

# EARLY CHILDHOOD APPRENTICESHIP PROGRAMS

*Creating a Pipeline of Highly-Qualified Teachers*

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Texas child care teachers care for an estimated 1 million babies, toddlers, preschoolers, and school-age children. Quality child care teachers build brains and help set the foundation for a child's future success.<sup>1</sup> Despite the scale and importance of their work, the child care industry combats high turnover, low wages, and low levels of education and training that make it difficult to draw and keep high-quality teachers in child care settings. If Texas children are to be school-ready, state and local leaders must invest in child care teachers.

Apprenticeship programs are one promising strategy to address these issues.

## THIS BRIEF WILL COVER:

- 1) The complex challenge of child care teachers;
- 2) Apprenticeship programs as a promising solution;
- 3) How to start an apprenticeship program; and
- 4) Recommendations for state and local action.

## THE COMPLEX CHALLENGE OF CHILD CARE TEACHERS

The architecture of a child’s brain is built during his or her first 1,000 days, laying a foundation for long-term learning, health, and behaviors. A weak foundation can have lasting impacts well into adulthood. While parents are a child’s most important educators, new parents face a learning curve and often experience increased pressure emotionally, physically and financially. Quality child care (informally known as “day

care”) supports working parents in Texas, increases economic growth, and improves an individual’s lifetime earnings. The teachers in these settings are critical for brain-building that sets children up for future success.<sup>2</sup>

*Quality child care supports working parents, increases economic growth, and improves lifetime earnings.*

Today’s typical child care teacher is female, has only a high school diploma, is low-income, likely has children of her own, and is often a woman of color.<sup>3</sup> This child care teacher, who is so critical to the children in her care, is equally critical to her own family and community. However, she has very little opportunity to acquire adequate training to help children in her care be school-ready, while earning enough to lift her own family out of poverty.

### LOW EDUCATIONAL STANDARDS

In public school programs for children ages 4 and older, teachers are paid living wages and meet stringent training requirements including bachelor’s degree attainment. Decades of child development research shows that the work of

teachers of younger children demands the same high level of education, knowledge, and practices as teachers of older children.<sup>4</sup> Despite this, Texas only requires a child care teacher to have a high school diploma and 24 hours of pre-service training.<sup>5</sup> He or she must also complete 24 hours of training each year.<sup>6</sup> Compare that to barbers or nail manicurists who must complete over 1000 hours of training and pass a licensing exam.<sup>7</sup>

### LOW SUPPLY OF QUALITY

These low education and training standards contribute to an inadequate supply of quality child care in Texas. Only about 11% of child care providers in Texas are certified to meet quality standards such as those required for recognition through Texas Rising Star (TRS), our state’s voluntary Quality Rating and Improvement System.<sup>8</sup> Participating child care providers can be quality certified at levels 2-, 3-, or 4-Star by meeting progressively rigorous benchmarks, including training and education for teachers. Despite an incredible amount of public investment, there are only 87 TRS-certified child care seats for every 1,000 low-income children under 6 with working parents.<sup>9</sup>

### LOW WAGES

To compound the problem, the typical child care teacher is also making poverty wages, so a clear, affordable career path is often out of reach. Only one-in-four child care teachers in Texas has an associate’s degree or higher, but most earn so little that they qualify for government assistance such as subsidized child care or food stamps. Low wages and benefits contribute to high staff turnover and staffing shortages. When an educator earns a bachelor’s degree, she often leaves for a higher paying job at a public school Pre-K or Head Start.

