



## Appendix A

# **WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE For: [employer name]**

**FOR THE OCCUPATION OF**

**Early Childhood Educator (Center-Based)**

**O\*NET-: 39-9011 – Child Care Worker RAPIDS Code 90625**

**TERM: Competency – with no less than 1yr/2000 OJT hours**

**RTI Hours: 144**

# Appendix A

## Early Childhood Educator (Center-Based)

O\*NET-: 39-9011 – Child Care Worker RAPIDS Code 90625

This schedule is attached to and a part of these Standards for the above identified occupation.

### 1. TYPE OF OCCUPATION

- ☒ Competency

### 2. TERM OF APPRENTICESHIP

The term of the occupation is approximately 2,000-2,500 hours of On-the-Job Learning (OJL), supplemented by approximately 144 hours of related instruction will be offered outside of regular work hours at no cost to the apprentice. The probationary period shall be defined as 500 hours on the job.

### RATIO OF APPRENTICES TO JOURNEYWORKERS

2 Apprentices to 1 Journey worker.

### 3. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid based on a wage rate commensurate with their skill attainment. The apprentice will receive a wage increase when they complete the CDA (step 2).

<i>Occupational Step</i>	<i>Milestones</i>
Step 1	Upon registration
Step 2	Completion of Child Development Associate credential (CDA)
Completion of Apprenticeship	Completion of all Related Instruction, all OJT hours, and receipt of the CDA Credential

### 4. ENTRY QUALIFICATIONS AND SELECTION PROCEDURES

#### SECTION I. – MINIMUM QUALIFICATIONS

- A. Applicants shall be of legal working age.
- B. Applicants shall be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.
- C. Applicants shall have a high school diploma or be a high school junior or senior in an early Education/Child Development Career and Technical Program. If they are a junior or senior in an Early Education/Child Development Career and Technical Program, they will have a high school diploma and/or a GED by the end of their apprenticeship.
- D. All apprentices shall hold an active OEC Registry Account, which shall remain current during the duration of the apprenticeship.

Evaluation of prior learning towards the CDA will be evaluated on a case-by-case basis.

## SECTION II. - APPLICATION PROCEDURES

- A. The employer will accept applicants throughout the year or at specific times made publicly accessible by the employer.
- B. All applications will be identical in content and requirements.
- C. Before completing the application, each applicant will be provided information about the program, including the specifics of the Apprenticeship Agreement. If the applicant has any additional questions on the qualifications or needs additional information to complete the application, it will be provided by the employer.
- D. Receipt of the properly completed application form, along with required supporting documents, will constitute the completed application.
- E. Completed applications will be checked for minimum qualifications. Applicants deficient in one or more qualifications or requirements or making false statements on their application will be notified in writing of their disqualification. The applicant will also be notified of the appeal rights available to them. No further processing of the application will be taken. Disqualified applicants may apply at a further date.
- F. Applicants meeting the minimum qualifications and submitting the required documents will be notified where and when to appear for an interview, as determined by the employer.

## SECTION III. - SELECTION PROCEDURES

The individual employer will determine the selection procedures. This process will be provided to potential applicants and interested parties. Employers may utilize any method or combination of methods for selection of apprentices, provided that the selection method(s) used meets the following requirements:

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

Work Process Schedule  
**ON THE JOB LEARNING OUTCOMES**

**Early Childhood Educator (Center-Based)**

O\*NET-: 39-9011 – Child Care Worker RAPIDS Code 90625

The following related training and instruction (RTI) as well as the competency standards in this document represent an alignment with the Child Development Associate (CDA) standards. This Center-based Child Care Registered Apprenticeship builds on the CDA standards, providing the apprentice with an opportunity to demonstrate competency on a set of nationally recognized professional standards.

**Center-Based Child Care Provider Description:**

Center-Based childcare centers provide regular care to more than twelve related or unrelated children outside of their homes. Across the country, Center-Based care provides high-quality programs for infants and toddlers, preschoolers, school age, and children with special needs.

Mentors (Journey workers) are licensed Center-Based Educators that possess a minimum of a Child Development Associate Credential (CDA) or some combination of higher education attainment.

A designated individual decided on by the employer will ensure understanding and integration of RTI and will formally assess competencies.

All Apprentices must earn the Child Development Associate (CDA) Credential as administered by the Council for Professional Recognition in order to successfully complete the Apprenticeship Program for Center-Based Care Provider.

