



GUIDEBOOK

APPRENTICESHIPS IN PUBLIC EDUCATION

Explore professional development for classified staff through registered apprenticeship.

2019 Edition

WELCOME

The Washington Public School Classified Employee Apprenticeship Committee (JATC) invites your school district to participate in a program specifically designed to facilitate professional development for classified staff members and promote excellence in the classroom.

WHAT IS APPRENTICESHIP?

In Washington’s education system, apprenticeship is a professional development tool for new and existing staff. It is designed to enhance the skills and knowledge of classified staff members.

Apprenticeship is a time-tested training model that combines on-the-job training with related supplemental instruction to prepare workers for a successful career.

Apprenticeship is a proven solution to recruit, train and retain a highly skilled workforce allowing employers to participate in a system for hiring and advancing that ensures consistent results. It is a good way to reward high-performing entry-level employees and move them up the career ladder.

Apprenticeship is also an “earn while you learn” model – apprentices receive a paycheck from day one, so they earn wages while they learn on the job and receive a recognized credential.

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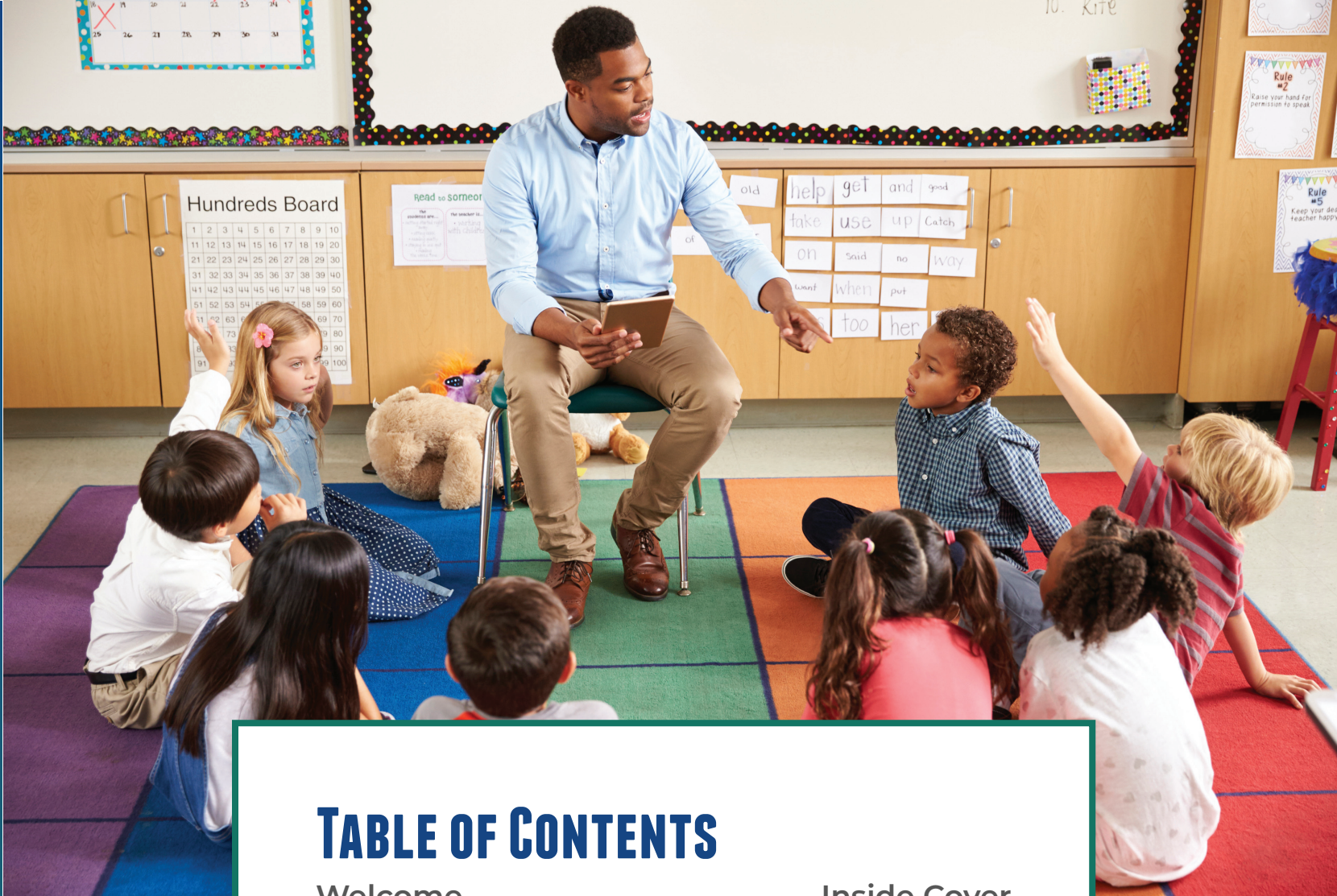


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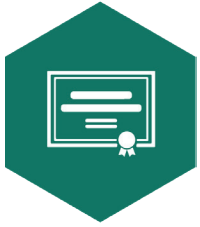
“The Woodland Public School District has participated in apprenticeship since 1987, with great results. Our apprentices are highly-qualified, well-trained and committed to effectively serving children in our school district. We have current teachers who began their careers here as classified apprentices.

