|  |  |
| --- | --- |
| WI Youth Apprenticeship Logo | Early Childhood Education  Youth Apprenticeship |

# EARLY CHILDHOOD EDUCATION

Early childhood youth apprentices assist teachers in a variety of settings.  Focus is placed on maintaining a safe and healthy environment, building relationships with parents and staff, and implementing learning activities.

**Length of Apprenticeship:** One or two years

# occupational Competencies

Youth apprentices work with a job site mentor to demonstrate the following competencies.

Year 1: Youth apprentices must complete a **total of 15** competencies. **Fourteen** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

Year 2: Youth apprentices must complete a **total of 16** competencies. **Fifteen** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. Those skills should be added to the competency list for assessment.

**Note:** In most settings, youth apprentices must meet the requirements set forth by the WI Department of Children and Families (DCF) for Early Childhood Program Aide (at least 16 years of age) or Early Childhood Assistant Teacher (at least 17 years of age with appropriate training). The DCF childcare regulation requirements are outline in more detail their website: [Wisconsin Child Care Regulation](https://dcf.wisconsin.gov/ccregulation).

|  |  |
| --- | --- |
| **YEAR 1 Competencies** | **YEAR 2 Competencies** |
| 1. Obtain training or certification requirements required for employment 2. Assess environment for safety hazards 3. Maintain a clean and sanitary environment 4. Adhere to emergency procedures 5. Follow employer child tracking procedures 6. Serve meals 7. Foster social interaction during meals 8. Instruct children on personal hygiene 9. Model personal hygiene 10. Follow toileting and diapering procedures 11. Incorporate teacher-directed activities for small and large groups 12. Implement outdoor learning activities 13. Establish positive relationships with children and families 14. Comply with licensing regulations      1. Model professionalism as an Early Childhood Educator | 1. Maintain training or certification requirements for required for employment 2. Care for minor injuries and illnesses 3. Conduct informal observations 4. Perform food preparation 5. Implement developmentally appropriate positive guidance strategies 6. Teach social and emotional skills 7. Support culturally responsive environments, activities, and materials 8. Implement modifications to routines, environments, and equipment to ensure inclusivity 9. Integrate learning opportunities into caregiving routines 10. Evaluate the lesson plan 11. Model interpersonal skills with children and families 12. Identify community resources available to families 13. Engage in reflective practice 14. Advocate for the early childhood profession 15. Uphold ethical standards for early childhood educators 16. Maintain knowledge of best practices and recent developments |

# Registered Apprenticeship Bridging Opportunities

The following Registered Apprenticeship is available in this area:

* Early Childhood Educator

# Post-Secondary Pathway Opportunities

There are several post-secondary pathway opportunities in this area. The following is a partial list.

* Early Childhood Education
* Foundations of Teacher Education

|  |  |
| --- | --- |
| WI Youth Apprenticeship Logo | Early Childhood Education  Youth Apprenticeship  On-the-Job Learning Performance Standards Guide  (tO BE COMPLETED BY ya cONSORTIUM) |

# Youth Apprentice information

|  |  |
| --- | --- |
| **Youth Apprentice Name** | |
| **YA Coordinator** | **YA Consortium** |
| **School District** | **High School Graduation Date** |
|  |  |

# Requirements

**Level One Requirements**

Youth apprentices must complete ALL the items listed below. Check completed areas.

Year 1 Competency checklist

Employability Skills checklist (in this OJL Guide) or the WI Department of Public Instruction (DPI)

Employability Skills Certificate

Related instruction equal to 1 high school credit or at least 3 college credits

Minimum of 450 work hours

**Level Two Requirements**

Youth apprentices must complete ALL the items listed below. Check completed areas.

Year 2 Competency checklist

Employability Skills checklist (in this OJL Guide) or the DPI Employability Skills Certificate

Related instruction equal to 2 high school credits or at least 6 college credits

Minimum of 900 work hours

# Hours

Record the hours the youth apprentice worked.

|  |  |  |
| --- | --- | --- |
| Total Hours Employed | Company Name | Telephone Number |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Related Instruction

YEAR 1: Indicate which related instruction courses the youth apprentice completed.

|  |  |  |  |
| --- | --- | --- | --- |
| Dual Credit | Course Number and Title | Credits | **Instruction Provider** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

YEAR 2: Indicate which related instruction courses the youth apprentice completed.

|  |  |  |  |
| --- | --- | --- | --- |
| Dual Credit | Course Number and Title | Credits | **Instruction Provider** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# SIGNATURES

The On-the-Job Learning Performance Standards Guide includes a list of competencies youth apprentices learn through mentoring and training at the worksite.