## HIGH TURNOVER

Low wage jobs often experience high turnover, but this trend is particularly severe in the child care industry, which impacts program quality. Child care programs cannot reach the TRS 4-Star level without staff that has relevant college credit, degrees, credentials, or extensive experience.<sup>10</sup> Child care providers cannot afford to pay the teachers higher wages because—despite the expensive tuition rates parents pay—they are often operating on slim, unsustainable margins.<sup>11</sup> This is largely due to the amount of labor that is required to run a safe, quality child care program. The typical child care operation in Texas is a small business, a nonprofit, or a faith-based program, vital to working parents and the local businesses that employ them. However, high staff turnover contributes to a fragile and often unsustainable business model, making it difficult to achieve and maintain quality.<sup>12</sup>

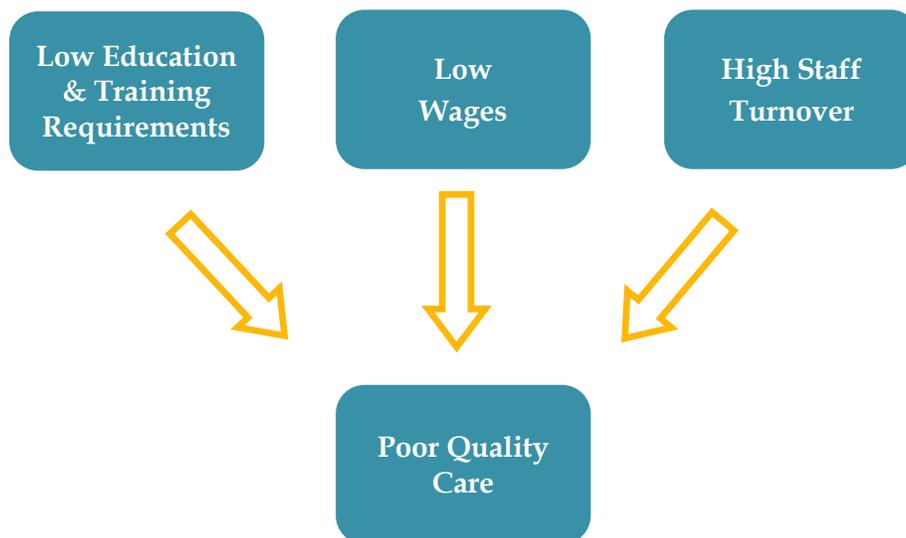
## A PATH FORWARD

If state leaders want to prepare children for school and life, they must empower child care

teachers with a clear, affordable path to training and higher education that will benefit all early childhood education (ECE) settings, including child care, Early Head Start, Head Start, public school Pre-K, and public Kindergarten-3rd grade.

*"[It is] difficult to find staff that find [the pay] worth working with children."  
-Curriculum Supervisor,  
Killeen*

This career path can be built through an apprenticeship program. The teacher can make stops along the way, working in child care for up to 5 years while she earns credentials or a degree in the apprenticeship program before moving on to other higher paying positions in child care or elsewhere. This also helps other ECE settings access staff skilled in child development with years of experience. Such a pathway does not currently exist in Texas. However, the multi-faceted apprenticeship approach is a good match for this complex situation.



# APPRENTICESHIP PROGRAMS AS A PROMISING SOLUTION

## BACKGROUND

Using traditional workforce supply-building strategies like apprenticeship programs fits particularly well in Texas because the Texas Workforce Commission manages funding for both child care and workforce programs. Also, Texas has made key investments that can form the foundation for developing child care apprenticeships.

Apprenticeship programs are a type of post-secondary training typically associated with trade jobs or other high-demand industries experiencing shortages of qualified workers, such as technology or healthcare professionals.<sup>13</sup> An apprenticeship program combines paid on-the-job training with related classroom instruction that increases an apprentice's skill level and wages.<sup>14</sup> Programs range in duration anywhere from less than a year to 5 years.<sup>15</sup>

*An apprenticeship program combines paid on-the-job training with related classroom instruction that increases an apprentice's skill level and wages.*

Apprenticeship programs allow low-wage workers to jumpstart their careers, establish clear career pathways, gain professional skills, and increase their long-term earning potential.