I would encourage other school districts to consider apprenticeship as an opportunity to “Grow Your Own” in your community.”

— Michael Z. Green, Superintendent
Woodland Public Schools

What are the benefits?

Professional development



Districts can train their existing employees and new hires via apprenticeship, resulting in more effective employees and higher qualified staff. Employees who participate in an apprenticeship program continue to work their normal schedule and supplement their on-the-job experience with classroom instruction that's delivered online or at a local college.

Because the apprentice remains working in their position, school districts can invest in training their staff at a cost that may be lower than other professional development options that take staff out of the classroom.

In some cases, the apprenticeship program may be a pathway towards becoming a teacher.



Enriches the learning environment

Apprenticeship helps classified staff learn new skills or refresh their existing knowledge, ultimately benefiting the school's students. Because the training that apprentices receive in the program is carefully aligned to state standards by the state apprenticeship committee, workers are insulated against changing education requirements and receive the most up-to-date information.



Increases diversity and representation

Hiring individuals from the local community and training them through apprenticeship is an excellent opportunity for districts to help their staff more accurately reflect the student body.



Improves retention and strengthens relationships

Apprenticeship can also re-engage existing classified staff and promote a feeling of loyalty among workers by demonstrating the district's commitment to staff training and development.

GETTING STARTED

Setting up an apprenticeship program in your district can be highly successful because the program standards, courses, and reporting requirements are the same for every district in Washington. Education apprenticeships have been operating in the state for over 30 years and the JATC is ready to help you implement your program. Here are some basics of starting an apprenticeship program:

- Go to our website, www.educationapprenticeship.com to see if apprenticeship is a good fit for your district
- If so, email the JATC with questions to clarify responsibilities and to sign on as a training agent
- Identify staff in your school district to serve as apprenticeship support
- Recruit existing or hire new employees to become apprentices
- Work with the JATC to identify college partners to deliver related supplemental instruction
- Work with the JATC to determine if any bargaining language is required to participate in the program

How to identify training needs and opportunities

New employees

Districts that choose apprenticeship can include information about the program for eligible new hires during their intake with human resources. Apprenticeship program resources will be available through the website. The JATC can provide additional guidance.

Existing employees

Districts that choose apprenticeship can inform existing employees that the apprenticeship curriculum will include the state training requirements, as well as provide access to college credit courses for career advancement.

High school students

Recently, some school districts have been interested in guiding high school students towards educational careers. If your district is interested, there is information available on the website about internships, pre-apprenticeship and apprenticeship connections.

Supporting diversity

Education apprenticeship programs are committed to supporting diversity and equity in recruiting and hiring participants, through outreach and engagement with under-served and underrepresented populations.

Visit our website at www.educationapprenticeship.com for links to resources that may assist your school district with hiring and supporting individuals from diverse communities.

PROGRAM RESPONSIBILITIES

Employer Responsibilities

- Recruit new and existing staff into the program.
- Complete and submit paperwork to register apprentices.
- Day-to-day operation of the program.
- Work with the JATC to access RSI training through local community colleges or online.
- Track the hours each apprentice spends on the job and completing related supplemental instruction.
- Evaluate apprentice progress quarterly.
- Monitor apprentice change of status, including wage progression, cancellation, etc.
- Encourage cooperation between apprentices and certificated employees.

Apprentice Responsibilities

- Complete 144 hours of RSI (approximately 15 credits) per year and pass courses with a C or better.
- Submit monthly documentation of OJT and RSI to employer with the template provided.
- Maintain employment in the field for the duration of the apprenticeship.
- Be financially responsible for tuition for RSI classes. College tuition for apprenticeship is often reduced by 50 percent..
- Attend RSI classes on non-compensated time. Many classes are online.

JATC Responsibilities

- Operation and maintenance of the program for each occupation.
- Finalize all approvals for changes of status and discipline.
- Create and update the Standards of Apprenticeship.
- Identify and enter into agreements with colleges to provide related supplemental instruction.
- Develop new occupation program courses.
- Hold quarterly meetings and submit minutes to L&I.
- Provide support to Districts to establish and operate apprenticeship programs.

