, implementing, and evaluating programs for young children with diverse learning needs birth - 8 years with an emphasis on the environment. Students will be provided with an understanding of developmentally appropriate programs and practice.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample training:

- Welcoming Each & Every Child
- Basics of Culturally and Linguistically Appropriate Practice
- Illinois Early Learning & Development Standards

Observation and Assessment

- Related College Coursework

Sample coursework: Observation, Assessment, & Documentation to Support Young Children & Families

Course Description: This course provides an examination of developmentally appropriate techniques for observing, documenting, and assessing the development of young children in order to inform curriculum planning and promote positive guidance strategies. The course emphasizes a strengths-based approach to assessment that includes building partnerships with families and professional colleagues. Self-reflection is a major component of the course as well as the examination of bias in the observation and assessment of young children from diverse backgrounds.



- Training required for child care providers in licensed centers
AND/OR

- Optional Program Trainings

Sample Trainings

- Fundamentals of Child Assessment
- Illinois Early Learning & Development Standards
- Introduction to Developmental Screening Tools

Curriculum or Program Design

- Related College Coursework

Sample coursework: Creative Activities For Young Children

Course description: Exploration of the importance of creative activities in the early childhood curriculum and the relationship of creativity to physical, cognitive, language, social, and emotional development. Emphasis on planning for a variety of developmentally appropriate, creative experiences that allow young children to play with art, music, movement, literature, and drama as well as an examination of the role of the early childhood environment on creative expression.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample Trainings

- Caring for Mixed-Ages of Children
- Finding a Curriculum that Works for You
- Illinois Early Learning & Development Standards
- Off the Shelf and into Practice
- Early Math Counts
- Science Matters

Family and Community Relationships

- Related College Coursework

Sample coursework: Child, Family and Community Relations

Course description: Exploration of the importance of building positive relationships between young children, their families, the community, and the early childhood setting. Examines issues of diversity, multiculturalism, and anti-bias approaches in working with young children, their families, and the community as well as current policies, and practices that influence families. This course promotes self-reflection, cross cultural communication, and sensitivity to cultural, linguistic, and ability diversity.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample training:

- Family and Community: Partners in Learning



Personal and Professional Development

(3-6 credits; 45-90 contact hours)

- Related College Coursework

Sample Coursework: History and Philosophy of Early Childhood Education

Course description: Introduction to the historic roots and philosophical foundations of early childhood care and education and different types of early childhood programs. Exploration of the role of the early childhood professional and of the student's personal qualities in relationship to expectations of the field. Examination of the role of culture in child development and anti-bias practices in early childhood education, as well as the profession's Code of Ethical Conduct.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample training:

- Creating Individual Professional Development Plans

Required Supervised Field Experience

(6-12 credits; 90 –180 contact hours)

- Related College Coursework

Sample Coursework: Early Childhood Teaching Internship

Course description: Instructional and assessment methods in curricula in Early Childhood Education classrooms. Full-time fieldwork required in early childhood education classroom.

GENERAL EDUCATION REQUIREMENTS

- **ENGLISH/LANGUAGE ARTS**

Sample Courses: Composition, Literature, Creative Writing, Poetry, Drama, Creative Non-Fiction, Information Literacy

- **MATH**

Sample Courses: Math for Elementary Teachers, Algebra, Calculus, Analytic Geometry, Statistics

- **SCIENCE**

Sample Life Science Courses: Biology, Environmental Science, Zoology, Evolution

Sample Physical Science Courses: Astronomy, Chemistry, Geology, Earth Science,

Physics

- **HUMANITIES**

Sample Courses: Foreign Language, Humanities, Literature, Philosophy, Religion, Sign Language

- **SOCIAL SCIENCES**

Sample Courses: Anthropology, Economics, Ethnic Studies, Geography, Government, History, Human Sexuality, Law, Political Science, Psychology, Sociology



- FINE ARTS

Sample Courses: Art, Art History, Cinema, Fine Art, Music, Theatre

Appendix A

WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE

Developed By:

**University of Illinois Chicago
Illinois Early Childhood Apprenticeship Program (IECAP)**

For the Occupation of:

**EARLY CHILDHOOD EDUCATOR
Gateways Level 4**

**O*NET-SOC CODE: 25-9042.00
RAPIDS CODE: 0657CB**



Appendix A

WORK PROCESS SCHEDULE EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 4 O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

An Illinois Gateways Early Care & Education (ECE) Teacher – Level 4 contributes to the care, development and instruction of young children (typically from birth through age 5) in an early care and education program. The ECE Teacher Registered Apprenticeship provides a career pathway through which people in or entering the ECE field can receive on-the-job learning and related instruction primarily in the context of a group or classroom setting. Under the guidance and supervision of a qualified worker (e.g., Lead Teacher, Site Supervisor) and, as appropriate, journey-level peer mentors working under supervision, apprentices are supported in on-the-job learning to gain the knowledge, skills and demonstrated mastery of the competencies listed in these Standards.

