Division of Apprenticeship Standards (DAS)

Apprenticeship Program Summary Sheet

To: Adele Burnes, Chief
From: Tony Pena
CC: DAS, Program Planning & Review Unit
Date: January 21, 2026

Program Name: Early Care & Education Pathways to Success (ECEPTS)
Industry: Education
DAS File No.: 100633
Grant Awardee: ☐ No ☒ Yes Since 2019 ECEPTS has received support from a variety of sources: DAS AIF Funding (3 years - 2022, 2023, 2024), CA Employment Development Department (1 grant w date ranges 2023-2026), CA Workforce Dev Board High Road Training Partnership funding (HRTP - 2 cycles received 2022 & 2024), SAEEI funding, US DOL contract (2 years of a 5 year award, which was cancelled June 2025). ECEPTS has also received private philanthropy from the Heising-Simon Foundation, the Irvine Foundation, and the National Philanthropic Trust

Action(s):

☐ Proposed new apprentice program

☒ Existing apprenticeship program adding new occupations

☐ Existing apprenticeship program expanding area of operations

☐ Existing apprenticeship program changing work processes on approved occupations

Labor Organization(s) Representing Apprentices:

None

Request for Approval under Labor Code 3075:

Early Care & Education Pathways to Success (ECEPTS) is not intended to train in the building and construction trades and is not eligible to dispatch apprentices to projects with public works, prevailing wage or skilled and trained workforce requirements within the meaning of Labor Code sections 1720 and 3075 and will not train or dispatch apprentices in the building and construction trades or firefighters occupations.

Comments:

As a Registered Apprenticeship Sponsor, ECEPTS has developed and implemented a distinctive model designed specifically to support the ECE workforce, which is largely comprised of women of color, immigrants, working mothers, and non-traditional students. With

over 1,700 apprentices served and over 650 Active apprentices, the model transforms traditional apprenticeship by offering stackable programs that enable participants to earn college credits, attain state-recognized teaching credentials, and access higher-wage positions in ECE and related fields

Early Care & Education Pathways to Success (ECEPTS) will oversee the apprenticeship program herein and seek approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

Proposed Occupation, Wage Rate & O*Net Code:

- Early Care & Education Infant and Toddler Teacher O*Net: 25-2011.00
  - Professional Worker Wage: $22.50 per hour
  - Proposed Apprentice Wage: $19.27 per hour
  - Proposed No. of Apprentices: 20

Currently Approved Occupations with No Changes to Jurisdiction or Work Processes:

- Early Care & Education Associate Teacher O*Net: 25-9041.00
- Early Care & Education Teacher O*Net: 25-2011.00
- Home Visitor O*Net: 21-1093.00
- Expanded Learning Program Leader O*Net: 25-9042.00
- Early Care & Education (ECE) Lead Teacher O*Net: 25-2011.00

Proposed Employers:

- YMCA of the East Bay, 1275 61st Street Emeryville, CA 94608
  - Occupation(s): Early Care & Education Infant and Toddler Teacher

Early Care & Education Pathways to Success (ECEPTS) Program Standards

Incorporating and Adopting

U.S. Department of Labor, Office of Apprenticeship Approved Standards

2950 Buskirk Avenue Suite 315 Walnut Creek, CA 94597
925-285-3218
randiwolfe@ecepts.org

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Article I Purpose and Policy – CA LC §3075, 3076, 3089; CCR §205, 206, 212.1, 212.2, 218

The parties hereto declare their purpose and policy to incorporate the attached standards approved by the U.S. Department of Labor Office of Apprenticeship to establish an organized, planned system of apprenticeship conducted as an education-sponsored, employer-based undertaking. All provisions in the U.S. Department of Labor Office of Apprenticeship attached hereto, that do not conflict with California laws and regulations shall be incorporated, adopted and agreed upon under the Shelley-Maloney Apprentice Labor Standards Act of 1939, as amended, to govern the employment and training of apprentices in the trade, craft or occupation defined herein, to become effective upon their approval under the California standards. In case of conflict of law, California Law shall prevail. No Section of these standards of apprenticeship shall be construed as permitting violation of any Federal Law or Regulations and the State of California Law or Regulations.

These standards shall apply to the employer and employee organizations signatory hereto, their members, to other employers who subscribe hereto or who are party to a collective bargaining agreement with an employee organization(s) signatory hereto and to all apprentice agreements hereunder. An “Employer Agreement” [DAS-752, see attachment D] will be provided to specify the information particular to that employer as noted herein, including the option to waive or offer participation on the committee, employer committee members will be selected as outlined in the rules & regulations.