AVAILABLE APPRENTICESHIP PROGRAMS

As of January 2019, the JATC has created apprenticeship standards for the following occupations:

- Paraeducator I
- Paraeducator II
- Secretary/Clerical
- Administrative Assistant
- Facilities Custodial Tech 1
- School Health Tech 1

To find information about the occupations above, go to the Washington State Department of Labor and Industries website www.lni.wa.gov/tradeslicensing/apprenticeship or www.educationapprenticeship.com

Program Samples

PARAEDUCATOR I

Minimum Qualifications

Age: Minimum of 18 years.

Education: High school diploma or equivalent.

Physical: Able to meet the requirements of the trade with or without reasonable accommodations.

Testing: None.

Other: Must meet the requirements of the No Child Left Behind Act of 2001/ESSA 2015 and one of the following:

72 credits from an institution of higher education

Associates (or higher) degree.

Formal assessment;

- ETS Paraprofessional Assessment
- Paraeducator portfolio
- School district paraeducator assessment.

Complete a Washington Registered Apprenticeship in an occupation approved by the State Superintendent of Public Instruction.

On The Job Training (OJT) Requirements

As the apprentice performs structured daily tasks, their hours should be reported towards the following work processes.

Work Code	Work Processes	Hours
A	Communications	700
B	Computer Applications	200
C	Human Relations	700
D	Office Techniques and Skills	400
E	Record Keeping	200
F	Teaching Techniques	800
	TOTAL HOURS	3000

Related Supplemental Instruction (RSI) Requirements

These core topics meet the requirements of the apprenticeship program. The course details may vary depending on which college the apprentice attends for their RSI, but all approved courses meet the program requirements.

Course Descriptions

Behavior Management: Focuses on positive communication and direct guidance techniques to support student’s social/emotional development and strategies for specific challenging behaviors.

Child Development: Develops skills in observing and documenting child growth and development, focusing on the physical, social, emotional and cognitive development of children, reflective of cross cultural and global perspectives.

Communications: Strategies for teaching language acquisition and literacy skill development examined at each developmental age through the four interrelated areas of speaking, listening, writing and reading.

English: College level English.

Exceptional Child/ Diversity in Education: Overview of programs for children with special needs, including current issues and trends and the IEP/IFSP process. Explores diversity and social justice influencing educational settings.

Introduction to Apprenticeship: Orientation to the apprenticeship training program.

Introduction to Education: Introduction to the field of education providing students with a broad survey of the K-12 educational system.

Job Specific: Courses related to the completion of the Paraeducator State Certificate program.

Math: College level math.

Role of the Paraeducator: Introduces roles and responsibilities of the Paraeducator in the K-12 educational system. Explores techniques supporting instruction, professional and ethical practices, positive and safe learning environments, effective communication and teamwork.

Program Core	Hours
Behavior Management	30
Child Development	50
Communications	50
English	50
Exceptional Child/Diversity in Education	50
Introduction to Apprenticeship	10
Introduction to Education	50
Job Specific Course	50
Math	50
Role of Paraeducator	30
TOTAL HOURS	420

PARAEDUCATOR II

Minimum Qualifications

- Age:** Minimum of 18 years.
- Education:** High school diploma or equivalent and satisfactory completion of Paraeducator I.
- Physical:** Able to meet the requirements of the trade with or without reasonable accommodations.
- Testing:** None.
- Other:** None.

On The Job Training (OJT) Requirements

As the apprentice performs structured daily tasks, their hours should be reported towards the following work processes.

Work Code	Work Processes	Hours
A	Assignment Assistance	1000
B	Childhood Education	1200
C	Conference	600
D	Coordination of Instruction	200
E	Curriculum Materials	500
F	Lesson Preparation	300
G	Office Techniques	500
H	Records	300
I	Teaching Methods	1000
J	Testing Assessment	400
	TOTAL HOURS	6000

Related Supplemental Instruction (RSI) Requirements

These core topics meet the requirements of the apprenticeship program. The course details may vary depending on which college the apprentice attends for their RSI, but all approved courses meet the program requirements.

Program Core	Hours
Art Appreciation	30
Computers in Business	50
Drug/Alcohol Awareness	10
English	60
Environmental Biology	60
First Aid/HIV	10
Fitness - Wellness	20
General Elective	50
Intro to Apprenticeship	10
Math	50
Music Appreciation	30
Oral Communications	30
Physical Science I	60
Psychology	50
Social Science	50
Sociology	50
Supervision/Staff Management	30
TOTAL HOURS	650

Course Descriptions

Art Appreciation: The visual arts with which we come into contact every day. Ways contemporary and historic creative expression influence present day living and thinking.