They also reduce shortages in qualified workers across an industry.<sup>16</sup>

New and existing child care teachers could receive training through an apprenticeship program while also meeting employer needs for

a skilled and stable workforce. At least a dozen communities across the country are already using this strategy.<sup>17</sup>

The first child care apprenticeship program in Texas will welcome their inaugural cohort in August of 2020. Administrated by Camp Fire First Texas, a Fort Worth nonprofit that provides programming to children and youth, the program places apprentices at TRS quality-rated child care providers while they earn a credential in this 18-month to 2-year program.<sup>18</sup>

## CORE COMPONENTS

The U.S. Department of Labor recommends that an apprenticeship program includes all of the following five core components.<sup>19</sup>

- Employer involvement
- On-the-job training
- Related training and classroom instruction
- Rewards for skills gains
- A credential (or degree)

The good news is that there are already existing child care initiatives that align with the core components. They simply need to be coordinated and leveraged to purposefully work together.

### *Employer Involvement.*

Employers take an active role in program design, and there is industry investment in increasing the skills and competency of the workforce.

Related Child Care Initiatives: Child care owners and directors are greatly impacted by high staff turnover and under-qualified teaching candidates. In many regions across Texas, they

attempt to address these issues by joining associations, forming local coalitions, participating in quality improvement programs, partnering with other stakeholders, and more. The creator of an apprenticeship program can leverage these local leaders to employ and recruit apprentices and help design the program.

### ***Structured On-The-Job Training.***

Each apprentice is assigned a mentor who provides guidance and training on pre-mapped skills and knowledge required for the apprentice to be deemed proficient.

Related Child Care Initiatives: The Texas Workforce Commission (TWC) and some of its 28 Local Workforce Development Boards (Local Boards) currently fund teacher training and assessment programs that incorporate classroom observation, including Texas School Ready Comprehensive and the Classroom Assessment Scoring System (CLASS). Both assess teachers and use the results to support targeted training for individual teachers. These programs can be the basis of the on-the-job training component of an apprenticeship program.

### ***Related Training and Classroom Instruction.***

Apprentices receive additional instruction at an institution of higher education, such as a community college or technical school, which complements on-the-job training. Education partners collaborate with the apprenticeship program to develop curriculum based on skills and knowledge needed by apprentices.

Related Child Care Initiatives: TWC and many Local Boards currently invest in scholarship programs and online classes for child care teachers that build toward an early childhood credential, associate's degree, and/or bachelor's degree. Local Boards and other stakeholders have also aligned some trainings with curriculum taught by local colleges in order to support educational attainment for child care teachers.

### ***Rewards for Skill Gains.***

Apprenticeship programs include an incremental increase in wages as participants meet skill benchmarks.<sup>20</sup>

Related Child Care Initiatives: The average wage for a child care worker in Texas is \$8.24 per hour.<sup>21</sup> The average apprentice in Texas starts out earning \$13.41 per hour and that grows to \$20.38 by the fourth year.<sup>22</sup> There are a few options to bridge that gap. The T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® TEXAS scholarship program, funded by TWC, includes some monetary incentives for educational advancement—\$150 for a CDA, \$300 for an associate's degree, and up to \$2,000 for alternative teaching certification. Local Boards across the state also provide monetary rewards for educational attainment, and one Local Board invests in a robust salary increase program for child care teachers that ties a taxable salary stipend of up to \$3,500 to college credit.<sup>23</sup>

### ***Industry-Recognized Credential or Degree.***

Every graduate of an apprenticeship program receives a recognized credential or degree for

their occupation. This includes associate’s or bachelor’s degrees that are recognized by employers in the field. The most recognized early childhood credential in the child care industry is the Child Development Associate (CDA) Credential™, which is widely supported through trainings and scholarships from state agencies, colleges, and other partners across Texas.

Related Child Care Initiatives: On-the-job training and related classroom instruction can and should count toward a credential or degree for child care teachers. An apprenticeship program can negotiate with a local college and leverage existing educational supports described earlier to ensure that an apprentice earns a credential or degree upon completion of the program.