Article II Craft, Trade, Occupation – CA LC §3078 (c); CCR §212 (a,1)

The approved occupations are set forth in the U.S. Department of Labor Office of Apprenticeship standards attached to this California State standard. Additional occupations may be added or deleted by the above-named master apprenticeship committee by first submitting the proposed change(s) to the U.S. Department of Labor Office of Apprenticeship. Once the U.S. Department of Labor Office of Apprenticeship approves the change, the revised standards may be submitted to the California Division of Apprenticeship Standards (DAS) for approval of the Administrator of Apprenticeship.

Article III Occupations – CA LC §3078.5

The occupational supplement(s) included in the attached U.S. Department of Labor Office of Apprenticeship standards set forth the terms of the occupation, ratio, work processes, and related supplemental instruction for each individual occupation.

The work process/competency schedule outline highlighted in each occupational framework [see attached, Appendix A] can be modified upon approval by the program sponsor to meet the needs of employers that are signatory to the program sponsor. It is reasonable to expect that there may be slight deviations to the work process/competency schedule outline from the

standards, as every employer may have unique needs, requirements, processes, and resources that are specific to their organization. Please note that the apprentice's training plan and content, despite any modifications, will be adequate to qualify and support the apprentice as a highly skilled worker at the end of their apprenticeship program. A copy of the modifications will be provided to each apprentice to whom the modification applies.

O*Net	DOL Occupation Name	DAS Occupation Name
25-9041.00	Teacher Aide 1	Early Care & Education Associate Teacher
25-2011.00	Early Childhood Educator	Early Care & Education Teacher
21-1093.00	Direct Support Specialist	Home Visitor
25-9042.00	Teacher Aide 1	Expanded Learning Program Leader
25-2011.00	Early Childhood Educator	Early Care & Education (ECE) Lead Teacher
25-2011.00	Early Childhood Educator	Early Care & Education Infant and Toddler Teacher

Article IV Responsibilities of Program Sponsor – CA LC §3076, 3076.3; CCR §205, 206, 212, 212.3

The program sponsors are responsible for the administration and enforcement of all aspects of a Registered Apprenticeship program. Sponsor means any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved.

Sponsors with multiple employers will establish an Apprenticeship Training Committee to fulfill the responsibilities and duties required of a Program Sponsor as described in the attached U.S. Department of Labor Office of Apprenticeship standards.

In addition, the Sponsor(s) agree to (1) supervise the administration and enforcement of these standards; (2) adopt such rules and regulations as are necessary to govern the program provided that the rules and regulations do not conflict with these standards and provide a copy of such to each apprentice; (3) conduct orientations, workshops or other educational sessions for employers to explain the apprenticeship program's standards and the operation of the apprenticeship program; (4) pass upon the qualification of employers and, when appropriate, to suspend or withdraw approval; (5) conduct on-going evaluation of the interest and capacity of employers to participate in the apprenticeship program and to train apprentices on the job; (6) determine the qualifications of apprentice applicants and ensure fair and impartial treatment of applicants for apprenticeship selected through uniform selection procedures; (7) file a signed copy, written or electronic, of each apprentice agreement with the Division of Apprenticeship Standards, within 30 days of execution, with copies to all parties to the agreement; (8) establish and utilize a procedure to record and maintain all records of the apprentice's worksite job progress and progress in related and supplemental instruction; (9) establish and utilize a system for the periodic review and evaluation of the apprentice's

progress in job performance and related instruction; (10) discipline apprentices, up to and including termination, for failure to fulfill their obligations on-the-job or in related instruction, including provisions for fair hearings; (11) annually prepare and submit a Self-Assessment Review as well as a Program Improvement Plan to the Chief of the Division of Apprenticeship Standards; (12) ensure training and supervision, both on the job and in related instruction, in first aid, safe working practices and the recognition of occupational health and safety hazards; (13) ensure training in the recognition of illegal discrimination and sexual harassment; (14) establish an adequate mechanism to be used for the rotation of the apprentice from work process to work process to assure the apprentice of complete training in the apprenticeable occupation including mobility between employers when essential to provide exposure and training in various work processes in the apprenticeable occupation; (15) establish an adequate mechanism that will be used to provide apprentices with reasonably continuous employment in the event of a lay-off or the inability of one employer to provide training in all work processes as outlined in the standards; (16) have a Local Education Agency (L.E.A.) provide a letter approving the Related and Supplemental Instruction pursuant to LC 3074 [see Attachment A]; (17) grant apprentices credit for previous experience; (18) apprenticeship programs with more than one employer or an association of employers shall include provisions sufficient to ensure meaningful representation of the interests of apprentices in the management of the program; (19) adopt changes to these standards, as necessary, subject to the approval of the parties hereto and the Chief of the Division of Apprenticeship Standards.