**Related Training & Instruction (RTI) Outline:**

<b>Program</b>	<b>Description</b>	<b>Hours</b>
CDA Credential – Center-Based setting	<p>Minimum of 10 hours per 8 domain areas totaling no less than 120 hours in content specific to the growth and development of children age birth to 5 years:</p> <ul style="list-style-type: none"><li>A. Planning a safe and healthy learning environment</li><li>B. Advancing children's physical and intellectual development</li><li>C. Supporting children's social and emotional development</li><li>D. Building productive relationships with families</li><li>E. Managing an effective program operation</li><li>F. Maintaining a commitment to professionalism</li><li>G. Observing and recording children's behavior</li><li>H. Understanding principles of child development and learning</li></ul> <p>As part of their CDA, the apprentice must complete at least one cultural competency course, such as but not limited to, creating a multicultural environment, cultural competence in Early Childhood Education, Gender Bias</p>	120

	and Stereotypes, Supporting Children and Families who Have Experienced Trauma, An Introduction to Inclusion and Children with Special Needs, Inclusion in Early Childhood Settings, and Supporting Children with Incarcerated Parents.	
Health and Safety	<p>Health and Safety Compliance Requirements for Licensed Center-Based and Group Homes are as follows:</p> <p>A. If the apprentice already has a valid CPR/First Aid/Medical Administration Certifications, they must complete a 5 hour online Health and Safety Basics Training (CTOEC101). The training is available through CT Early Childhood Professional Registry.</p> <p>B. If the staff member does not have valid CPR/First Aid/Medical Administration Certifications, they must complete an 18 hour Health and Safety Training. The training is available through your CT Early Childhood Professional Registry.</p>	5 - 18 hours depending on prior certifications
<b>TOTAL</b>		<b>138</b>

## 1. CHILD DEVELOPMENT ASSOCIATE (CDA)

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### About the Council for Professional Recognition:

In keeping with its goal to meet the growing need for qualified early child care and education staff, the Council administers the Child Development Associate® (CDA) National Credentialing Program. The CDA Program is designed to assess and credential early childhood education professionals. The Council recognizes and credentials professionals who work in all types of early care and education programs - Head Start, pre-k, infant-toddler, family child care, and home visitor programs. The Council sets policies and procedures for assessment and credentialing, publishes the Competency Standards and other materials used for CDA credentialing, and administers the assessment.

### **About the Child Development Associate® (CDA) National Credentialing Program:**

The CDA National Credentialing Program is a professional development opportunity for early educators working with children ages birth to 5 years old to demonstrate their knowledge, skills, and abilities in the early childhood education field. The CDA credentialing program assesses candidates using multiple sources, including an exam, observation, and professional portfolio with resources and competency statements prepared by the candidate.

### **Program of Study – Related Instruction**

#### *Center-Based CDA*

The Council for Professional Recognition ([www.cdacouncil.org](http://www.cdacouncil.org)) administers and awards the Child Development Associate® (CDA) credential. The CDA credential is awarded to early education professionals who qualify for a CDA, and who also complete the following steps:

- CDA candidates must successfully complete 120 hours of CDA qualified training including no fewer than 10 hours of training in each of eight CDA subject areas.
- CDA candidates must obtain 480 hours of professional work experience in a child care setting with children ages birth to 5 years.
- CDA candidates must complete a CDA Portfolio, documenting their work in the early childhood field. Providers may access Child Care Education Institute which can guide CDA candidates in preparing a successful CDA portfolio.
- CDA candidates must successfully pass the CDA exam.
- CDA candidates must successfully complete the CDA Verification Visit.

### **Delivery Model**

Apprentices will complete their CDA credential, either independently through an approved online platform, or through a CDA program within the state of CT as recognized by the Office of Early Childhood.

### **Learning Objectives**

Apprentices will explore the CDA competency standards and functional standards through class interactions and homework assignments. Ongoing classroom discussions will provide students with opportunities to demonstrate growth relating to their professional beliefs and values within the early childhood setting. Class discussion and writing assignments will demonstrate how students are applying new knowledge to their teaching practice.

Apprentices will need to demonstrate **120 hours** of related instruction in early childhood education via approved professional development providers covering the growth and development of children, with no fewer than 10 training hours in each of the CDA subject areas:

- Planning a safe and healthy learning environment
- Advancing children's physical and intellectual development
- Supporting children's social and emotional development
- Building productive relationships with families
- Managing an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children's behavior
- Understanding principles of child development and learning

As part of their CDA, the apprentice must complete at least one cultural competency course, such as but not limited to, Creating a Multicultural Environment, Cultural Competence in Early Childhood Education, Gender Bias and Stereotypes, Supporting Children and Families who Have Experienced Trauma, An Introduction to Inclusion and Children with Special Needs, Inclusion in Early Childhood Settings, and Supporting Children with Incarcerated Parents.