The Work Processes and associated competencies are based on and aligned with Illinois Gateways to Opportunity Credentials. Upon completion of the Apprenticeship, participants will meet the qualifications for the position of Lead Teacher in various ECE settings (e.g., child care centers, Early/Head Start, provisional Preschool For All), depending on the specific requirements and expectations of the organization with which they work.

1. APPRENTICESHIP APPROACH

- ☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is approximately 2 years with a minimum of 144 contact hours of combined related instruction and on-the-job-learning (OTJ) per year. The term of the apprentice is based on the apprentice's demonstration of the mastery of the competencies as specified in these standards and completion of the required hours of related instruction as determined by the local partners and in consideration of Illinois credentialing, regulation, and law requirements.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker (fully competent, trained teacher) ratio is: 1 apprentice(s) to 1 journeyworker(s). A qualified sponsor may train up to 1 apprentice for every 1 qualified journeyworker (e.g., Lead Teacher, Site Supervisor, or Program Director) who is overseeing the training and assessment of the apprentice.



4. APPRENTICE WAGE SCHEDULE

Apprentices are paid a progressive schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, as specified in the IECAP wage scale see Appendix D). Beginning wages start at no less than \$16/hour.

Completion of Apprenticeship: \$20.75/hour (Chicago Metro Area)
\$17.50/hour (Remainder of the state)

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 12 weeks.

6. SELECTION PROCEDURES

The individual employer will determine the selection procedures. This process will be provided to potential applicants and interested parties and will comply with 29 CFR 30.10, Standards of Apprenticeship and Requirements for Apprenticeship Sponsors Reference Guide. Employers may utilize any method or combination of methods for selection of apprentices, provided that the selection method(s) used meets the following requirements:

1. The selection procedure(s) will be uniformly and consistently applied to all applicants and apprentices.
2. Employers will not use any discriminatory selection procedures.

7. WORK PROCESS SCHEDULE

WORK PROCESS SCHEDULE **EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 4** O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

The employer shall see that apprentices' on-the-job learning is under the supervision of a qualified worker (e.g., Lead Teacher, Site Supervisor) and shall provide necessary diversified experience and training to develop the apprentice into a skilled worker, proficient in the work processes (i.e., professional competencies) outlined herein.

The following table is built around seven content and their related performance indicators (Illinois Gateway ECE competencies) that reflect the knowledge, skills, dispositions, and application and transfer early childhood teachers need in order to effectively to support the development and learning of diverse young children in a variety of settings. Each employer/sponsor, partnership, and/or subcommittee can make changes to the Work Processes or Checklist to meet local/state needs, employer needs, scope of practice or



licensing/certification requirements, and/or desire to register or co-register with a statewide registration agency.

To advance from one pay grade to the next, apprentices shall demonstrate progress toward mastery of the knowledge, skills, and abilities listed below using the following ratings:

E: Exceeds expectations (more than satisfactorily demonstrates competency)

M: Meets expectations (satisfactorily demonstrates competency)

D: Does not meet expectations (competency not yet demonstrated at acceptable level)

N: Not yet exposed (has not had ample opportunity to develop competency)

Mentors will initial and date demonstration of each competency. For any area marked “does not meet expectations” or “not yet exposed,” the qualified worker completing the Checklist will provide comments to explain progress needed in subsequent periods to meet expectations. By the final rating period, apprentices must earn a rating of “M” or “E” for all competencies.