Article V Apprentice Agreements – CA LC § 3077, 3077.5, 3078, 3079, 3086; CCR §205, 206, 207

To obtain approval in the State of California, the program sponsor shall register Apprentices, by electronic or other means, to the Division of Apprenticeship Standards within 30 days of execution of the Apprentice Agreement [California Apprenticeship Agreement (DAS-1), see attachment C] in addition to having already been registered for federal purposes by the U.S. Department of Labor, Office of Apprenticeship. These standards, and the U.S. Department of Labor standards, shall be a part of the apprenticeship agreement. Apprentices shall be furnished a copy of the standards or given an opportunity to read them before registration.

An apprentice is a person at least 16 years of age, who has met the requirements for selection under the selection procedures of participating employer, who is engaged in learning a designated craft or trade and who has entered into a written apprentice agreement under the provisions of these standards. If the apprentice is under 18 years of age, the agreement must be signed by the apprentice's parent or guardian. When the period of training extends beyond 18, the apprentice agreement shall likewise be binding to such a period as may be covered. A program sponsor shall not provide a maximum age for apprentices.

Each apprentice agreement shall conform to the State law governing apprentice agreements, and shall be signed by the employer, by the program sponsor, and by the apprentice and must be approved by the apprenticeship committee. Each apprentice shall be furnished a copy of or

be given an opportunity to study these standards before registration. These standards shall be considered a part of the apprentice agreement as though expressly written therein.

During the probationary period, an apprentice agreement shall be terminated by the apprenticeship committee at the request in writing of either party. After such probationary period, an apprentice agreement may be terminated by the Administrator by mutual agreement of all the parties thereto or cancelled by the Administrator for good and sufficient reason.

If an employer is unable to fulfill his/her obligations to train under any apprentice agreement or in the event of a layoff, the apprenticeship committee may, with the approval of the Administrator, transfer such agreement to any other signatory employer if the apprentice consents, and such other employer agrees to assume the obligation of said apprentice agreement.

Article VI Hours and Working Conditions – CA LC §3078 (k); CCR §208 (a, d), 209, 210, 212

Apprentices shall work under and with competent professional workers and/or instructors and shall be assigned to work and learning tasks so that they obtain the diversified training on-the-job provided for in the apprenticeship standards.

The workday and workweek and all other conditions of employment for apprentices shall conform to all applicable laws and regulations and shall not be greater than for those of a professional worker.

Overtime shall not be allowed if it will interfere with or impair the training or be detrimental to the health and safety of the apprentice.

There shall be no liability on the part of the employer for an injury sustained by an apprentice engaged in schoolwork at a time when the employment of the apprentice has been temporarily or permanently terminated.

Article VII Wages and Wage Progression – CA LC §3076, 3078 (f); CCR §208 (a, d), 212 (a, 5)

The wages shall be a progressively increasing wage, employee benefits and other compensation as set by Section CCR §208 and CA LC §3078 (f).

In no case shall an Apprentice receive a starting wage that is less than the applicable federal, state or local entity (city or county) minimum wage, whichever is higher for the county or city where the apprentice is working. The applicable minimum wage law shall establish the effective date of the minimum wage.

Where wages/wage schedules differ from or require clarification of, the attached U.S. Department of Labor Office of Apprenticeship standards, the following wage schedule applies:

Early Care & Education (ECE) Associate Teacher (O*Net Code: 25-9042.00)

1st Period	0 Competencies	$19.72/hour
2nd Period	8 Competencies	$21.66/hour

Early Care & Education Teacher (O*Net Code: 25-2011.00)

1st Period	0 Competencies	$21.01/hour
2nd Period	8 Competencies	$23.37/hour

Home Visitor (O*Net Code: 21-1093.00)

1st Period	0 Competencies	$18.45/hour
2nd Period	8 Competencies	$19.00/hour

Expanded Learning Program Leader (O*Net Code: 25-9042.00)

1st Period	0 Competencies	$21.07/hour
2nd Period	5 Competencies	$23.10/hour

Early Care & Education (ECE) Lead Teacher (O*Net Code: 25-2011.00)

1st Period	0 Competencies	$27.75/hour
2nd Period	10 Competencies	$29.71/hour

Early Care & Education Infant and Toddler Teacher (O*Net Code: 25-2011.00)

	Entry Wage	**2nd Period**
Counties	0 Competencies	8 Competencies
Alameda, Marin, San Mateo, Santa Clara, and San Francisco	$21.42/hour	$22.50/hour
Contra Costa	$20.83/hour	$22.50/hour
Los Angeles	$20.01/hour	$22.50/hour
Orange	$19.32/hour	$22.50/hour
San Diego	$19.77/hour	$22.50/hour
All Other Counties	$19.27/hour	$22.50/hour

Time spent in related and supplemental instruction may not be compensated.