## APPRENTICESHIP COMPONENTS FOR THE CHILD CARE FIELD<sup>24</sup>

Five Core Components of an Apprenticeship Program	Related Child Care Initiatives	Examples
Employer involvement	Child care buy-in and a desire for a skilled workforce	Local coalitions, associations, partnerships, and other initiatives
Structured on-the-job training	Reflective coaching models	CLASS, Texas School Ready, etc.
Related training and classroom instruction	Scholarships, articulation, and adherence to competencies	T.E.A.C.H., articulation agreements, NAEYC competencies
Rewards for skill gains	Wage supplement programs	T.E.A.C.H., WAGES, and incentive program in Travis County
Industry-recognized credential or degree	National occupation credential	Child Development Associate (CDA), associate’s and bachelor's degrees

## HOW TO START AN APPRENTICESHIP PROGRAM

A sponsoring organization should be in charge of the apprenticeship program operations and collaboration with partners. The sponsor can be a business, college, nonprofit, industry association, or a range of other organizations. The sponsor would take the following steps to start an apprenticeship program.<sup>25</sup>

1. **Partner** with key stakeholders including child care providers, educational institutions, and other ECE organizations in a local region to find willing employers, develop apprenticeship components, identify needed resources, and recruit apprentices.
2. **Build** the five core components of the apprenticeship program by coordinating new and existing resources. These core components can be split amongst various program partners.
3. **Register** the program with the U.S. Department of Labor. This provides access to the national apprenticeship network, nationwide expertise, a national credential, technical assistance, grants, and other support at no charge. To register, contact the Apprenticeship Texas team at [apprenticeshiptexas@twc.state.tx.us](mailto:apprenticeshiptexas@twc.state.tx.us). Registration is optional and a program may decide not to pursue registration right away or at all.
4. **Launch** the program: conduct promotion and outreach, recruit candidates, keep in contact with the state apprenticeship office, begin training, assess progress, and share success.

## FUNDING

The sponsor of an apprenticeship program can secure all or some of the funding before work begins, but many programs accumulate funding as they develop and expand. This section describes some of the most common funding sources that a child care apprenticeship program might leverage. Apprenticeship funding is typically “blended” or “braided” from multiple sources, a strategy well-known in the child care industry.

**Child Care-Related Public Funding.** TWC receives over \$700 million annually from the federal government to fund the child care subsidy program, TRS, and other quality initiatives. As described earlier, this includes free online trainings, scholarship programs to cover the costs of early childhood degrees, other free professional development, salary or stipend programs, and on-the-job teacher coaching and assessment programs. Some are offered statewide, while others are at the discretion of the Local Board.

**Workforce-Related Public Funding.** Various federal funding sources are available to provide career planning, case management, apprenticeship program support, on-the-job training, paid internships for youth, scholarships, funding directly to higher education institutes for classroom instruction, and services to support the workforce such as transportation or child care. Depending on the funding source, the following can be accessed through the U.S. Department of Labor, TWC, Local Boards, school districts or other government entities. Some funding sources are beginning to focus more on nontraditional occupations, such as child care teachers.

- Workforce Innovation & Opportunity Act (WIOA) Title I
- WIOA Title II
- Governor’s WIOA discretionary funds
- TWC Apprenticeship Training Program
- Temporary Assistance to Needy Families
- Supplemental Nutrition Assistance Program Education & Training (SNAP E&T)
- U.S. Department of Labor grants
- Texas Education Agency Code, Chapter 133
- State general revenue
- State public education funds

**Private Funding Sources.** In addition to government funds, those interested in starting apprenticeship programs can be creative in what private funding they receive.

- Scholarships from 2- and 4-year colleges
- Philanthropic contributions
- Contributions directly from employers who are sponsoring apprentices
- Fee-for-service funds
- Funds from community organizations, such as Goodwill or United Way

## CONSIDERATIONS FOR PROGRAM CREATORS

- **Allow for an apprentice to start the program at multiple entry points.** Build the program so an apprentice can begin at any point depending on his or her educational attainment, and stay all the way through earning a bachelor’s degree, or hop off after the completion of a lower degree. For example, if an apprentice has the CDA credential, he or she can leave after earning an associate’s degree or continue to earn a bachelor’s degree.