Computers in Business: Concepts and application of computing including an overview of computerized productivity tools for word processing, spreadsheets, and database management.

Drug/Alcohol Awareness: Current issues related to drug and alcohol dependency.

English: Practical course in expository writing, emphasizing clear thinking as the basis of clarity in written expression.

Course Descriptions (continued)

Environmental Biology: Relevant topics that affect us on a daily basis, such as energy production, pollution, natural resource management, human reproduction, genetics, and health in relation to environment and cellular systems.

First Aid/HIV: An overview of basic first aid techniques designed to meet certification standards as established by WISHA – participants will meet WISHA standards necessary to acquire 2-year first aid certification.

Fitness - Wellness: A better life experience through knowledge of wellness and implementation of positive fitness practices. Emphasis on cardiovascular functions, fitness components, nutrition, weight control, stress management, and health risk factors.

General Elective: Apprentice may select electives that best suit their course of study and will fulfill graduation requirements for an AA degree.

Introduction to Apprenticeship: Orientation to the apprenticeship training program.

Math: Philosophy of mathematics and concepts of numerical relationships. Mathematics as a language, mathematical systems, logic, set theory, inductive and deductive reasoning, scientific attitudes, elementary properties of mathematics, Geometry and history of mathematics.

Music Appreciation: Study and understanding of music. Nonverbal explorations into the listening process, a brief look at the history of Western music and work in formal descriptive music analysis.

Oral Communication: Comprehensive approach to speech communication that includes training in the fundamental principles of public speaking and the effective delivery of oral presentations.

Physical Science I: The nature of matter and how it behaves with application in physics, atomic energy, and weather. Physical laws that govern the environment are correlated with experiences from daily life.

Psychology: Scientific study of human and animal behavior including methods, psycho-biological processes, motivation, emotion, learning, information processing, memory, and intelligence.

Social Science: The scientific study of human society and social relationships. A subject within the field of social science may include: astronomy, geology, economics, and political science.

Sociology: Sociological perspectives in explaining man and his behavior in group situations. Examinations of theories and concepts from both order and conflict approaches for a better understanding of social phenomena.

Supervision/Staff Management: Provides pre-service teachers the necessary skills to observe and manage all aspects of the classroom. Topics may include discipline, student evaluations, record keeping, grouping strategies, classroom environments, safety in the classroom, and application of best practices curriculum.

EVALUATIONS

As part of their on-the-job training, apprentices must be evaluated quarterly. The approved evaluation rubrics for all occupations are located on the website www.educationapprenticeship.com.

TRACKING AND REPORTING

There are tools and forms to make tracking and reporting easy for busy staff. Each training agent (district) is required to:

Report hours quarterly

For each apprentice, track and report their hours spent on the job and completing related supplemental instruction. The minimum reporting period is quarterly. Use form “F100-228-000 RSI Hours” to report related supplemental instruction hours and form “F100-229-000 OJT Work Hours: to report on-the-job training.

Report a change of status

Training agents should submit a change of status form (“F100-021-000 Change of Status”) to the JATC for the following purposes:

1. Certificate of completion (specify hours at completion)
2. Additional credit
3. Suspend
4. Reinstate
5. Cancel
6. Correction (specify)
7. Step upgrade (e.g. period, bracket; specify step)
8. Probation completion date
9. Other (e.g. name change, address, etc.)
10. Training agent cancellation

The JATC will review the reported data and approve/amend/reject, making note of their decision in the meeting minutes.

RESOURCES

Administration and reporting

The following forms can be accessed at www.educationapprenticeship.com or from the Washington State Department of Labor & Industries website

<http://www.lni.wa.gov/TradesLicensing/Apprenticeship/FormPub/default.asp>:

Change of status: Form F100-021-000 Change of Status

Related supplemental instruction hours: Form F100-228-000 RSI

On-the-job training: Form F100-229-000 OJT Work Hours



“Apprenticeship makes us feel that we are not at an end point. There is more to come for our future and self-development. It gives employees the feeling that we are being valued enough to be invested in. Employees will stay longer in their district with so much support. **Apprenticeship is a wonderful stepping stone for furthering your career in public education!**”

— Angelina Del Nagro, Educational Paraprofessional Apprentice
Sedro Woolley School District



LEARN MORE ABOUT EDUCATION APPRENTICESHIPS

Visit www.educationapprenticeship.com

or Ini.wa.gov/tradeslicensing/apprenticeship