Article VIII Responsibilities of Apprentices – CCR §205, § 206, 207, 212

Each apprentice, having entered into an apprenticeship agreement, shall satisfactorily perform all work and learning assignments both on the job and in related instruction and shall comply with the standards, rules, regulations and decisions of the apprenticeship committee.

Article IX Certificate of Completion - CCR §205, 212, 224

A “Certificate of Completion of Apprenticeship”, attesting to the completion of an apprenticeship, will be issued under the authority of the Division of Apprenticeship Standards upon receipt of such competent evidence as may be required.

Article X Controversies – CA LC §3078 (h), 3081; CCR §201

All controversies or differences concerning apprentice agreements, that cannot be adjusted locally by the apprenticeship committee or otherwise, shall be submitted to the Administrator.

Article XI Written Applications

Applications for apprenticeship will be accepted:

Applications for apprenticeship will be accepted through a participating ECEPTS employer. ECEPTS employers will follow standard company procedures for filling an open position

Article XII Records

All records will be maintained, in written or electronic form, for five years and kept at:

Early Care & Education Pathways to Success (ECEPTS)
2950 Buskirk Avenue Suite 315
Walnut Creek, CA 94597

Article XIII Modification of Standards - CA LC § 3073, 3075, 3078, 3078.5; CCR §205, 212 (b,13)

These standards shall be modified to conform to any changes in prevailing practices, conditions and wages in the area and the industry when such changes occur. Requests of the program sponsor for modification are subject to the approval of the Administrator of Apprenticeship.

Article XIV Collective Bargaining Agreements - CA LC 3086

Where applicable, if the employer(s) has a collective bargaining agreement with a labor organization applicable to these occupation(s), approval by the labor organization will be affixed to the Employer Agreement (DAS-752).

Nothing hereunder, nor in any approved apprentice agreement, shall operate to invalidate any apprenticeship provision in any collective bargaining agreement between employers and employees setting up higher apprenticeship standards.

DAS FILE # 100633

Early Care & Education Pathways to Success (ECEPTS) agrees to accept electronic signatures for these Division of Apprenticeship Standards and all related Division of Apprenticeship Standards documents.

The foregoing standards are hereby agreed to and adopted by Early Care & Education Pathways to Success (ECEPTS) on January 5, 2026 (Committee approval date).

Employer Organization

Early Care & Education Pathways to Success (ECEPTS)

2950 Buskirk Avenue Suite 315, Walnut Creek, CA 94597

_____ _____

Randi Wolfe, Executive Director Date

The foregoing apprenticeship standards, being in conformity with the applicable California Labor Code, California Code of Regulations and Federal Regulations, are hereby approved

_____.

(DAS approval date)

_____ _____

Adele Burnes, Chief Date

Division of Apprenticeship Standards

Registered Apprenticeship Standards

☐ National Program Standards ☐ National Guidelines for Apprenticeship Standards
☒ Local Apprenticeship Standards

EARLY CARE & EDUCATION PATHWAYS TO SUCCESS (ECEPTS) C/O FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

OCCUPATION	O*NET-SOC CODE	RAPIDS CODE
Teacher Aide 1	25-9041.00	0657CB
Early Childhood Educator	25-2011.00	3004CB
Home Visitor	21-1093.00	1040CB
Expanded Learning Prg. Leader	25-9042.00	0657CB
Early Care & Educ. (ECE) Lead Teacher	25-2011.00	3004CB

Developed in Cooperation with the
U.S. Department of Labor
Office of Apprenticeship

Approved by the
U.S. Department of Labor
Office of Apprenticeship

Signature: DOUGLAS HOWELL Digitally signed by DOUGLAS HOWELL Date: 2023.03.08 16:57:23 -08'00'

(Sign here for National or Local Apprenticeship Standards)

Title: *State Director/Region 6/CA*
Office of Apprenticeship

Registration Number: 2020-CA-70708

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SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

A. Responsibilities of the sponsor: ***ECEPTS*** must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document "Requirements for Apprenticeship Sponsors Reference Guide."