### 3. Center-Based Child Care Additional Learning Requirements

#### A. Provider Wellness

The Provider Wellness training requirement may be fulfilled by completing any combination of the following training courses available through the Child Care Education Institute (CCEI). Apprentices must complete **at least 10 hours total** of the following:

ID	Title	Description	Hours	Available in Spanish
PROF100	Stress Management for Child Care Providers	This course provides an overview of the effects of stress in the lives of child care professionals and to understand coping techniques to manage stress. Participants will be able to define stress, identify four sources of stress, identify four symptoms of stress, and identify techniques for stress management in four categories.	1	Yes
SOC106	The Value of Mindfulness in Early Childhood Settings	This course provides participants with an understanding of their role in supporting mindfulness practices in the early childhood environment. The course explores the need for these calming and reflective approaches when working with young children. Participants will discover ways to plan for mindfulness throughout each day and arrange the early childhood classroom to support this approach.	2	Yes
CCEI770	Making Time: Time Management Skills	This course outlines effective time management skills for program administrators or directors. Participants will learn how to prioritize deadlines, set goals, and use time more effectively. Upon successful completion of this course, students should be able to clearly state their job purpose, list three types of formal and informal planning and create strategies for using time more efficiently.	1	Yes
ADM116	Creating an Eco-Friendly Child Care Environment	This course provides an overview of what constitutes an eco-friendly child care environment, with a major focus on the hazards of environmental exposure and recommended practices for maintaining a safe, healthy environment for young children. This course also offers strategies for developing and implementing a sustainability plan at a child care center, including activities for promoting environmental awareness in young children and increasing family involvement.	2	Yes
CUR121	Establishing Growth Mindset	This course provides early childhood educators with a deeper understanding of the concept of the growth mindset. The course discusses the	2	Yes

	Practices in Early Learning Environments	importance of establishing a growth mindset approach to learning at a young age. Throughout the course, participants are presented with practical strategies they can implement immediately and over the long run to support children as they form growth mindset beliefs and skills.		
HLTH103	Fit for Life	This course provides strategies and methods to improve physical fitness and incorporate movement activities across the early childhood curriculum.	2	Yes
HLTH104	Basic Health and Hygiene Practices for the Early Childhood Setting	This course provides basic information everyone should know about preventing the spread of infectious diseases in the child care setting. Participants will learn about various types of pathogens and how they are spread, along with recommended hygiene practices, how to recognize signs and symptoms of a disease, immunization policies, criteria for excluding a child from group care, communicating with families regarding a disease, and maintaining a clean environment.	2	Yes
PROF103	Strategies for Success in Challenging Conversations	This course focuses on effective communication strategies to use during challenging conversations. Participants will explore elements of communication breakdowns to prevent them from occurring during important conversations with parents, coworkers, and children.	2	Yes
PROF104	Reflective Practices in Early Childhood Education	This course provides an examination of what it means to reflect on daily teaching practices and why it is an important practice. The course offers several models of reflection and reflective thinking strategies to help ECE professionals establish a reflective practice. Participants will also discover ways to plan for reflection when working with colleagues, children, and families.	3	Yes
SOC108	Establishing Trauma Informed Practices in Early Learning Environments	Early care and education providers work with diverse groups of students from all walks of life. Statistics show that 26% percent of children living in America will experience some sort of trauma in their life before the age of four. This course introduces the concept of trauma in the lives of young children and focuses on ways to incorporate trauma-informed practices into the environment and interactions with children.	2	Yes

#### B. Medication Administration

The training in the administration of medications shall be documented and shall include, but not be



limited to, the following:

- A. Description of methods of administration including principles and techniques, application, and installation of oral, topical, and inhalant medication, including the use of nebulization machines, with respect to age groups.
- B. Administering medication to an uncooperative child.
- C. Demonstration of techniques by the trainer and return demonstration by participants, assuring that the trainee can accurately understand and interpret orders and carry them out correctly.
- D. Recognition of side effects and appropriate follow up action.
- E. Avoidance of medication errors and the action to take if an error occurs.
- F. Abbreviations commonly used.
- G. Documentation including parent permission, written orders from physicians, and the record of administration.
- H. Safe handling including receiving medication from the parent(s), safe disposal, and standard precautions.
- I. Proper storage including controlled substances, in accordance with section 21a-262-10 of the Regulations of Connecticut State Agencies; and
- J. Understanding of the indications, side effects, handling, and methods of administration for injectable medication.