Work Process Schedule/Professional Competencies and Performance Indicators

| Work Process/Professional Competence | Period 1 | Period 2 |
|--|----------|----------|
| Work Process/Professional Competence 1: Health, Safety, and Well-Being (HSW): Creates a safe and healthy environment to support the well-being of diverse children. | | |
| HSW Indicators | | |
| 1. Articulates components of a safe and healthy environment. | | |
| 2. Maintains a safe & healthy environment. | | |
| 3. Creates a healthy and safe environment. | | |
| 4. Assesses healthy and safe early childhood environments. | | |
| 5. Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment. | | |
| 6. Collaborates with families and community organizations to support children’s healthy development and learning. | | |
| Work Process/Professional Competence 2: Human Growth & Development (HGD): Uses current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with young children, birth through age 8, and their families. | | |
| HGD Indicators | | |
| 1. Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| 2. Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. | | |
| 3. Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. | | |
| 4. Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. | | |
| 5. Describes processes of first and second language acquisition. | | |
| Work Process/Professional Competence 3: Interactions, Relationships, and Environments (IRE): Creates developmentally and culturally appropriate learning environments and activities that support children's relationships and diverse development and learning needs. | | |
| IRE Indicators | | |
| 1. Describes the role of the environment in supporting children's development. | | |
| 2. Articulates the importance of relationships in supporting positive developmental and behavioral outcomes. | | |
| 3. Identifies factors that contribute to positive interactions with the environment. | | |
| 4. Designs learning environments and activities supportive of healthy development and learning. | | |
| 5. Creates engaging environments that meet the diverse development and learning needs of each child. | | |
| Work Process/Professional Competence 4: Observation and Assessment (OA): Uses developmentally and culturally appropriate assessment strategies to gauge and support diverse children's learning and development. | | |
| OA Indicators | | |
| 1. Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process. | | |
| 2. Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process. | | |
| 3. Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts. | | |
| 4. Identifies the impact and influence of external factors on assessment practices. | | |
| 5. Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities. | | |
| 6. Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction. | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| Work Process/Professional Competence 5: Curriculum or Program Design (CPD) Plans and implements developmentally and culturally appropriate and differentiated curriculum to support the development and learning of diverse children. | | |
| CPD Indicators | | |
| 1. Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data. | | |
| 2. Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning. | | |
| 3. Plans, implements, and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs. | | |
| 4. Describes appropriate methods supportive of young children's development and learning. | | |
| 5. Describes appropriate content supportive of young children's development and learning. | | |
| 6. Selects appropriate content, aligned with relevant standards. | | |
| 7. Selects and implements appropriate methods and instructional strategies which actively engage children in developmentally appropriate content. | | |
| 8. Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests. | | |
| 9. Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children. | | |
| Work Process/Professional Competence 6: Family and Community Relationships (FCR) Creates reciprocal and culturally responsive relationships with families and meaningful connections with the community that enhance the well-being of young children, birth through age 8, and their families. | | |
| FCR Indicators | | |
| 1. Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting. | | |
| 2. Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education. | | |
| 3. Identifies and models respect for families by using strengths-based, culturally responsive practices. | | |
| 4. Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families. | | |
| 5. Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting. | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|--|----------|----------|
| 6. Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals. | | |
| Work Process/Professional Competence 7: Personal and Professional Development (PPD): Demonstrates and develops professionalism and exemplifies ethical standards of early childhood education. | | |
| PPD Indicators | | |
| 1. Demonstrates professionalism in image, behavior, and disposition. | | |
| 2. Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields. | | |
| 3. Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations. | | |
| 4. Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams. | | |
| 5. Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth. | | |
| 6. Creates a professional philosophy that guides development as a practitioner and advocate. | | |



8. RELATED TECHNICAL INSTRUCTION (RTI)

RELATED TECHNICAL INSTRUCTION (RTI) EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 2 O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

Required Training for Participation in Apprenticeship Program Anti-Harassment Training

Related Instruction must include the seven core areas identified in the Work Process Schedule:

- Health, Safety & Well-being
- Human Growth & Development
- Interactions, Relationships & Environment
- Observation & Assessment
- Curriculum or Program Design
- Family & Community Relationships
- Personal & Professional Development

To satisfy the Related Instruction requirement, apprentices must complete:

1. An Associate's degree or a minimum of 60 semester hours. These semester hours must include three semester hours in each of the following:
 - Any college-level Math course
 - Any college-level English class
 - Any college-level General Education course
2. Minimum of 100 hours of supervised ECE experience (completed in conjunction with college coursework) or 400 documented ECE work experience
3. Evidence of the competencies outlined in the Work Process Schedule

Supervised hours can include course-related supervised fieldwork completed at an entitled institution of higher education or on-the-job guided supervision by an approved site-based mentor.

Competencies can be demonstrated in several different ways as determined and approved by the sponsor and employer, and to align with the local regulations. They may be demonstrated before or during the apprenticeship through coursework at entitled institutions of higher education and based on a transcript analysis. They can be demonstrated through the completion of approved in-person or on-line trainings as determined by the program. They can also be demonstrated through on-the-job fieldwork under guided supervision.

Method of Delivery: College coursework, on-site training, classroom, and/or online, or prior learning assessment (PLA).