- **Include a pre-apprenticeship option.** This paid or unpaid on-ramp to apprenticeship generally lasts a few months and provides interview coaching, basic industry skills, and connections to other services. Because a CDA credential can be earned in high school, child care pre-apprenticeship programs could be offered to high school students or recent graduates. Local Boards have funding available to support paid internships for high school graduates.<sup>26</sup>
- **Include a track for directors.** Child care center directors in Texas are required to have 30 clock hours of training annually, yet they are often left out of training initiatives. Many directors are great classroom teachers who have been promoted, so they may need training in business and leadership skills to support the development of their ability to lead effective programs. Including a director’s track in the apprenticeship program would help the director learn alongside teachers and might even include access to a bachelor’s or graduate degree.
- **Enroll apprentices in cohorts.** A cohort is a group of apprentices who start and finish a program together. Cohort apprenticeship programs might see higher levels of program completion, a sense of camaraderie among the teachers, and peer learning that continues even after the program ends.<sup>27</sup>
- **Ensure that on-the-job training counts toward a credential or degree.** In many apprenticeship programs, on-the-job training counts toward the clock hours needed to earn a CDA, which also earns a teacher 9-12 credit hours toward an associate’s degree at the community college.

- **Target the program to TRS providers.** Texas currently has an under-supply of TRS-recognized quality child care providers and, in an effort to incentivize participation, many public investments are dedicated toward teachers employed by a TRS provider. Targeting apprenticeship programs for these teachers can help TWC, Texas Education Agency, and Local Boards meet their quality goals by adding a new incentive to join TRS and a new support to help child care providers move up in the quality levels of TRS.
- **Make the program available to teachers in public-private partnerships.** When child care providers partner with school districts to offer public school Pre-K to eligible 3- and 4-year-olds, the lead Pre-K teacher must have a bachelor's degree. This can result in inequity among staff. An apprenticeship program can help strengthen the quality of the overall center, build growth opportunities for all staff, and expand a school district's Pre-K program.
- **Include an infant/toddler teacher focus.** Teachers in infant and toddler classrooms are often the lowest paid teachers at their child care center despite caring for children during some of their most critical brain development years. Interactions between teachers and children are one of the biggest indicators of a quality program, so local leaders can recruit infant and toddler teachers to improve their skills in an apprenticeship programs.
- **Provide child care supports for apprentices.** Many of the women who would benefit from an apprenticeship program have children themselves. Providing access to

affordable child care through the TWC child care subsidy program can increase the likelihood that the mother enrolls in and completes the apprenticeship program.<sup>28</sup> Local Boards might make the children of those teachers a priority group so that they are less impacted by waitlists, and/or reducing their co-pay amounts to help ease the financial burden.

- **Include dual-language apprentices.** More than one-third of Texas kids are dual language learners.<sup>29</sup> Fostering dual-language skills so that children can speak fluently as adults helps globally competitive employers. Apprenticeship programs can cultivate high quality, dual-language teachers.
- **Build a program that can work for home-based child care providers.** These programs are typically run by one woman taking care of up to 12 children in her home. This makes it difficult to participate in training, much less a year(s)-long apprenticeship program. This is also part of the reason that very few home-based providers are recognized as TRS. Apprenticeship programs can coordinate substitute teachers to relieve the home provider as one option for addressing their unique barriers to quality improvement.
- **Coordinate with Shared Services alliances.** There are currently four alliances in Texas and interest across other communities. These alliances of dedicated, quality-oriented child care providers are ideal to help build programs and coordinate resources, while also employing and recruiting apprentices.

## RECOMMENDATIONS FOR LOCAL AND STATE LEADERS

Apprenticeship programs can be difficult to establish, and program creators may run into barriers from local and state government.