#### Training Approval Documents:

- A. Upon completion of the required training program, the physician, physician assistant, advanced practice registered nurse or registered nurse who conducted the training shall issue a written approval to each apprentice who has demonstrated successful completion of the required training.
- B. Approval for the administration of oral, topical, and inhalant medications shall remain valid for three (3) years. Approval for the administration of injectable medications shall be valid for one (1) year. A copy of the approval shall be on file at the facility where the apprentice is employed and shall be available to department staff upon request.
- C. The written approval shall include: (i) the full name, signature, title, license number, address and telephone number of the physician, physician assistant, advanced practice registered nurse or registered nurse who gave the training; (ii) the location and date(s) the training was given; (iii) a statement that the required curriculum areas were successfully mastered, and indicating the route(s) of administration the trainee has been approved to administer; (iv) the name, address and telephone number of the director, head teacher, program staff or group day care home provider who completed the training successfully; and (v) the expiration date of the approval.

An apprentice can be trained by a physician, physician assistant, advanced practice registered nurse or registered nurse in the methods of administration of medications.

## WORK PROCESS ON THE JOB COMPETENCIES

Early Childhood Educator (Center-Based)

O\*NET-: 39-9011 – Child Care Worker RAPIDS Code 90625

Competency Based No Less than 2,000 Hours

### Work Processes and Competencies

The following Work Processes and Competencies are directly derived from and identical to the [CDA Professional Competencies](#). These competencies will be used throughout the apprenticeship to assess how the apprentice is advancing towards proficiency in all the competency areas. Competencies will be formally assessed by an individual designated by the employer three times during the apprenticeship program in order to support the growth and learning of the apprentice. Mentors will not conduct any formal assessments, though may give insight and feedback to the apprentice on competency areas.

CDA Professional Competencies
Goal I: To establish and maintain a safe, healthy learning environment
Goal II: To advance physical and intellectual competence
Goal III: To support social and emotional development and to provide positive guidance
Goal IV: To establish positive and productive relationships with families
Goal V: To ensure a well-run, purposeful program that is responsive to participant needs
Goal VI: To maintain a commitment to professionalism

The following rating scale will be utilized a minimum of three times over the course of the apprenticeship to assess how the apprenticeship is advancing towards mastery of the competency areas.

### Performance Rating Scale Definitions

**3. Advanced Competency** - Performs regularly at a high level; goals/expectations exceed most desired/required outcomes.

**2. Functional Competency** - Consistently meets goals/expectations; maintains an effective/consistent level of performance, meets desired/required outcomes.

**1. Some Experience/Exposure** - Performance is inconsistent and requires greater attention from a supervisor.

Competencies and Performance Areas	Rating 1	Rating 2	Rating 3
Goal 1: To establish and maintain a safe, healthy learning environment			
1. Candidate provides a safe environment.			
2. Candidate teaches children safe practices to prevent and reduce injuries.			
3. Candidate provides an environment that promotes health and prevents illness.			
4. Candidate teaches children about good nutrition and practices that promote wellness.			
5. Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with special needs.			
Goal 2: To advance physical and intellectual competence			
1. Physical: Candidate uses a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine motor and gross motor) of all children.			
2. Cognitive: Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving and to lay the foundation for all learning.			
3. Cognitive: Candidate implements curriculum that promotes children's learning of important mathematics, science, technology, social studies, and other content goals.			
4. Communication: Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning.			
5. Communication: Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to help children communicate their thoughts and feelings verbally and nonverbally.			
6. Communication: Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.			

7. Creative: Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.			
Goal 3: To support social and emotional development and to provide positive guidance			
1. Self: Candidate develops a warm, positive, supportive, and responsive relationship with each child.			
2. Self: Candidate helps each child learn about and take pride in his or her individual and cultural identity.			
3. Social: Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends.			
4. Social: Candidate promotes mutual respect among children and adults.			
5. Guidance: Candidate provides a supportive environment and uses effective strategies to promote children's self-regulation and support acceptable behaviors.			
6. Guidance: Candidate effectively intervenes for children with persistent challenging behaviors.			
Goal 4: To establish positive and productive relationships with families			
1. Candidate establishes a positive, responsive, and cooperative relationship with each child's family, and encourages their involvement in the program.			
2. Candidate engages in two-way communication with families and supports the child's relationship with his or her family.			
Goal 5: To ensure a well-run, purposeful program that is responsive to participant needs			
1. Candidate is a manager who uses observation, documentation, and planning to support children's development and learning.			
2. Candidate is a manager who uses observation, documentation, and planning to ensure effective operation of the classroom or group.			
3. Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.			

Goal 6: To maintain a commitment to professionalism			
1. Candidate makes decisions based on knowledge of research-based early childhood practices and promotes high-quality child care services.			
2. Candidate takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.			

**RATING ONE:**

Date	
Performed by	
Signature	

**RATING TWO:**

Date	
Performed by	
Signature	

**RATING THREE:**

Date	
Performed by	
Signature	