



NEVADA LABOR COMMISSIONER  
NEVADA STATE APPRENTICESHIP COUNCIL  
2023 Non-Joint Standards of Apprenticeship

---

## **Appendix A**

### **WORK PROCESS SCHEDULES AND RELATED INSTRUCTION OUTLINE**

#### ***The Children's Cabinet***

#### **Early Childhood Education Professional**

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

**APPROVED BY  
THE NEVADA LABOR COMMISSIONER AND THE NEVADA STATE APPRENTICESHIP COUNCIL**

---

**Toni Giddens, Nevada State Apprenticeship Director**

**REGISTRATION DATE: \_\_\_\_\_**

**RAPIDS PROGRAM ID NUMBER: \_\_\_\_\_**

**DEVELOPED IN COOPERATION WITH THE  
THE NEVADA LABOR COMMISSIONER, THE NEVADA STATE APPRENTICESHIP COUNCIL AND  
THE U.S. DEPARTMENT OF LABOR**

## **Appendix A**

### **WORK PROCESS SCHEDULE**

This schedule is attached to and a part of these Standards for the above identified occupation. Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth.

An Early Childhood Education (ECE) Professional contributes to the care, development and instruction of young children (typically from birth through age 5) in an early care and education program. The ECE Professional Registered Apprenticeship provides a career pathway through which people entering the ECE field can receive On-the- Job Learning and Related Instruction primarily in the context of a group or classroom setting. Under the guidance and supervision of a child care center director and, as appropriate, journey-level peer mentors working under supervision, apprentices are supported in On-the- Job Learning to gain the knowledge, skills and demonstrated mastery of the competencies listed in these Standards.

Upon completion of the ECE Professional Apprenticeship, graduates will meet the qualifications for the position of Teacher or licensed child care center director in private community-based ECE settings. Apprentices will increase their career ladder levels (7 point scale based on formal education) to a minimum of 3.1 based on Nevada Early Childhood Workforce Registry standards.

Including certification and/or licensure, depending on the specific requirements and expectations of the particular state, community and/or organization with which they work. Each state may have their own requirements and if any required training is not included here, it may be added to meet local employer, local apprenticeship committee ("subcommittee") and/or regulatory needs. These additions will become part of the apprenticeship program.

#### **1. TYPE OF OCCUPATION**

☐ Time-based                      ☒ Competency-based                      ☐ Hybrid

#### **2. TERM OF APPRENTICESHIP**

The term of the apprenticeship is approximately one year of On-the-Job Learning (OJL), supplemented by the minimum of at least 144 hours or more of Related Instruction. The term of the apprentice is based on the apprentice's demonstration of the mastery of the competencies as specified in these standards and completion of the required hours of Related Instruction as determined by the local partners and in consideration of local certification, regulation and law requirements. instruction per year of the apprenticeship.

#### **3. RATIO OF APPRENTICES TO JOURNEYWORKERS**

The apprentice to journeyworker/fully trained worker ratio is: 3 apprentice(s) to 1 journeyworker/fully trained worker(s).

#### 4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. The wages will always be at least minimum wage; local, state, or federal, whichever is the higher amount

<i>Entry =</i>	\$ 14.50 floor
<i>After 6 credits completed and 1000 hours =</i>	\$ 15.23 (5% increase)
<i>After 12 credits and 2000 hours =</i>	\$ 15.99 (5% increase)

Completion of Apprenticeship: minimum \$15.99/hour

Periodic review and evaluation of the apprentice's OJL and related technical instruction will be conducted in alignment with the wage schedule established. Once an employer determines that an apprentice has reached full competency, the apprentice can become a journeyworker and compensated at least at the minimum journeyworker wage. The minimum annual wage rates may be adjusted based on regional wage scales. All wage increases are merit-based.

**5. WORK PROCESS SCHEDULE** (See attached Work Process Schedule)

The sponsor may modify the work processes to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

**6. RELATED INSTRUCTION OUTLINE** (See attached Related Instruction Outline)

The sponsor may modify the Related Instruction to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

## Appendix A

### WORK PROCESS SCHEDULE

The term of the occupation shall be defined by the attainment of all competencies, both technical and behavioral, of the position, which would be expected and approximated to occur within 2000 Hours of OJL, supplemented by a minimum of 144 hours of Related Instruction per year of apprenticeship.

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

The following table is built around six competencies and associated performance areas widely regarded as essential for early care and education professionals.