Sponsors shall:

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these standards and the document "Requirements for Apprenticeship Sponsors," and that meets the requirements of 29 CFR § 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- Register all apprenticeship standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentices' progress in skills and technical knowledge, and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Provide each apprentice with a copy of these standards, Requirements for Apprenticeship Sponsors Reference Guide, and Appendix A, any applicable written rules and polices, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all

modifications from the Registration Agency, then provide apprentices a copy of the updated standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.

B. Minimum Qualifications - 29 CFR §29.5(b)(10)

An apprentice must be at least 16 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation. Please include any additional qualification requirements as appropriate (optional):

☒ There is an educational requirement of a High School Diploma

☐ There is a physical requirement of _____

☐ The following aptitude test(s) will be administered _____

☐ A valid driver's license is required.

☒ Other *See Appendix A for each occupation's qualification requirements.*

Requirements to be in the apprenticeship program need to be listed here as well.

C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)

The apprenticeship program(s) will select an apprenticeship training approach. See Appendix A to select approach.

D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)

Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices ☐ **will** ☒ **will not** be paid for hours spent attending related instruction classes. Insert Work Process Schedule and Related Instruction Outline at Appendix A.

E. Credit for Previous Experience - 29 CFR § 29.5(b)(12)

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. ECEPTS and employer-partner will evaluate the request for credit and make a determination during the apprentice's probationary period.

Additional requirements for an apprentice to receive credit for previous experience (optional):

F. Probationary Period - 29 CFR § 29.5(b)(8) and (20)

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. Insert probationary period at Appendix A.

G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5(b)(7)

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. Insert ratio at Appendix A.

H. Apprentice Wage Schedule - 29 CFR § 29.5(b)(5)

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. Insert the progressive wage schedule at Appendix A.

I. Equal Employment Opportunity and Affirmative Action

1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)

ECEPTS and employer-partner will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

ECEPTS and employer-partner will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4-30.9

ECEPTS and employer-partner acknowledges that it will adopt an affirmative action plan in accordance with 29 CFR § 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5th) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

3. **Selection Procedures - 29 CFR § 30.10**

   Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). See Appendix A to enter your selection procedures for each occupation for which the sponsor intends to train apprentices.

J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:

1. **Complaints regarding discrimination.** Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within 300 days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

   U.S. Department of Labor, Office of Apprenticeship

   200 Constitution Ave. NW, Washington, DC 20210

   Telephone Number: (202) 693-2796

   Email Address: ApprenticeshipEEOcomplaints@dol.gov

   Point of Contact: Director, Division of Registered Apprenticeship and Policy

   Attn: Apprenticeship EEO Complaints

   You may also be able to file complaints directly with the EEOC, or State fair employment practices agency.

2. **Other General Complaints**. The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within *15* days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within *30* days of receiving the written notification:

   Name: *Randi Wolfe*

   Address: *Foundation for California Community Colleges*

   1102 Q. Street – Suite 4800, Sacramento, CA 95814

Telephone Number: *(626) 497-7645*

Email Address: *randiwolfe@ecepts.org*

Any complaint described above that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency provided below in Section K.

K. Registration Agency General Contact Information 29 CFR § 29.5(b)(17)

The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below:

Name: *Raymond Carrillo*

Address: *801 I Street, Room 274*

Sacramento, CA 95814

Telephone Number: *(415) 623-7703*

Email Address: *carrillo.raymond@dol.gov*

L. Reciprocity of Apprenticeship Programs 29 CFR § 29.13(b)(7)

States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.

Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

SECTION II - APPENDICES AND ATTACHMENTS

☒ **Appendix A –** *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*

☐ **Appendix B –** *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed after registration)*

☐ **Appendix C –** *Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))*

☒ **Appendix D –** *Employer Acceptance Agreement (For programs with multiple-employers only)*

SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: https://www.va.gov/education/eligibility) for which current apprentices and/or apprenticeship program candidates may be eligible:

(1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;
(2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits an veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and
(3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

NOTE: The aforementioned requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.

SECTION IV - SIGNATURES

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provisions of the foregoing Apprenticeship Standards formulated and registered by ECEPTS on this 8th day of March, 2023.

The signatories acknowledge that they have read and understand the document titled "Requirements for Apprenticeship Sponsors Reference Guide" and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

Randi Wolfe

Signature of Sponsor (designee)

Randi Wolfe

Printed Name

SECTION V - DISCLOSURE AGREEMENT *(Optional)*

I, *Randi B. Wolfe,* acting on behalf of *ECEPTS* authorize OA to share the Work Process Schedule and Related Instruction Outline in Appendix A with other potential apprenticeship sponsors.