Educational partnerships, child care resources, and Local Board support for child care apprenticeships vary across the state. To reduce barriers and increase the availability of child care apprenticeships, both local- and state-level action is required.

*State & local decision-makers can leverage and build on existing investments to develop apprenticeship programs for this critical workforce.*

### COORDINATE PARTNERSHIPS & RESOURCES

**TWC, the governor’s office, or other state leaders can develop a sector strategy by creating shared vision and goals, using industry data analysis and tools, building local capacity, increasing awareness, improving public policies, and measuring performance.**

Sector strategies align public and private investments in order to address needs of employers, and grow the supply and quality of the workforce in industries that are important to a state’s economy. Child care is a highly compatible industry for sector strategies. When state leaders set the right conditions, a sector strategy can improve employment opportunities for workers, solve the skills gap, and increase the competitiveness of industries.<sup>30</sup>

**Local businesses and industry leaders can develop regional sector partnerships.** These act

as the vehicle to carry out sector strategies by bringing together key stakeholders in a region such as employers, colleges, Local Boards, chambers of commerce, funders, child care experts, and social service providers to develop a cohesive strategy across existing workforce and education systems. Partnerships can make it easier for programs to access funding sources, recruit participants, design curriculums, and build wrap-around support services.<sup>31</sup>

**TWC and the governor’s office can integrate child care apprenticeship programs into the state’s next workforce plan.** Every four years, states must develop new plans and this can help shape sector partnerships, funding, and local efforts to expand child care apprenticeship programs.<sup>32</sup>

**The Texas Early Learning Council, state agencies, or the governor’s office can create a cohesive, statewide plan for developing a quality workforce across early childhood education settings.** Their role can be to champion this issue, create venues for conversations at the local and state levels, and work with state agencies to build scalable solutions.

**TWC or Local Boards can require use of the Texas Early Childhood Professional Development System (TECPDS), at least for child care providers receiving public funds through the subsidy and TRS programs.** TECPDS is a home for tools that support child care teachers and other early childhood education staff across the state. Tools include a registry where a teacher can track her training hours, education, and work history, along with a career lattice that aligns a teacher’s educational achievements along a career path. These tools

help programs and administrators better support a pipeline of quality teachers with a variety of backgrounds across different early childhood education settings.

## **INCREASE FINANCIAL SUPPORT**

**Local Boards can designate child care as a “target occupation,” allowing employers and workers to access dedicated funds because jobs are in-demand in the community and pay a self-sufficiency wage amount.** Each Local Board has its own cut-off points and rules for flexibility related to funding for target occupation, and many do not currently recognize child care as a target occupation. However, Local Boards are able to expand supports to the child care industry because child care jobs are in-demand across much of the state and, through apprenticeships, these jobs can meet the wage requirements by providing a career path to dozens of higher paying jobs such as a family counselor, child care center director, elementary school administrator, and more.<sup>33, 34</sup>

**TWC or Local Boards can invest in salary increase programs as a core component of apprenticeship programs.** Other states have implemented the Child Care WAGE\$@ Program, which provides education-based salary supplements to child care teachers and directors. This is available for state or local agencies in Texas to pursue, and can be a sustainable solution to the low-wage problem if coupled with apprenticeship programs.

**State and local leaders can explore various tax breaks for child care providers who send their employees through apprenticeship programs.** This can incentivize quality training for child care teachers.

## **COORDINATE AND EXPAND TRAININGS, CREDENTIALS, AND DEGREES**

**Colleges and local stakeholders can develop articulation agreements between credential and degree programs for early childhood education.** This allows for standalone credentials or training to count toward associate’s degrees, and associate’s degrees to count toward bachelor’s degrees.<sup>35</sup> Currently most community colleges that offer a child development associate’s degree accept an active CDA credential for up to 9 credit hours. However, there is limited articulation from the associate’s degree to the bachelor’s degree in early childhood education or child development. There are no full articulation agreements in the state that take all associate-level coursework and apply it toward the bachelor’s degree. There are a few universities that accept most credits from the associate’s degree, but none of those degrees include teacher certification.