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

**E:** Exceeds expectations (more than satisfactorily demonstrates competency)

**M:** Meets expectations (satisfactorily demonstrates competency)

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

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

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

WORK PROCESSES (PROFESSIONAL COMPETENCIES) AND PERFORMANCE INDICATORS	(Rating/Date / Signature)
<p><b>I. Establishes and maintains a safe, caring, inclusive, and healthy learning environment</b></p> <ul style="list-style-type: none"> <li>A. Interacts with children according to their individual learning style and developmental period (from birth through age 8) with physical, cognitive, socio-emotional, and linguistic activities</li> <li>B. Ensures that the learning environment is culturally responsive to children from a variety of different backgrounds</li> <li>C. Makes evidence-based decisions to support each child based on their developmental needs</li> <li>D. Takes cues from children and is responsive to each child through relationship building to promote a classroom culture of connection, positive reinforcement, and modeling prosocial behavior, especially when they are unwell or need help</li> <li>E. Acclimates children to the school environment so the transition between home and school is smooth</li> <li>F. Maintains a safe and enriching play environment</li> <li>G. Complies with state licensing requirements and company policies with regard to safety (health, cleaning, sanitation)</li> </ul>	
<p><b>II. Plans and implements intentional, developmentally, culturally, and linguistically appropriate learning experiences</b></p> <ul style="list-style-type: none"> <li>A. Collaborates with other early childhood educators in the development, implementation, and continuous improvement of early learning activities through reflective practices</li> <li>B. Gives children an age-appropriate balance of individual, small group, and whole group activities</li> <li>C. Reads, understands, and follows the state early learning guidelines, the Nevada PreK Standards, and follows guidance from research-based resources relevant to children birth to age 8</li> <li>D. Offers activities, purposeful play opportunities and educational programs which include key learning regarding developmental domains and milestones</li> <li>E. Works towards planning learning activities that allow children of all backgrounds to feel included through curiosity about each child's homelife and culture</li> <li>F. Offers early symbolic language with underpinnings in reading and math that is age appropriate</li> <li>G. Guides and assists children in the development of positive interpersonal relationships between peers through praise interactions and modeling expectations appropriate for children in various stages of development</li> <li>H. Reinforces classroom expectations, routines and schedules to</li> </ul>	

## 2023 Non-Joint Standards of Apprenticeship

<p>promote autonomy and reasoning regarding eating, dressing, sleeping, and toilet habits</p> <p>I. Responds to behavioral challenges with curiosity and problem solving, recognizing that behavior communicates need</p>	
<p><b>III. Observes, documents, and assesses children's learning and development</b></p> <p>A. Assesses and celebrates each child's unique variations to better design curriculum and instruction to support their development and learning needs, including developmental delays</p> <p>B. Observes and records work samples, including anecdotes, from children over time, including taking dictation of children's reflections and ideas to show progress</p> <p>C. Identifies each child's needs using an assessment tool in conjunction with observation, work samples, and parent feedback accurately and ethically</p> <p>D. Tracks children's developmental and academic progress to plan next steps and shape learning opportunities</p> <p>E. Maintains accurate and coherent records and reports, and shares information only when appropriate</p>	
<p><b>IV. Develops reciprocal, culturally responsive relationships with families and communities</b></p> <p>A. Learns about each child's homelife and cultural background to gather relevant information that promotes connection and empathy</p> <p>B. Works in partnership with parents and/or caregivers to help them advance, recognize, and value the contributions they make to the child's health, well-being, learning, and development</p> <p>C. Respects and values parents and/or caregivers as children's first teachers</p> <p>D. Discusses children's progress and plans next stages in their learning with parents and/or caregivers</p> <p>E. Establishes and maintains collaborative relationships with co-workers, families and community service providers working with children</p>	

## 2023 Non-Joint Standards of Apprenticeship

<p><b>V. Advances and advocates for an equitable, diverse, and effective early childhood education profession</b></p> <ul style="list-style-type: none"><li>A. Understands and complies with company policies about inclusivity and equity.</li><li>B. Promotes equality of opportunity and anti-discriminatory practices</li><li>C. Communicates effectively, sensitively, and confidentially with apprentices, families, and colleagues of all backgrounds</li><li>D. Demonstrates an understanding of the value of being an informed advocate for the needs of children and their families within the early childhood field</li></ul>	
<p><b>VI. Engages in reflective practice and continuous learning</b></p> <ul style="list-style-type: none"><li>A. Participates in continuous learning activities to align professional practice with new research-based and innovative approaches to quality early education</li><li>B. Openly receives critique and feedback from peers and supervisors, and improves own practice as appropriate</li><li>C. Engages in reflective practice to improve own skills, practice, and subject knowledge demonstrating adaptability to the shifting needs of children</li><li>D. Models and promotes compassionate behavior</li><li>E. Maintains effective communication in a professional manner with peers, supervisors, parents, and community</li></ul>	

Total Hours: 2000

The above OJL work process competencies are intended as a guide. It need not be followed in any sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the industry. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.