Instructions for the Worksite Employers/Mentors and School-Based or YA coordinators: This document should be reviewed with the employer/mentor, school-based or YA coordinator on a regular basis with the youth apprentice to record progress and plan future steps to ensure completion of the required competencies. Mentors, school-based/YA coordinator, and the apprentice sign below.

|  |  |
| --- | --- |
| Employer/Mentor Signature | Employer/Mentor Signature |
| Employer/Mentor | Employer/Mentor |
| Business/Company | Business/Company |
| Date Signed | Date Signed |
|  | |
| School-Based and/or YA Coordinator Signature | School-Based and/or YA Coordinator Signature |
| School-Based and/or YA Coordinator | School-Based and/or YA Coordinator |
| School District or Organization | School District or Organization |
| Date Signed | Date Signed |
|  | |
| Youth Apprentice Signature | Youth Apprentice Signature |
| Youth Apprentice | Youth Apprentice |
| School District / High School | School District / High School |
| Date Signed | Date Signed |

# employability Skills (TO BE COMPLETED BY yA EMPLOYER/MENTOR)

Youth apprentices must demonstrate key employability skills.

The DWD YA program employability skills requirement may be attained and demonstrated through two processes. (See options listed below.) Employability skills must be completed for every year a student is in the program. The DPI Employability Skills Certificate may be counted as meeting one of those two years, provided the certificate is earned in the same year the student is enrolled in youth apprenticeship or they can complete the YA Employability Skills in the OJL. The Employability Skills Certificate must be obtained through the DPI.

1. If a student has successfully completed a Wisconsin Department of Public Instruction (DPI) State-Certified Cooperative Education, [Co-Op Employability Skill certification](https://dpi.wi.gov/cte/skills-standards/cooperative/portfolios) then they have met the YA Employability Skills requirement for that year. A copy of the student’s DPI Co-Op Employability Skill Certificate must be maintained on file with their YA regional consortium.

Earned Wisconsin Employability Skills Certificate (checked if applicable) or,

1. Completed and rated “Employability Skills” through this YA OJL guide as described below.

|  |  |
| --- | --- |
| **3** | ***Exceeds Expectations:*** Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior |
| **2** | ***Meets Expectations:***  Meets entry-level criteria; requires some supervision; often displays this behavior |
| **1** | ***Working to Meet Expectations:*** Needs improvement; requires much assistance and supervision; rarely displays this behavior |

The following skills are required of all youth apprentices.

