



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

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## **Appendix A**

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

**Reggio Roots, LLC**

**Assistant Preschool Teacher**

**O\*NET-SOC CODE: 25-9042.00**

**RAPIDS CODE: 25-9042**

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

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**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.

**1. TYPE OF OCCUPATION**

☐ Time-based                      ☐ Competency-based                      ☒ Hybrid

**2. TERM OF APPRENTICESHIP**

The term of the occupation shall be defined by the attainment of all competencies of the position. 1) If the program uses a time-based approach, requires the completion of not less than 2,000 hours of [work experience,] on-the-job learning, consistent with training requirements as established by practice in the trade; (2) If the program uses a competency-based approach, specify the skills that must be demonstrated by an apprentice and address how on-the-job learning will be integrated into the program; or (3) If the program uses a hybrid approach, specify the skills that must be acquired and the minimum number of hours of on-the-job learning that must be completed by an apprentice.

This would be expected to occur within approximately 2000 hours (must be at least 2,000 hours) of OJL, supplemented by the minimum of 144 hours of related instruction per year of the apprenticeship.

**3. RATIO OF APPRENTICES TO JOURNEYWORKERS**

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

**4. APPRENTICE WAGE SCHEDULE**

An apprentice minimum starting wage will be at least \$14.50 per hour. Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journey worker/fully trained worker wage. A journey worker/fully trained worker minimum wage will be at least \$15.00.

Starting Wage: **\$14.50**

Progression:

1st 6 months — **\$14.50**

2nd 6 months — **\$15.00**

**1-Year Term Example:**

1<sup>st</sup>            6 months = % or \$                      2<sup>nd</sup>            6 months = % or \$

Periodic review and evaluation of the apprentice's on-the-job learning and related technical instruction will be conducted in alignment with the wage schedule established.

**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.

#### Apprenticeship Competencies – Technical

Item	Work Process	Approx. Hours
A	Child Supervision and Safety Practices – Maintaining constant supervision of children, supporting safe movement throughout the classroom and outdoor environments, responding to safety concerns, and following emergency procedures.	300
B	Health, Licensing, and Sanitation Practices – Implementing health and hygiene routines, supporting meal and snack procedures, maintaining classroom cleanliness, and following Nevada licensing requirements for sanitation and child wellness.	200
C	Classroom Environment Setup and Maintenance – Preparing learning materials, maintaining organized and accessible classroom environments, supporting care of materials, and assisting with daily setup and closing routines.	250
D	Classroom Routines and Transitions – Supporting predictable daily routines including arrival, transitions between activities, rest time, toileting, and departure procedures.	250
E	Supporting Children's Learning Experiences – Assisting the lead teacher during learning activities, facilitating small group interactions, modeling engagement with materials, and encouraging participation in play-based learning.	300
F	Positive Guidance and Social-Emotional Support – Supporting children in developing self-regulation, guiding peer interactions, modeling respectful communication, and reinforcing classroom expectations.	250
G	Communication with Young Children – Engaging children in meaningful conversations, modeling language development, responding to children's questions and ideas, and supporting early literacy through daily interactions.	150
H	Observation and Awareness of Child Development – Developing beginning skills in observing children's play, recognizing developmental milestones, and sharing observations with supervising teachers.	100

Item	Work Process	Approx. Hours
I	Team Collaboration and Professional Practice – Participating in classroom team communication, supporting co-teachers, attending staff meetings and trainings, and contributing to a positive workplace culture.	100
J	Family Interaction and Professional Communication – Greeting families, supporting arrival and departure communication, and maintaining professionalism in interactions with caregivers.	100
<b>TOTAL HOURS: 2,000</b>		

The above on-the-job-learning (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.

### **Evaluation of Apprentice Progress**

Apprentice progress will be evaluated through a combination of related technical instruction assessments and on-the-job performance observations. Apprentices will complete knowledge checks or quizzes associated with related technical instruction to demonstrate understanding of course content. Supervising journeyworkers and program leadership will also conduct periodic observations of the apprentice's work to assess skill development and competency in the required work processes.

Apprentices must demonstrate satisfactory progress in both related instruction and on-the-job learning to continue in the apprenticeship program and to advance toward completion.

**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 patients, 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

The related instruction has been developed in cooperation with employer-partners as part of the apprenticeship. The following is a set of courses to be delivered by subject matter experts.

Related Technical Instruction (RTI) - This instruction shall include, but not be limited to, at least 144 hours per year for each year of the apprenticeship. The related theoretical education listed below is tightly integrated with real work product. The curriculum is defined as a variety of classes, around which the exams and projects are based. By defining the RTI this way, all competencies required of the students are met, through project work.

<b>COURSE TOPICS</b>	<b>HOURS</b>
Course A—Foundations of Child Development	30 hours
Course B—Health, Safety, and Licensing	25 hours
Course C—Positive Guidance and Social Emotional Development	25 hours
Course D—Supporting Learning Through Play	20 hours
Course E—Observation and Child Development Awareness	15 hours
Course F—Professionalism in Early Childhood Education	15 hours
Course G—Family Partnerships and Communication	14 hours

## COURSE TOPIC DESCRIPTIONS

### A. Foundations of Child Development

This course introduces apprentices to foundational principles of child development from birth through age five. Apprentices learn about major developmental domains including physical, cognitive, language, and social-emotional development. The course emphasizes understanding typical developmental milestones and recognizing how individual differences influence children's behavior, learning, and interactions in early childhood environments.

### B. Health, Safety, and Licensing Requirements

This course provides instruction on maintaining safe and healthy environments for young children. Topics include supervision practices, sanitation procedures, safe sleep practices, emergency preparedness, and basic child health considerations. Apprentices also receive an overview of Nevada childcare licensing requirements and the responsibilities of early childhood staff in maintaining compliance with safety standards.

### C. Positive Guidance and Social Emotional Development

This course focuses on supporting children's social-emotional development through respectful relationships and positive guidance strategies. Apprentices learn techniques for guiding behavior, supporting emotional regulation, promoting cooperation among peers, and helping children develop problem-solving skills within classroom settings.

### D. Supporting Learning Through Play

This course explores the role of play in early childhood development and learning. Apprentices learn how to support children's curiosity, exploration, and engagement during play-based learning experiences. Emphasis is placed on assisting teachers during classroom activities and encouraging meaningful interactions with materials and peers.

### E. Observation and Awareness of Child Development

This course introduces apprentices to the basic practice of observing children in early learning environments. Apprentices learn how to notice children's interests, recognize emerging developmental skills, and communicate observations to supervising teachers to support children's learning and development.

### F. Professionalism in Early Childhood Education

This course introduces professional expectations for individuals working in early childhood education settings. Topics include workplace responsibility, communication with colleagues, ethical conduct, confidentiality, and maintaining professional relationships with children, families, and coworkers.

### G. Family Partnerships and Communication

This course focuses on the importance of respectful and professional communication with families. Apprentices learn strategies for greeting families, sharing information appropriately, supporting daily transitions such as arrival and departure, and building positive relationships that support children's well-being and development.



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

**Reggio Roots, LLC hereby adopts these standards of apprenticeship.**

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

C. McNally  
Signature of Sponsor (designee)

Date: 3/19/26

*Christine McNally, Founder/Director*

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Type Name & Title