Competencies can be demonstrated in several different ways as determined and approved by the sponsor and employer, and to align with the local regulations. They may be demonstrated before or during the apprenticeship through coursework at entitled institutions of higher education and based on a transcript analysis. They can be demonstrated through the completion of approved in-person or on-line trainings as determined by the program. They can also be demonstrated through on-the-job fieldwork under guided supervision.

[Public Act 102-0174](#), known as the Early Childhood Access Consortium for Equity Act (ECACE), became law in the state of Illinois effective 7/28/2021. The law required that consortium members decide on how to assign college credit to the incumbent ECE workforce who have a Child Development Associate (CDA) Credential™, a widely recognized credential in early childhood education administered by the Council for Professional Development. It also requires standardized methods for awarding credit for prior learning, known as PLA. Credit for prior learning requires the evaluation and assessment of a student's life learning through employment, training, and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification, or advanced standing toward further education or training. All participating IHEs will also have systems in place for awarding PLA and PLA will be an acceptable method of earning college coursework in the Apprenticeship Program.

Health, Safety, and Well-Being

- Related College Coursework

Sample Coursework: Child Health Safety and Nutrition

Course description: Early childhood curriculum, regulations, standards, policies, and procedures related to child health, safety, and nutrition birth - age 8. Emphasis on partnering with families and community and integrating and maintaining health, safety, and nutrition.

- Training required for child care providers in licensed centers

Sample training:

- CPR/First Aid
- IDCFS Child Abuse and Neglect Mandated Reporter Training
- Gateways Course: Child Development Health and Safety Basics

AND/OR

- Optional Program Trainings

Sample training:

- Trauma-Informed Practice
- Caring for Mixed-Ages of Children

Human Growth & Development

- Related College Coursework

Sample Coursework: Human Growth & Development

Course description: Foundation in theory and principles of human development,



from conception to early adolescence, including an in-depth study of physical, social, emotional, cognitive, and language development, including children's play.

- Training required for child care providers in licensed centers

Sample training:

- Gateways Course: Child Development Health and Safety Basics

AND/OR

- Optional Program Trainings

Sample training:

- Intro to Transitions
- Illinois Early Learning & Development Standards

Interactions, Relationships, and Environments

- Related College Coursework

Sample coursework: Early Childhood Education and Curriculum

Course description: Explores planning, organizing, implementing, and evaluating programs for young children with diverse learning needs birth - 8 years with an emphasis on the environment. Students will be provided with an understanding of developmentally appropriate programs and practice.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample training:

- Welcoming Each & Every Child
- Basics of Culturally and Linguistically Appropriate Practice
- Illinois Early Learning & Development Standards

Observation and Assessment

- Related College Coursework

Sample coursework: Observation, Assessment, & Documentation to Support Young Children & Families

Course Description: This course provides an examination of developmentally appropriate techniques for observing, documenting, and assessing the development of young children in order to inform curriculum planning and promote positive guidance strategies. The course emphasizes a strengths-based approach to assessment that includes building partnerships with families and professional colleagues. Self-reflection is a major component of the course as well as the examination of bias in the observation and assessment of young children from diverse backgrounds.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample Trainings

- Fundamentals of Child Assessment
- Illinois Early Learning & Development Standards



- Introduction to Developmental Screening Tools

Curriculum or Program Design

- Related College Coursework

Sample coursework: Creative Activities For Young Children

Course description: Exploration of the importance of creative activities in the early childhood curriculum and the relationship of creativity to physical, cognitive, language, social, and emotional development. Emphasis on planning for a variety of developmentally appropriate, creative experiences that allow young children to play with art, music, movement, literature, and drama as well as an examination of the role of the early childhood environment on creative expression.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample Trainings

- Caring for Mixed-Ages of Children
- Finding a Curriculum that Works for You
- Illinois Early Learning & Development Standards
- Off the Shelf and into Practice
- Early Math Counts
- Science Matters

Family and Community Relationships

- Related College Coursework

Sample coursework: Child, Family and Community Relations

Course description: Exploration of the importance of building positive relationships between young children, their families, the community, and the early childhood setting. Examines issues of diversity, multiculturalism, and anti-bias approaches in working with young children, their families, and the community as well as current policies, and practices that influence families. This course promotes self-reflection, cross cultural communication, and sensitivity to cultural, linguistic, and ability diversity.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample training:

- Family and Community: Partners in Learning

Personal and Professional Development

(3-6 credits; 45-90 contact hours)