|  | **Employability Skills** | **Rating** | | |
| --- | --- | --- | --- | --- |
| **Competency and Rating Criteria** | | **Minimum Rating of 2 for EACH**  **Check Rating** | | |
| **1** | **2** | **3** |
| 1. Develops positive work relationships with others.   *Examples of qualities and habits that the employee might exhibit include . . .*   * Interacts with others with respect and in a non-judgmental manner * Responds to others in an appropriate and non-offensive manner * Helps co-workers and peers accomplish tasks or goals * Applies problem-solving strategies to improve relations with others * When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Communicates effectively with others   *Examples of qualities and habits that the employee might exhibit include . . .*   * Adjusts the communication approach for the target audience, purpose, and situation to maximize impact * Organizes messages/information in a logical and helpful manner * Speaks clearly and writes legibly * Models behaviors to show active listening * Applies what was read to actual practice * Asks appropriate questions for clarity | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Collaborates with others   *Examples of qualities and habits that the employee might exhibit include . . .*   * Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities * Shares responsibility for collaborative work and decision making * Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise * Avoids contributing to an unproductive group conflict   Shares information and carries out responsibilities in a timely manner | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Maintains composure under pressure   *Examples of qualities and habits that the employee might exhibit include . . .*   * Uses critical thinking to determine the best options or outcomes when faced with a challenging situation * Carries out assigned duties while under pressure * Acts in a respectful, professional, and non-offensive manner while under pressure * Applies stress management techniques to cope under pressure | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Demonstrates integrity   *Examples of qualities and habits that the employee might exhibit include . . .*   * Carries out responsibilities in an ethical, legal and confidential manner * Responds to situations in a timely manner * Takes personal responsibility to correct problems * Models behaviors that demonstrate self-discipline, reliability, and dependability | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Performs quality work   *Examples of qualities and habits that the employee might exhibit include . . .*   * Carries out written and verbal directions accurately * Completes work efficiently and effectively * Performs calculations accurately * Conserves resources, supplies, and materials to minimize costs and environmental impact * Uses equipment, technology, and work strategies to improve workflow * Applies problem-solving strategies to improve productivity * Adheres to worksite regulations and practices * Maintains an organized work area | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Provides quality goods or services (internal and external)   *Examples of qualities and habits that the employee might exhibit include . . .*   * Shows support for the organizational goals and principles by own personal actions * Displays a respectful and professional image to customers * Displays an enthusiastic attitude and desire to take care of customer needs * Seeks out ways to increase customer satisfaction * Produces goods to workplace specifications | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Shows initiative and self-direction   *Examples of qualities and habits that the employee might exhibit include . . .*   * Prioritizes and carries out responsibilities without being told * Responds with enthusiasm and flexibility to handle tasks that need immediate attention * Reflects on any unsatisfactory outcome as an opportunity to learn * Improves personal performance by doing something different or differently * Analyzes how own actions impact the overall organization * Supports own action with sound reasoning and principles * Balances personal activities to minimize interference with work responsibilities | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Adapts to change   *Examples of qualities and habits that the employee might exhibit include . . .*   * Shows flexibility and willingness to learn new skills for various job roles * Uses problem-solving and critical-thinking skills to cope with changing circumstances * Modifies own work behavior based on feedback, unsatisfactory outcomes, efficiency, and effectiveness * Displays a "can do" attitude | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Demonstrates safety and security regulations and practices   *Examples of qualities and habits that the employee might exhibit include . . .*   * Follows personal safety requirements * Maintains a safe work environment * Demonstrates professional role in an emergency * Follows security procedures * Maintains confidentiality | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Applies job-related technology, information, and media   *Examples of qualities and habits that the employee might exhibit include . . .*   * Applies technology effectively in the workplace * Assesses and evaluates information on the job * Assesses training manuals, website, and other media related to the job | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Fulfills training or certification requirements for employment   *Examples of this requirement may include . . .*   * Participation in required career-related training and/or educational programs * Passing certification tests to qualify for licensure and/or certification * Participation in company training or orientation | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |
| 1. Sets personal goals for improvement   *Examples of this requirement may include . . .*   * Setting goals that are specific and measurable * Setting work-related goals that align with the organization's mission * Identifying strategies to reach goals * Reflecting on goal progress to regularly evaluate and modify goals | | **Year 1 Rating** | | |
|  |  |  |
| **Year 2 Rating** | | |
|  |  |  |

# YEAR 1 occupational Competencies (TO BE COMPLETED BY yA EMPLOYER/MENTOR)

Year 1 youth apprentices must complete a **total of 15** competencies. **Fourteen** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

**Rating Scale**

3: Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2: Meets entry level criteria | Requires some supervision | Often displays this behavior

1: Needs improvement | Requires much assistance and supervision | Rarely displays this behavior

If any competencies are rated "1" on the final performance review checklist that is submitted to WI DWD it is considered a failed checklist.