**The State Board of Education, State Board of Educator Certification, Higher Education Coordinating Board, Texas Education Agency, TWC, and other state leaders can reduce articulation barriers through state-level action.** Efforts could include determining which credits articulate from a CDA credential to an associate’s degree and from an associate’s degree to a bachelor’s degree, as well as to a teacher certification.<sup>36</sup> Florida, Indiana, and North Carolina have taken state-level action toward early childhood articulation.<sup>37</sup>

**Ensure training provided through Local Boards or state agencies counts toward the CDA credential or an associate’s degree.** One option

is to utilize trainers that meet CCL requirements and capture the CDA Subject Area that the training covers on the training certificates. In 2019, the state legislature passed House Bill 680, encouraging the TWC and Local Boards to provide professional development that helps a provider meet TRS requirements and also helps the child care teacher earn a credential, certificate, or degree. For example, West Central Texas Local Board ensures that all of their professional development trainings also count toward a CDA credential.

**Coordinate professional development competencies.** The Texas Core Competencies were developed with a statewide stakeholder group, and they include the knowledge and skills that an early childhood professional should know and be able to demonstrate. However, the categories for these competencies do not correspond to the categories for the nationally recognized early childhood credential, the CDA. As professional development clock hours are earned, there is no way to ensure that the clock hours earned within Texas fit into the eight Subject Areas to meet the training requirements for the CDA. As we work to streamline clock hour training that can stack into a CDA and then into college credit, ensuring that the certificate contains both the Texas Core Competencies and the CDA Subject Areas would provide a more efficient way to verify clock hours are able to be utilized for the CDA.

**School districts can increase access to the CDA credential and associate’s degree courses for high school students.** The Texas Education Agency made the CDA available for high schools to offer their students. These high school graduates would be eligible to earn an associate’s or a bachelor’s degree through a child care apprenticeship program.

## RESOURCES AND MORE INFORMATION

To find your Local Workforce Development Board, visit <https://twc.texas.gov/partners/workforce-development-boards>.

To learn more about apprenticeships, see the following resources.

- Apprenticeship Toolkit from the U.S. Department of Labor found at [https://www.doleta.gov/oa/employers/apprenticeship\\_toolkit.pdf](https://www.doleta.gov/oa/employers/apprenticeship_toolkit.pdf)
- Texas Workforce Commission apprenticeships resources found at <https://twc.texas.gov/programs/apprenticeship-program-overview>
- U.S. Department of Labor apprenticeship grants found at <https://www.dol.gov/featured/apprenticeship/grants>

For more information on early childhood education including best practices, policy analysis, Texas-specific research, and quality programming, visit [www.childrenatrisk.org/ECE](http://www.childrenatrisk.org/ECE) or contact CHILDREN AT RISK at (713) 869-7740 or [info@childrenatrisk.org](mailto:info@childrenatrisk.org).

# CASE STUDY: DISTRICT 1199C TRAINING & UPGRADING FUND <sup>38</sup>

## LOCATION

Pennsylvania – Philadelphia, Delaware, and Chester Counties

## STATE OR LOCAL

Currently local, but expanding to include seven regional hubs statewide.

## DEGREES

CDA credential and associate's degree

## PARTICIPATION

38 employers, 62 apprentices

## FIRST YEAR

2017

## REGISTERED WITH THE U.S. DEPARTMENT OF LABOR?

Yes

## ARTICULATION ACHIEVED?

Yes

## LEAD ORGANIZATION & RESPONSIBILITIES

District 1199C Training & Upgrading Fund is a labor/management workforce development partnership.

- Identified partners and designed program.
- Registered the apprenticeship program.
- Identified mentoring organization and jointly organized coach training.
- Developed tracking system for hours and competencies.
- Ensures compliance with state and federal regulations.
- Provides academic preparation and counseling services.
- Provides implementation support and technical assistance to employers.
- Mentors coaches.
- Leverages public and private funding and other supports.