- Related College Coursework

Sample Course work: History and Philosophy of Early Childhood Education

Course description: Introduction to the historic roots and philosophical foundations of early childhood care and education and different types of early childhood



programs. Exploration of the role of the early childhood professional and of the student's personal qualities in relationship to expectations of the field. Examination of the role of culture in child development and anti-bias practices in early childhood education, as well as the profession's Code of Ethical Conduct.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample training:

- Creating Individual Professional Development Plans

Required Supervised Field Experience (6-9 credits; 45-90 contact hours)

- Related Coursework

Sample Coursework: Practicum in Early Childhood Education

Course description: Under guided supervision, students create curriculum, design learning environments, curriculum and instruction, and develop sensitive and responsive interactions with young children (ages birth- 8) in community and school-based settings.

GENERAL EDUCATION REQUIREMENTS

- **ENGLISH/LANGUAGE ARTS**

Sample Courses: Composition, Literature, Creative Writing, Poetry, Drama, Creative Non-Fiction, Information Literacy

- **MATH**

Sample Courses: Math for Elementary Teachers, Algebra, Calculus, Analytic Geometry, Statistics

- **COLLEGE-LEVEL GENERAL EDUCATION**

One additional General Education course in any general education area.

Appendix A

WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE

Developed By:

**University of Illinois Chicago
Illinois Early Childhood Apprenticeship Program (IECAP)**

For the Occupation of:

**EARLY CHILDHOOD EDUCATOR
Gateways Level 2**

**O*NET-SOC CODE: 25-9042.00
RAPIDS CODE: 0657CB**



Appendix A

WORK PROCESS SCHEDULE EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 2 O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

An Illinois Gateways Early Care & Education (ECE) Teacher – Level 2 contributes to the care, development and instruction of young children (typically from birth through age 5) in an early care and education program. The ECE Teacher Registered Apprenticeship provides a career pathway through which people in or entering the ECE field can receive on-the-job learning and related instruction primarily in the context of a group or classroom setting. Under the guidance and supervision of a qualified worker (e.g., Lead Teacher, Site Supervisor) and, as appropriate, journey-level peer mentors working under supervision, apprentices are supported in on-the-job learning to gain the knowledge, skills and demonstrated mastery of the competencies listed in these Standards.

The Work Processes and associated competencies are based on and aligned with the Illinois Gateways to Opportunity Credentials. Upon completion of the Apprenticeship, participants will meet the qualifications for the position of Assistant or Associate Teacher in various ECE settings (e.g., child care centers, Early/Head Start, provisional Preschool For All), depending on the specific requirements and expectations of the organization with which they work.

1. APPRENTICESHIP APPROACH

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is approximately 2 years with a minimum of 144 contact hours of combined related instruction and on-the-job-learning (OTJ) per year. The term of the apprentice is based on the apprentice's demonstration of the mastery of the competencies as specified in these standards and completion of the required hours of related instruction as determined by the local partners and in consideration of Illinois credentialing, regulation and law requirements.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker (fully competent, trained teacher) ratio is: 1 apprentice(s) to 1 journeyworker(s). A qualified sponsor may train up to 1 apprentices for every 1 qualified journeyworker (e.g., Associate Teacher, Lead Teacher, Site



Supervisor, or Program Director) who is overseeing the training and assessment of the apprentice.

4. APPRENTICE WAGE SCHEDULE

Apprentices are paid a progressive schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, as specified in the IECAP wage scale see Appendix D). Beginning wages start at no less than the state minimum wage, currently \$13/hour.

Completion of Apprenticeship: \$19.25/hour (Chicago Metro Area)
\$16.75/hour (Remainder of the state)

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 12 weeks.

6. SELECTION PROCEDURES

The individual employer will determine the selection procedures for apprentices. This process will be provided to potential applicants and interested parties and will comply with 29 CFR 30.10, Standards of Apprenticeship and Requirements for Apprenticeship Sponsors Reference Guide. Employers may utilize any method or combination of methods for selection of apprentices, provided that the selection method(s) used meets the following requirements:

1. The selection procedure(s) will be uniformly and consistently applied to all applicants and apprentices.
2. Employers will not use any discriminatory selection procedures.

7. WORK PROCESS SCHEDULE

WORK PROCESS SCHEDULE **EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 2** O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

The employer shall see that apprentices' on-the-job learning is under the supervision of a qualified worker (e.g., Lead Teacher, Site Supervisor) and shall provide necessary diversified experience and training to develop the apprentice into a skilled worker, proficient in the work processes (i.e., professional competencies) outlined herein.