Randi Wolfe

Signature

March 8, 2023

Date

Randi Wolfe

Printed Name

DOUGLAS HOWELL Digitally signed by DOUGLAS HOWELL Date: 2024.09.19 08:08:14 -07'00'

USDOL California State Director
ECEPTS (Early Care & Education Pathways to Success)
Registration/Program Number: 2020-CA-78708

ECEPTS (Early Care & Education Pathways to Success)

Appendix A6

EARLY CARE & EDUCATION INFANT AND TODDLER TEACHER
(Existing RAPIDS Title: Early Childhood Educator)

O*NET-SOC Code(s): *25-2011.00* RAPIDS Code(s): *3004CB*

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Appendix A6

WORK PROCESS SCHEDULE

EARLY CARE & EDUCATION (ECE) INFANT AND TODDLER TEACHER
(Existing RAPIDS Title: Early Childhood Educator)
O*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 3004CB

OVERVIEW

An Early Care & Education (ECE) Infant and Toddler Teacher contributes to the care, development and instruction of young children (typically from birth through age 3) in an early care and education program. The ECE Infant and Toddler Teacher 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 qualified worker (e.g., Master Teacher, Site Supervisor) 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 Infant and Toddler Teacher Apprenticeship, graduates will meet the qualifications for the position of Infant and Toddler Teacher in various ECE settings (e.g., child care centers, Early Head Start programs, state-funded infant and toddler programs), 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.

The Work Processes and associated competencies are based on the California Early Childhood Educator Competencies and the California Early Childhood Education Teaching and Administrator Performance Expectations and align with similar sets of teaching standards and competencies in other states (e.g., Illinois, Nevada, New Jersey, Oklahoma).

1. APPRENTICESHIP APPROACH

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is approximately one (1) to one and a half years (1.5) years of On-the-Job Learning (OJL), supplemented by the minimum recommended 600 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.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is**:** 3 apprentices to 1 journeyworker. A qualified sponsor may train up to 3 apprentices for every 1 qualified journeyworker (e.g., Master Teacher, Site Supervisor, Program Director) who is overseeing the training and assessment of the apprentice. This ratio may be changed as approved by ECEPTS and the registration agency.

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, which is determined by the employer with ECEPTS' approval within local areas. The wages will always be at least minimum wage (local, state or federal, whichever is the higher amount).

Sample Wage Schedule:

Level	# of Competencies	Wage
1	0	$17/hour
2	10	$18.50/hour

Completion of Apprenticeship: $20/hour

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 500 hours.

6. SELECTION PROCEDURES

ECEPTS or the employer will determine the selection procedures. This process will be provided to potential applicants and interested parties and will comply with 29 CFR 30.10, Standards of Apprenticeship and Requirements for Apprenticeship Sponsors Reference Guide. ECEPTS may utilize any method or combination of methods for selection of apprentices, provided that the selection method(s) used meets the following requirements:

1. The selection procedure(s) will be uniformly and consistently applied to all applicants and apprentices.

2. ECEPTS will not use any discriminatory selection procedures.

7. WORK PROCESS SCHEDULE

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The employer shall see that apprentices' on-the-job learning is under the supervision of a qualified worker (e.g., Master Teacher, Site Supervisor) 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 10 competencies and associated performance areas widely regarded as essential for early care and education professionals working with infants and toddlers. The performance indicators outlined are examples of how the corresponding competencies can be demonstrated. Each employer/sponsor, partnership, and/or subcommittee can make changes to the Work Processes or Checklist to meet local/state needs, employer needs, scope of practice or licensing/certification requirements, and/or desire to register or co-register with a statewide registration agency.