| **Occupational Competencies** | **Ratings** | | |
| --- | --- | --- | --- |
| **Competency and Rating Criteria** | **Minimum Rating of 2 for EACH**  **Check Rating** | | |
| **1** | **2** | **3** |
| Obtain training or certification requirements required for employment  * complete required career-related training and/or educational programs * pass certification tests to qualify for licensure and/or certification * participate in company training or orientation |  |  |  |
| Assess environment for safety hazard  * scan classroom from ceiling to floor * identify safety hazards * remove any safety hazards * report safety hazards that are non-mobile * ensure all hazardous materials are inaccessible to children |  |  |  |
| Maintain a clean and sanitary environment  * stock classroom with adequate cleaning and sanitation supplies * implement cleaning schedule * complete three-step sanitation process * use cleaning solutions following safety guidelines * apply universal standard precautions |  |  |  |
| Adhere to emergency procedures  * follow employer security procedures * follow employer evacuation procedures * follow employer emergency medical procedures |  |  |  |
| Follow employer child tracking procedures  * identify child-staff ratio * conduct name-to-face check * track children in and out of classroom * stay in sight and sound of all children |  |  |  |
| Serve meals  * clean and sanitize food surfaces * ensure adequate supplies are available * provide proper food portions according to food serving size guidelines * demonstrate safe food handling * serve food items to children * help children serve themselves * prepare infant formula or breast milk * feed formula or breast milk to infants * help older children serve food |  |  |  |
| Foster social interaction during meals  * sit with children during meals or snacks * generate discussion during the meals * encourage children to talk and be social with their peers * model appropriate table manners |  |  |  |
| Instruct children on personal hygiene  * teach proper hand-washing procedure * teach hygienic nose-blowing, coughing, and sneezing * teach proper dental hygiene * use a variety of strategies, e g  discussions, positive guidance, visual displays, reading materials, songs, rhymes, and games |  |  |  |
| Model personal hygiene  * demonstrate proper hygiene through basic self-care * model hygienic nose-blowing, coughing, and sneezing * model proper hand-washing procedures |  |  |  |
| Follow toileting and diapering procedures  * identify each child's diapering/toileting requirements * demonstrate proper diapering procedures * demonstrate proper toileting procedures * follow sanitizing guidelines |  |  |  |
| Incorporate teacher-directed activities for small and large groups  * prepare for the activity * follow plans prepared by the teacher * engage with children during the activity |  |  |  |
| Implement outdoor learning activities  * carry out plans for outdoor learning activities prepared by the teacher * prepare for the activity * engage with children during outdoor learning * confirm learning materials are easily accessible to children |  |  |  |
| Establish positive relationships with children and families  * greet parents and children by name daily * communicate daily with families regarding children's classroom experiences * develop opportunities for families to engage with other families * use the opportunities during "drop-off" and "pick-up" time to build rapport with families * create opportunities for families to volunteer in the classroom and/or center |  |  |  |
| Comply with licensing regulations  * demonstrate knowledge about licensing rules and regulations * adhere to agency confidentiality rules and guidelines * maintain certifications |  |  |  |
| Model professionalism as an Early Childhood Educator  * greet families and children by name and on the child's level * demonstrate professional verbal and nonverbal communications * demonstrate professional appearance and demeanor |  |  |  |
| Competency Substitute (if you replaced a competency above, note the competency and rating) |  |  |  |
| **Comments**: | | | |

# YEAR 2 Occupational COMPETENCIES (TO BE COMPLETED BY yA EMPLOYER/MENTOR)

Year 2 youth apprentices must complete a **total of 16** competencies. **FIfteen** must be from the list below. If necessary, employers can substitute **1** competency with another occupationally appropriate skill. Those skills should be added to the competency list for assessment.

**Rating Scale**

3: Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2: Meets entry level criteria | Requires some supervision | Often displays this behavior

1: Needs improvement | Requires much assistance and supervision | Rarely displays this behavior

If any competencies are rated "1" on the final performance review checklist that is submitted to WI DWD it is considered a failed checklist.