The following table is built around seven content areas and their related performance indicators (Illinois Gateways ECE competencies) that reflect the knowledge, skills,



dispositions, and application and transfer early childhood teachers need in order to effectively support the development and learning of diverse young children in a variety of settings. Each employer/sponsor, partnership, and/or subcommittee can make changes to the Work Processes or Checklist to meet local/state needs, employer needs, scope of practice or licensing/certification requirements, and/or desire to register or co-register with a statewide registration agency.

To advance from one pay grade to the next, apprentices shall demonstrate progress toward mastery of the knowledge, skills, and abilities listed below using the following ratings:

E: Exceeds expectations (more than satisfactorily demonstrates competency)

M: Meets expectations (satisfactorily demonstrates competency)

D: Does not meet expectations (competency not yet demonstrated at acceptable level)

N: Not yet exposed (has not had ample opportunity to develop competency)

Mentors will initial and date demonstration of each competency. For any area marked “does not meet expectations” or “not yet exposed,” the qualified worker completing the Checklist will provide comments to explain progress needed in subsequent periods to meet expectations. By the final rating period, apprentices must earn a rating of “M” or “E” for all competencies.

| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| Work Process/Professional Competence 1: Health, Safety, and Well-Being (HSW): Creates a safe and healthy environment to support the well-being of diverse children. | | |
| HSW Indicators | | |
| 1. Articulates components of a safe and healthy environment. | | |
| 2. Maintains a safe & healthy environment. | | |
| Work Process/Professional Competence 2: Human Growth & Development (HGD): Uses current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with young children, birth through age 8, and their families. | | |
| HGD Indicators | | |
| 1. Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. | | |
| 2. Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. | | |
| 3. Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning. | | |
| Work Process/Professional Competence 3: Interactions, Relationships, and Environments (IRE): Creates developmentally and culturally appropriate learning | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| environments and activities that support children’s relationships and diverse development and learning needs. | | |
| IRE Indicators | | |
| 1. Describes the role of the environment in supporting children’s development. | | |
| 2. Articulates the importance of relationships in supporting positive developmental and behavioral outcomes. | | |
| Work Process/Professional Competence 4: Observation and Assessment (OA): Uses developmentally and culturally appropriate assessment strategies to gauge and support diverse children’s learning and development. | | |
| OA Indicators | | |
| 1. Describes a variety of valid assessment procedures, screening tools, and observation methods. | | |
| Work Process/Professional Competence 5: Curriculum or Program Design (CPD) Plans and implements developmentally and culturally appropriate and differentiated curriculum to support the development and learning of diverse children. | | |
| CPD Indicators | | |
| 1. Identifies planning strategies which utilize assessment and observation data. | | |
| Work Process/Professional Competence 6: Family and Community Relationships (FCR) Creates reciprocal and culturally responsive relationships with families and meaningful connections with the community that enhance the well-being of young children, birth through age 8, and their families. | | |
| FCR Indicators | | |
| 1. Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting. | | |
| 2. Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education. | | |
| 3. Identifies and models respect for families by using strengths-based, culturally responsive practices. | | |
| Work Process/Professional Competence 7: Personal and Professional Development (PPD): Demonstrates and develops professionalism and exemplifies ethical standards of early childhood education. | | |
| PPD Indicators | | |
| 1. Demonstrates professionalism in image, behavior, and disposition. | | |



| Work Process/Professional Competence | Period 1 | Period 2 |
|---|----------|----------|
| 2. Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields. | | |

8. RELATED TECHNICAL INSTRUCTION (RTI)

RELATED TECHNICAL INSTRUCTION (RTI) EARLY CHILDHOOD EDUCATOR – Illinois Gateways Level 2 O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

Required Training for Participation in Apprenticeship Program Anti-Harassment Training

Level 2: Requires

1. High School degree or GED
2. 10 supervised observation hours (completed in conjunction with college coursework) or 200 documented hours of ECE work experience
3. Evidence of competencies listed above

Method of Delivery: College coursework, on-site training, classroom, and/or online, or prior learning assessment (PLA).

Competencies can be demonstrated in several different ways as determined and approved by the sponsor and employer, and to align with the local regulations. They may be demonstrated before or during the apprenticeship through coursework at entitled institutions of higher education and based on a transcript analysis. They can be demonstrated through the completion of approved in-person or on-line trainings as determined by the program. They can also be demonstrated through on-the-job fieldwork under guided supervision.