### **Apprenticeship Competencies – Behavioral**

In addition to mastering all the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies, to complete the apprenticeship.

<b>Item #</b>	<b>Behavioral Competencies</b>
1.	Participation in team discussions/meetings
2.	Focus in team discussions/meetings
3.	Focus during independent work
4.	Openness to new ideas and change
5.	Ability to deal with ambiguity by exploring, asking questions, etc.
6.	Knows when to ask for help
7.	Able to demonstrate effective group presentation skills
8.	Able to demonstrate effective one-on-one communication skills
9.	Maintains an acceptable attendance record
10.	Reports to work on time
11.	Completes assigned tasks on time
12.	Uses appropriate language
13.	Demonstrates respect for children and their families, co-workers, and supervisors
14.	Demonstrates trust, honesty, and integrity
15.	Requests and performs work assignments without prompting
16.	Appropriately cares for personal dress, grooming and hygiene
17.	Maintains a positive attitude
18.	Cooperates with and assists co-workers
19.	Follows instructions/directions
20.	Able to work under supervision
21.	Able to accept constructive feedback and criticism
22.	Able to follow safety rules
23.	Able to take care of equipment and workplace
24.	Able to keep work area neat and clean
25.	Able to meet supervisor's work standards
26.	Able to not let personal life interfere with work
27.	Adheres to work policies/rules/regulations

---

### **RELATED INSTRUCTION OUTLINE**

Courses listed here can be completed before or during the apprenticeship. It is recognized that content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the sponsor and employer, and to follow local regulations. The Related Instruction supplements OJL hours and includes courses focused on foundational knowledge, skills and abilities expected of apprenticeship graduates.

The sponsor and employer may modify Related Instruction to meet local needs or requirements, scope of practice or licensing/certification requirements, and/or desire to register and/or co-register with a local/statewide Registration Agency.

To satisfy the Related Instruction requirement, apprentices must complete a minimum of 12 semester units or the equivalent in Early Childhood Education/ Child Development. Note that each of the 12 semester units are on average 12 hours per unit and total a minimum of 144 hours. Related Instruction must include the following core areas.

#### **EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

- . Child/Human Growth & Development
- . Child-Family-Community / Child-Family Relations
- . Programs / Curriculum
- . Observation, Screening, Assessment, and Documentation
- . Health, Safety, and Nutrition
- . Culture, Diversity, and Equity

The following are sample courses in each of the core areas. It is recognized that content outlined in the course descriptions may be delivered through other courses by various educational institutions and training providers, as determined and approved by sponsor and employer. To the extent possible, courses should be associate's degree-applicable and transferable for apprentices who want to go on to earn an associate's degree.

## **EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

---

- **CHILD/HUMAN GROWTH & DEVELOPMENT**

(3-6 semester units; 36-72 instructional hours)

**Sample Course: Child Growth & Development**

*Course Description:* Examines major physical, psychosocial and cognitive-language developmental milestones for children, typical and atypical, from conception through adolescence. Emphasis on interactions between maturational processes and environmental factors. While studying theory and research, students observe children, evaluate individual differences and characteristics of development at various stages.

**Sample Course: Psychology of Childhood**

*Course Description:* Physical, intellectual, emotional growth of children from conception to puberty. Factors of heredity and environment as determinants of this development.

- **CHILD-FAMILY-COMMUNITY / CHILD-FAMILY RELATIONS**

(3-6 semester units; 36-72 instructional hours)

**Sample Course: Child, Family and Community**

*Course Description:* Examine the developing child in a societal context focused on inter-relationship of family, school and community, and emphasizing historical and socio-cultural factors. Topics include processes of socialization and identity development, importance of respectful, reciprocal relationships that support and empower families, social influences on parenting, child-rearing, relationships between child, family, school.