| **Occupational Competencies** | **Ratings** | | |
| --- | --- | --- | --- |
| **Competency and Rating Criteria** | **Minimum Rating of 2 for EACH**  **Check Rating** | | |
| **1** | **2** | **3** |
| Maintain training or certification requirements for required for employment  * complete required career-related training and/or educational programs * pass certification tests to qualify for licensure and/or certification * participate in company training or orientation |  |  |  |
| Care for minor injuries and illnesses  * assess the injury or illness * complete necessary care per employer policy * complete required documentation |  |  |  |
| Conduct informal observations  * write objective anecdotal notes that include evidence of children's development across all domains * align observations to appropriate developmental skills and learning objectives * assist lead teacher with observation data entry * complete observation checklist |  |  |  |
| Perform food preparation  * demonstrate proper food handling procedures * demonstrate proper food storage procedures * prepare nutritious meals according to USDA guidelines * demonstrate proper dishwashing and sanitation |  |  |  |
| Implement developmentally appropriate positive guidance strategies  * use evidence-based approaches * phrase expectations positively * use a variety of strategies (visual, auditory, etc.) |  |  |  |
| Teach social and emotional skills  * model empathy * validate children's feelings * model self-regulation skills * assist children with recognizing and labeling their feelings * instill self-regulation skills * facilitate problem-solving skills |  |  |  |
| Support culturally responsive environments, activities, and materials  * respect the unique nature of every individual and family * share ideas for representing the culture of children and families in the classroom * implement materials which represent the culture of the children and families in the classroom * participate in cultural relevant activities representative of the children and families in the classroom |  |  |  |
| Implement modifications to routines, environments, and equipment to ensure inclusivity  * follow special accommodations * adjust environments and activities to provide accessibility as directed |  |  |  |
| Integrate learning opportunities into caregiving routines  * identify learning opportunities within caregiving routines * implement learning opportunities within caregiving routines |  |  |  |
| Evaluate the lesson plan  * identify successful and unsuccessful activities and/or components * reflect on what went well and the challenges * reflect on what could be done differently next time |  |  |  |
| Model interpersonal skills with families  * maintain ongoing and productive communication with families * demonstrate good listening skills * implement effective strategies for addressing family concerns |  |  |  |
| Identify community resources available to families  * identify resources available to families * locate information about resources |  |  |  |
| Engage in reflective practice  * evaluate personal skills and abilities * develop goals for personal and professional development * develop strategies for achieving goals * demonstrate willingness to accept feedback |  |  |  |
| Advocate for the early childhood profession  * use terms "early childhood education" and "early childhood educator " * communicate the importance of development and learning in ages 0-5 * demonstrate knowledge of early childhood legislative/policy initiatives |  |  |  |
| Uphold ethical standards for early childhood educators  * identify ethical standards in early childhood education * demonstrate ethical standards in daily practice |  |  |  |
| Maintain knowledge of best practices and recent developments  * research current developments * implement current developments * investigate other professional Early Childhood Education resources such as Child Care Resource and Referral (CCR&R), Wisconsin Registry, T.E.A.C.H and Reward Program Plus, Wisconsin Early Childhood Association (WECA), etc. |  |  |  |
| Competency Substitute (if you replaced a competency above, note the competency and rating) |  |  |  |
| **Comments**: | | | |

|  |  |
| --- | --- |
| WI Youth Apprenticeship Logo | Post-Program Completion Survey  Youth Apprenticeship |

# YA Post-Program Completion survey: Employer Feedback

Employers complete the following information. YA Coordinators will enter this into the Post-Program Completion Survey.

|  |  |
| --- | --- |
| **YA Employer Post-Program Completion Questions** | |
| Will you offer or have you offered the Youth Apprentice a continuing position with your company? | Yes  No |
| If continuing position offered to youth apprentice, did they accept? | Yes  No |
| **If yes, please answer the questions below:** | |
| Was the offer for full time or part time work? | Full-time  Part-time |
| Title of the position offered: | |
| What is the wage of the continuing employment offer? | |
| If applicable, will the youth apprentice advance to a Registered Apprenticeship? | |

# YA Post-Program Completion survey: completed by YA consortium

The [Post-Program Completion Survey](https://dwd.wisconsin.gov/dwd/forms/dws/detw-18081-e.htm) form is to be provided to each student completing the Youth Apprenticeship program to capture information on the student's plans after leaving the program. This **form should be** **completed by the Youth Apprenticeship Coordinator** to capture information from all high school seniors and level two youth apprentices and their employers after successful completion of the Youth Apprenticeship Program.

The form should be completed during the final meeting between the student, mentor, and Youth Apprenticeship Coordinator, when the final checklist or On-the-Job Learning (OJL) Guide is filled out and signed. Information captured on this form must be entered online using the Bureau of Apprenticeship Standards Electronic Records System (BASERS).

 This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

This project is funded whole or in part by the Department of Labor, receiving Federal funding at $9 million which reflects 100% of the project’s total budget.

This workforce product was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the recipient and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it.

No part of this document may be altered, duplicated or extracted without written consent from the Wisconsin Department of Workforce Development (DWD).

DWD is an equal opportunity employer and service provider. If you have a disability and need assistance with this information, please dial 7-1-1 for Wisconsin Relay Service. Please contact the Division of Employment and Training at 888-258-9966 and press 6 to request information in an alternate format, including translated to another language.