[Public Act 102–0174](#), known as the Early Childhood Access Consortium for Equity Act (ECACE), became law in the state of Illinois effective 7/28/2021. The law required that consortium members decide on how to assign college credit to the incumbent ECE workforce who have a Child Development Associate (CDA) Credential™, a widely recognized credential in early childhood education administered by the [Council for Professional Development](#). It also [requires](#) standardized methods for awarding credit for prior learning, known as PLA. Credit for prior learning requires the evaluation and assessment of a student's life learning through employment, training, and experiences outside an academic environment from which skills that



comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification, or advanced standing toward further education or training. All participating IHEs will also have systems in place for awarding PLA and PLA will be an acceptable method of earning college coursework in the Apprenticeship Program.

Health, Safety, and Well-Being

- Optional College Coursework

Sample Coursework: Child Health Safety and Nutrition

Course description: Early childhood curriculum, regulations, standards, policies, and procedures related to child health, safety, and nutrition birth - age 8. Emphasis on partnering with families and community and integrating and maintaining health, safety, and nutrition.

- Training required for child care providers in licensed centers

Sample training:

- CPR/First Aid
- IDCFS Child Abuse and Neglect Mandated Reporter Training
- Gateways Course: Child Development Health and Safety Basics

AND/OR

- Optional Program Trainings

Sample training:

- Trauma-Informed Practice
- Caring for Mixed-Ages of Children

Human Growth & Development

- Optional College Coursework

Sample Coursework: Human Growth & Development

Course description: Foundation in theory and principles of human development, from conception to early adolescence, including an in-depth study of physical, social, emotional, cognitive, and language development, including children's play.

- Training required for child care providers in licensed centers

Sample training:

- Gateways Course: Child Development Health and Safety Basics

AND/OR

- Optional Program Trainings

Sample training:

- Intro to Transitions
- Illinois Early Learning & Development Standards

Interactions, Relationships, and Environments

- Optional College Coursework

Sample coursework: Early Childhood Education and Curriculum

Course description: Explores planning, organizing, implementing, and evaluating programs for young children with diverse learning needs birth - 8 years with an



emphasis on the environment. Students will be provided with an understanding of developmentally appropriate programs and practice.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample training:

- Welcoming Each & Every Child
- Basics of Culturally and Linguistically Appropriate Practice
- Illinois Early Learning & Development Standards

Observation and Assessment

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample Trainings

- Fundamentals of Child Assessment
- Illinois Early Learning & Development Standards
- Introduction to Developmental Screening Tools

Curriculum or Program Design

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample Trainings

- Caring for Mixed-Ages of Children
- Finding a Curriculum that Works for You
- Illinois Early Learning & Development Standards
- Off the Shelf and into Practice
- Early Math Counts
- Science Matters

Family and Community Relationships

- Optional College Coursework

Sample coursework: Child, Family and Community Relations

Course description: Exploration of the importance of building positive relationships between young children, their families, the community, and the early childhood setting. Examines issues of diversity, multiculturalism, and anti-bias approaches in working with young children, their families, and the community as well as current policies, and practices that influence families. This course promotes self-reflection, cross cultural communication, and sensitivity to cultural, linguistic, and ability diversity.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings



Sample training:

- Family and Community: Partners in Learning

Personal and Professional Development

(3-6 credits; 45-90 contact hours)

- Optional College Coursework

Sample Course work: History and Philosophy of Early Childhood Education

Course description: Introduction to the historic roots and philosophical foundations of early childhood care and education and different types of early childhood programs. Exploration of the role of the early childhood professional and of the student's personal qualities in relationship to expectations of the field. Examination of the role of culture in child development and anti-bias practices in early childhood education, as well as the profession's Code of Ethical Conduct.

- Training required for child care providers in licensed centers

AND/OR

- Optional Program Trainings

Sample training:

- Creating Individual Professional Development Plans

Required Field Experience

200 hours of documented ECE work experience or 10 observation hours completed in conjunction with college coursework

DRAFT Appendix D

EMPLOYER ACCEPTANCE AGREEMENT FOR

The Illinois Early Childhood Apprenticeship Pilot Program

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by the University of Illinois Chicago, College of Education and agree(s) to carry out the intent and purpose of said Standards for *the Illinois Early Childhood Apprenticeship Pilot (IECAP)* and accompanying Appendices and to abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards. (Employer) has been furnished a copy of the Standards and have read and understood them, and request certification to train apprentices under the provisions of these Standards. On-the-job, the apprentice is hereby assured qualified training personnel and adequate supervision during the apprenticeship. The training should follow the approved Work Process Schedule and Related Instruction Outline including the rotation of tasks. The employer further agrees to develop selection procedures in the Employer Acceptance Agreement that are consistent with the requirements set forth in 29 CFR § 30.10(b). This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer, or the Office of Apprenticeship.