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	PERIOD 1 (Rating/Date/ Signature)	PERIOD 2 (Rating/Date/ Signature)
I. UNDERSTANDS AND ENCOURAGES CHILD DEVELOPMENT AND LEARNING A. Knowledge about Child Development and Learning 1. Describes major developmental milestones for infants and toddlers in the areas of physical, psychosocial, cognitive and language development. 2. Describes the unique care, development, and learning needs of infants and toddlers and how to support their growth and development. B. Facilitating Child Development and Learning 1. Differentiate between typical and atypical development of infants and toddlers. 2. Identify and implement strategies to prevent and/or address young children's challenging behaviors and implement strategies to help children learn to resolve conflicts.		
II. APPRECIATES AND HONORS CULTURE, DIVERSITY AND EQUITY A. Respect for Differences and Similarities 1. Embraces each child's culture and sees it as an asset. 2. Understands the importance of providing a learning environment that is welcoming for all families. B. Culturally Responsive Approaches 1. Applies skills and knowledge gained from orientation sessions to communicate respectfully with all families. 2. Uses knowledge of children's cultural and linguistic backgrounds and experiences to facilitate interactions and learning.		
III. RECOGNIZES SIGNIFICANCE OF RELATIONSHIPS, INTERACTIONS AND GUIDANCE A. Support Emotional Development of Infants and Toddlers 1. Oversees day-to-day transitions with sensitivity to each child's responses to separation or transitions. 2. Reflects on and interprets infant and toddler expressions of emotions and on one's own responses to them. B. Social-Emotional Climate 1. Builds nurturing relationships with infants and toddlers and provides consistent and responsive caregiving. 2. Acknowledges children's efforts, emphasizing the use of age-appropriate language to acknowledge, encourage, and reinforce achievement and success.		
IV. UNDERSTANDS AND FOSTERS FAMILY ENGAGEMENT A. Relationships with Children and Families 1. Respects each family's style and preferred methods of communication and interacts with families in a transparent, accountable manner. 2. Supports families as decision makers for and educators of their children and encourages meaningful two-way communication in supporting children's learning and development.		

V. UNDERSTANDS AND SUPPORTS DUAL LANGUAGE DEVELOPMENT A. Development of Home Language and English 1. Demonstrates awareness of child's home language. 2. Creates opportunities for young dual-language learners that promote literacy development in home language and English. B. Relationships with Families of Dual-Language Learners 1. Incorporates practices that honor the role of home language as a vital foundation in English language development. 2. Provides opportunities for families to participate in the program.		
VI. UNDERSTANDS AND UTILIZES OBSERVATION, SCREENING, ASSESSMENT AND DOCUMENTATION A. Observation 1. Conducts formal and informal observation of infants and toddlers across settings and over time. 2. Utilizes observations to inform the planning process for individual children and the group. B. Screening and Referral 1. Identifies the need for possible referrals based on observations and/or screenings. 2. Explains and follows protocols related to screenings and referrals, parental consent and confidentiality, and elicits input from families. C. Assessment 1. Demonstrates familiarity with valid and reliable instruments for infant and toddler settings and knows how to use them. 2. Understands that maintaining confidentiality for children and families is critical to the assessment process. D. Documentation 1. Initiates discussions with staff and colleagues about strategies for documentation and applies strategies to selection of samples, artifacts, or other information to include in documentation. 2. Gathers artifacts and other materials for use in documentation (e.g., anecdotal records, work samples, video clips and photographs).		
VII. RECOGNIZES SPECIAL NEEDS AND FOSTERS INCLUSION A. Philosophy, Policies and Practices 1. Recommends changes to program policies, as appropriate, to create a sense of belonging and full participation for infants and toddlers with disabilities or other special needs. 2. Explains the principles of People First Language used to colleagues, families, and children, as developmentally appropriate. B. Developmentally and Individually Appropriate Practice 1. Collaborates with families and service providers to provide multiple approaches to learning in order to meet the diverse needs of infants and toddlers in the learning environment.		

2. Engages infants and toddlers with disabilities or other special needs as active participants in their own personal or health-care routines, as developmentally appropriate. C. Collaboration with Families and Service Providers 1. Initiates discussions with colleagues and families regarding inclusive practice with respect to infant and toddler early care and learning environments. 2. Understands the range of services available to young children with disabilities or other special needs, the roles of service providers, and different models of support. D. Environment Access and Adaptive Equipment 1. Identifies and addresses modifications in the facility and the learning environment to support children with disabilities or other special needs. 2. Implements safe and effective use of adaptive equipment for children with disabilities or other special needs.		
VIII. CREATES LEARNING ENVIRONMENTS; PLANS AND IMPLEMENTS CURRICULUM A. Curriculum and Curriculum Planning 1. Plans curriculum and environments for infants and toddlers that reflect and encourage developmentally appropriate best practice (e.g., early literacy, executive function, trauma-informed practice) for individuals and groups. 2. Adapts indoor and outdoor environment, equipment, materials, activities and/or experiences based on information gathered in the curriculum-planning process. B. Environments, Schedules and Routines 1. Adapts the environment to meet the interests and requirements of individual children and the group. 2. Plans the daily schedule to meet regulatory requirements and support the learning and development of infants and toddlers. C. Strategies to Support Learning and Development 1. Plans the daily schedule to incorporate a balance of child-initiated play and exploration as well as adult-facilitated strategies. 2. Plans experiences that support infant/toddler learning and development in all domains.		
IX. ENSURES HEALTH, SAFETY AND GOOD NUTRITION A. Environmental Health and Safety 1. Identifies and addresses potential barriers to compliance with indoor and outdoor environmental health and safety policies and practices. 2. Adapts supervision to the overall setting and individual requirements of children. B. Emergency Preparedness 1. Uses emergency equipment and supplies effectively and appropriately. 2. Implements emergency plans and assigns roles using systematic exchange of information with families, staff, and colleagues to ensure everyone is prepared to respond.		