## HOW IT WORKS

- Two community colleges give 7-9 tuition-free college credits for a CDA and 9 for on-the-job competencies.
- Apprentices graduate with an Associate's Degree in Early Childhood Education (birth to Grade 4) and the opportunity to apply for admission into a Bachelor's Degree with teaching certification program (articulation exists between degrees without the need for additional pre-requisites)
- Apprentices receive counseling and academic advising and a compensation increase of approximately \$2000/year as skills and knowledge increase.
- District 1199C developed a replication tool kit with 3 cost models (low, medium, high).
- The apprentices' employers (child care providers) receive technical assistance.
- Apprentice and coach meet weekly to review competencies completed that week and assess competency attainment; coach receives a stipend.

## FUNDING

T.E.A.C.H. scholarship fund, U.S. Department of Labor grants, Pennsylvania Department of Labor grants, Pennsylvania Economic Development grant, employers, and philanthropic foundations

## NEXT STEPS

- Start a pre-apprenticeship model; CDA for youth and unemployed.
- Establish a statewide registered apprenticeship system.
- Build in an option for bachelor's degree attainment.

# CASE STUDY: EARLY CARE & EDUCATION PATHWAYS TO SUCCESS (ECEPTS)<sup>39</sup>

## LOCATION

California – Alameda, Contra Costa, Los Angeles, Riverside, and San Bernardino Counties

## STATE OR LOCAL

Statewide organization with state and local partnerships

## DEGREES

CA Child Development Permits (Assistant, Associate Teacher, Teacher, Master Teacher, and Site Supervisor), associate's degrees, bachelor's degrees

## PARTICIPATION

358 apprentices involved between 2016-2019

## FIRST YEAR

2015

## REGISTERED WITH THE U.S. DEPARTMENT OF LABOR?

Yes

## ARTICULATION ACHIEVED?

In Process

## LEAD ORGANIZATION & RESPONSIBILITIES

ECEPTS grew out of a collaboration between Tikkun Consulting, Inc., and the Service Employees International Union (SEIU) Early Educator Training Center (SETC).

- Designs and pilots ECE apprenticeship models to address unique professional development needs of subsets of the ECE workforce (e.g., center-based workers, licensed family child care providers, Head Start teachers and parents, high school students, home visitors).
- Provides training and technical assistance to ECE employers and community colleges to replicate and expand the ECE apprenticeship models.
- Registers the models with the CA Division of Apprenticeship Standards and Department of Labor; ensures compliance with state and federal regulations.
- Contributes to state and national policy and systems change efforts to ensure the ECE workforce is well-trained, well-treated and well-compensated.
- Leverages public and private funding and other supports.

## HOW IT WORKS

- Apprenticeships support working adults with structured on-the-job learning; coaching, mentoring and tutoring; coordinated, no-cost college coursework with academic supports; professional cohort-based learning communities; and increased compensation as program milestones are met.
- Apprentices earn college credits that articulate to Child Development Permits, AA and BA degrees.

## FUNDING

State-funded grants (CA Workforce Development Board's Workforce Accelerator Fund, CA Community Colleges Chancellor's Office's CA Apprenticeship Initiative); county-based funding (First 5 County Commissions, county departments; private foundation funding).

## NEXT STEPS

- Two evaluation reports are forthcoming from the Center for the Study of Child Care Employment at UC-Berkeley (summer 2019) and Learning Policy Institute (fall 2019).
- Expand the organizational capacity of ECEPTS to meet growing interest and demand.
- Strengthen efforts to integrate ECE apprenticeships within the broader workforce development system and state departments.
- Implement ECE Youth Apprenticeship pilot, enabling high school students to complete earn dual college credit, on-the-job training, and industry certificates that qualify them for assistant teacher positions when they turn 18.

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