Employers participating in the Illinois Early Childhood Apprenticeship pilot program must identify and operate as a place of professional learning in addition to providing high quality early care and education programs and services. Employers must demonstrate ongoing and meaningful commitment to professional development and learning, must cultivate a culture that values professional learning, and commit resources to their employees professional development. Specific requirements of participation include the following:

- Identify at least xx# staff (*determined on a site by site basis*) who are going back to school to obtain any one of the following: additional Gateways Credentials and/or early childhood education degrees, or professional teaching licenses with an endorsement in early childhood.
- Must agree to implement a minimum salary scale, ([CELFE scale](#)) for all teaching/instructional staff and all apprentices based on role and Credential/Degree level according the following:

Metro Chicago Minimum Wage Scale

| Position | Credential Level/ Degree Attainment | Hourly | Salary Annualized |
|----------------------|--|---------------|------------------------------|
| Teacher | Bachelors + PEL | \$61,000 | |
| | Bachelors + ECE Level 5 | \$26.50 | \$55,120 |
| | Associates + ECE Level 4 | \$22.25 | \$46,280 |
| | ECE Level 2 or 3 | \$20.75 | \$43,160 |
| | DCFS minimum/ECE Level 1 | \$19.25 | \$40,040 |
| Assistant Teacher | Associates + ECE Level 4 | \$20.75 | \$43,160 |
| | ECE Level 2 or 3 | \$19.25 | \$40,040 |
| | DCFS minimum/ECE Level 1 | \$18.00 | \$37,440 |

Outside Metro Chicago Minimum Wage Scale

| Position | Credential Level/ Degree Attainment | Hourly | Salary Annualized |
|----------------------|--|---------|----------------------|
| Teacher | Bachelors + PEL | | \$49,522 |
| | Bachelors + ECE Level 5 | \$22.75 | \$47,320 |
| | Associates + ECE Level 4 | \$19.00 | \$39,520 |
| | ECE Level 2 or 3 | \$18.00 | \$37,674 |
| | DCFS minimum/ECE Level 1 | \$17.25 | \$35,880 |
| Assistant Teacher | Associates + ECE Level 4 | \$17.50 | \$36,608 |
| | ECE Level 2 or 3 | \$16.75 | \$34,944 |
| | DCFS minimum/ECE Level 1 | \$16.00 | \$33,280 |

- Capacity to support on the job learning:
 - o Ensuring that center employs developmentally appropriate practices, as defined by NAEYC, across all classrooms and programs.
 - o On a weekly basis provide observation and reflective supervision/feedback for apprentices.
 - o Provide staff dedicated time for collaborative planning
 - o Support apprentices in connecting with a professional development advisor (PDA) at INCCRRA to identify career goals and/or a higher ed navigator at the local CCR&R, to support them with the application process, if needed.
- Capacity to support apprentices in their higher education programming requirements:
 - o Allowing for time off to attend class when needed.
 - o Ensuring opportunities to work with diverse groups of children e.g., age, ability, cultural backgrounds, etc.
- Identify a site-based Mentor(s) on staff with either a BA and a level 5 Gateways to Opportunity ECE Credential, a Professional Educators License (PEL) with an ECE endorsement, or a Gateways to Opportunity Directors Credential (IDC). The mentor must have adequate time to
 - o Participate in UIC credit bearing course to support development of competencies needed to be a mentor teacher
 - o Provide reflective supervision to apprentice(s)
 - o Provide other needed support to apprentice or connections to other resources to ensure persistence and success of apprentice(s)
- A commitment to documenting, collecting, and sharing data and information on the apprenticeship pilot, engaging in collaborative planning with apprenticeship intermediary (UIC) and local institutions of higher education as requested by UIC, including but not limited to the following:
 - o Participating in the SEQUAL (Supportive Environmental Quality Underlying Adult Learning) survey, developed by the Center for Study of Child Care Employment (CSCCE) to examine early educators' perspectives on their own work environments.

- Sharing data needed on apprentices' participation and progress with UIC per FERPA regulations.

Employer

Name of Company: _____ Federal Tax ID Number _____

Company Representative (Typed) Name _____

Title: _____

Address: _____

City/State/Zip Code: _____

Phone Number: _____ Email: _____

Reviewed and Approved by:

Signature _____ Date: _____

Title: _____