C. Nutrition 1. Develops mealtime routines that support infant and toddler learning and reflects family practices. 2. Provides breastfeeding support for infants and mothers as necessary and appropriate. D. Response to Health Requirements 1. Conducts daily individual health checks for signs of illness or injury in children. 2. Communicates with families about children's well-being. E. Child and Family Health 1. Addresses concerns about child abuse or neglect according to regulation and law; refers concerns to supervisor(s) as necessary. Articulates the role of risk and protective factors related to child abuse or neglect. 2. Communicates with families about children's physical activity experiences to help children develop new skills, build physical strength, and engage in play-based, structured, and spontaneous gross motor activity.		
X. DEVELOPS AND DEOMONSTRATES PROFESSIONALISM A. Professional Development 1. Uses reflective dialogue to identify an action plan for professional development. 2. Explores effective methods and mentoring strategies to support professional development. B. Professional Conduct and Behaviors 1. Engages in professional responsibilities and remains dedicated to the success of children, families, and the agency or program. 2. Contributes to a quality work environment by maintaining a professional, mutually supportive attitude with colleagues, children, and families. C. Competence in a Specialized Body of Knowledge 1. Ensures that the children's program integrates development and learning in all domains. 2. Actively participates in aligning the program's shared philosophy with associated goals and objectives. D. Pedagogy 1. Promotes early education teaching strategies that address growth, development, and learning based on current evidence-based infant and toddler practice. 2. Demonstrates a commitment to lifelong learning by participating in opportunities to develop pedagogical knowledge and skills. E. Occupational Health and Safety 1. Knows procedures to follow when a staff member or colleague has an accident and applies strategies to prevent accidents from occurring. 2. Understands proper safety procedures including safe lifting.		

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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 on-the-job learning hours and includes courses focused on foundational knowledge, skills and abilities expected of apprenticeship graduates.

The sponsor and employer may modify Supplemental 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 24 semester units or the equivalent in Early Childhood Education/Child Development, and 16 semester units or the equivalent in General Education. Note that each of the 40 semester units are on average 15 hours per unit and total a minimum of 600 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
- Supervised Field Experience

GENERAL EDUCATION

- English / Language Arts
- Math or Science
- Social Sciences
- Humanities and/or Fine Arts

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. **In total, these or similar courses must amount to a minimum of 600 instructional hours.** To the extent possible, courses should be AA and BA degree-applicable and transferable for apprentices who want to go on to earn degrees.

EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT

- **CHILD/HUMAN GROWTH & DEVELOPMENT**
  (3-6 semester units; 45-90 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; 45-90 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; 45-90 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: Children's Literature
  Course Description: Introduction to children's literature. Fairy tales and tale types; interpretation of children's literature from perspective of children, teachers, and parents; study of books by authors such as Brown, Dahl, Juster, Rowling, Sendak, Soto, and others.

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; 45-90 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; 45-90 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; 45-90 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; 45-90 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.

GENERAL EDUCATION

- **ENGLISH / LANGUAGE ARTS**
  Sample Courses: Composition, Creative Writing, Debate, English, Journalism, Language Acquisition, Language Arts, Literature, Play Production, Poetry, Speech, Theater, Writing.

- **MATH OR SCIENCE**
  Sample Courses: Calculus, Computer Science, Geometry, Mathematical Analysis, Probability, Statistics, Biology, Botany, Chemistry, Earth Science, Ecology, Environmental Science, Geology/Geoscience, Health Science, Nutrition (science-based), Physics, Zoology.

- **SOCIAL SCIENCES**
  Sample Courses: Anthropology, Criminology, Economics, Ethnic Studies, Geography, Government, Health Education, History, Human Behavior, Human Relations, Human Sexuality, Law, Political Science, Psychology, Sociology.

- **HUMANTIES AND/OR FINE ARTS**
  Sample Courses: Architecture, Art, Art Civilization, Crafts, Culture, Dance, Design, Ethics, Ethnic Studies, Fine Arts, Foreign Language, Logic, Music, Philosophy, Sign Language.