**Sample Course: Sociology of the Family**

*Course Description:* Social factors which contribute to marriage and family. Changing historic, economic, socio-cultural forces that shape intimate and familial relationships.

- **PROGRAMS / CURRICULUM**

(3-6 semester units; 36-72 instructional hours)

**Sample Course: Principles and Practices of Teaching Young Children**

*Course Description:* Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways and professional standards.

**Sample Course: Leadership and Human Relations**

*Course Description:* Explores leader and follower behavior in organizations, in terms of both theory and practice as you learn to understand yourself as a leader and explore some of the more effective ways of leading others. Discuss ideas and concepts that will help you incorporate consideration of ethics into your own leadership approach.

**Sample Course: Curriculum and Environments for Infants and Toddlers**

*Course Description:* Introduction to organizing and developing activities for children aged 0-3 years. Focus on practical learning experiences in areas such as arts and crafts, imaginative play, music and movement, learning games. Includes culturally appropriate activities, meeting needs of young dual-language learners, and adapting environments and programs to meet needs of children with disabilities or special needs.

**Sample Course: Introduction to the Field of Education**

*Course Description:* Historical and sociological analysis of the educational system and careers in teaching; Study of principles of effective instructional models with emphasis on apprentice centered and culturally relevant methods, research of resources for curriculum and instruction, and observation of teaching practices in local schools.

**Sample Course: Play-Based Curriculum**

*Course Description:* Principles and practices of play-based curriculum. The role of the teacher in facilitating children's learning through play-based activities. Use of observation and assessment in planning curriculum. Includes culturally appropriate activities, meeting needs of young dual-language learners, and adapting environments and programs to meet needs of children with disabilities or special needs.

- **OBSERVATION, SCREENING, ASSESSMENT AND DOCUMENTATION**  
(3-6 Semester Units; 36-72 instructional hours)

**Sample Course: Observation and Assessment**

*Course Description:* The appropriate use of assessment and observation tools and strategies to document young children's development and learning. Emphasizes use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools will be explored, along with strategies for collaboration with families and professionals.

**Sample Course: Assessment and Documentation Tools, Methods, and Strategies** *Course*

*Description:* The appropriate use of assessment to support student's development and learning. Covers various methods of observation and data collection, tools, and strategies including time management and legal and ethical responsibilities. Emphasizes use of findings to inform and plan differentiated instruction, classroom environments, and to provide the basis for family partnerships. This course is designed for those working with students in transitional kindergarten, kindergarten, and early primary classrooms.

- **HEALTH, SAFETY, AND NUTRITION**  
(3-6 Semester Units; 36-72 instructional hours)

**Sample Course: Health, Safety, & Nutrition**

*Course Description:* Laws, regulations, standards, policies, procedures, best practices related to health, safety, and nutrition in early childhood settings. Includes prevention strategies, nutrition, and meal planning for various ages and planning educational

---

experiences integrated into daily routines designed to teach children positive health, safety and nutrition habits.

- **CULTURE, DIVERSITY, AND EQUITY**  
(3-6 Semester Units; 36-72 instructional hours)

**Sample Course: Culture and Diversity in Early Childhood Education**

*Course Description:* Theoretical and practical implications of social identity, oppression and privilege for young children, families, programs, and teaching. Strategies for culturally and linguistically appropriate anti-bias approaches supporting all children in a diverse society. Self-examination and reflection on social identity, stereotypes and bias, social and educational access, media and schooling.

**Sample Course: Teaching in a Diverse Society**

*Course Description:* Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized.

- **SUPERVISED FIELD EXPERIENCE**  
(3-6 Semester Units; 36-72 instructional hours)

**Sample Course: Supervised Field Experience in Early Childhood Education**

*Course Description:* Demonstration of early childhood teaching competencies under guided supervision. Practical classroom experiences linking theory and practice, professionalism, and comprehensive understanding of children and families. Child centered, play-oriented teaching, learning, assessment and curriculum as students design, implement and evaluate experiences for development and learning for young children.

**Sample Course: Practicum**

*Course Description:* Under guided supervision, students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches and strategies, and techniques that promote development and learning.

---

**SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS**

**Children's Cabinet hereby adopts these standards of apprenticeship**

*Sponsor(s) designate the appropriate person(s) to sign the standards on their behalf.*



**Signature of Sponsor (*designee*)**

**Date:** June 17, 2025

Marty Elquist, Chief Programs Office

**Type Name & Title**