

Division of Apprenticeship Standards (DAS)

Apprenticeship Program Summary Sheet

To: Adele Burnes, Chief
From: Scotty Fung
CC: DAS, Program Planning & Review Unit
Date: December 4, 2025

Program Name: California AfterSchool Network Expanded Learning Apprenticeship
Industry: Public Sector
DAS File No.: 101518
Grant Awardee: ☐ No ☒ Yes 2023 COYA

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:

California AfterSchool Network Expanded Learning Apprenticeship 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:

California operates the largest Expanded Learning (ExL) system in the nation, providing before-school, after-school, summer, and intersession programs that support millions of young people. In recent years, this system has grown rapidly—driven by \$4 billion in new state investments through the Expanded Learning Opportunities Program (ELO-P). With this substantial increase in funding has come an urgent need: a stable, skilled, and sustainable Expanded Learning workforce. To meet this need, the California AfterSchool Network Expanded Learning Apprenticeship (CANELA) program creates clear pathways into the ExL workforce; strengthening communities by empowering opportunity youth to deliver expanded learning programs to children who are themselves at risk of becoming opportunity youth—

creating a powerful cycle of mentorship, empowerment, and prevention. OYA and ExL apprenticeship models are critical components in achieving this vision. By establishing a certified OYA ExL system, CANELA ensures that apprentices build the skills and competencies they need through high-quality training, professional learning, and on-the-job experience. In turn, this will support long-term workforce development and fuel economic growth within participating communities.

California AfterSchool Network Expanded Learning Apprenticeship will oversee the apprenticeship program herein and seeks approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

Proposed Occupation, Wage Rate & O*Net Code:

- Expanded Learning Senior Program Leader O*Net: 21-1093.00
 - Professional Worker Wage: \$20.23 per hour
 - Proposed Apprentice Wage: \$19.27 per hour
 - Proposed Youth Apprentice Wage: \$16.50 per hour
 - Proposed No. of Apprentices: 5

- Expanded Learning Site Coordinator O*Net: 21-1093.00
 - Professional Worker Wage: \$21.24 per hour
 - Proposed Apprentice Wage: \$20.23 per hour
 - Proposed No. of Apprentices: 5

Proposed Employers:

- ProYouth 2009 West Feemster Avenue Visalia, CA 93277
 - Occupation(s): Expanded Learning Senior Program Leader, Expanded Learning Site Coordinator

- Bay Area Community Resources 11175 San Pablo Avenue El Cerrito, CA 94530
 - Occupation(s): Expanded Learning Senior Program Leader, Expanded Learning Site Coordinator

California AfterSchool Network Expanded Learning Apprenticeship Program Standards

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Article I Purpose and Policy

The parties hereto declare it to be their purpose and policy to establish an organized, planned system of apprenticeship, conducted as an education-sponsored, employer-based undertaking.

These standards have, therefore, been 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.

Article II Craft, Trade or Occupation, Related and Supplemental Instruction, Term of Apprenticeship, Ratio, Wage Schedule and Work Training

Occupation	O*Net Code	Attachment
Expanded Learning Senior Program Leader	21-1093.00	B-1
Expanded Learning Site Coordinator	21-1093.00	B-2

Article III Organization

For each employer participating in this program, an "Employer Agreement" (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 IV Jurisdiction

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.

Area Covered by Standards: Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, Del Norte, El Dorado, Fresno, Glenn, Humboldt, Imperial, Inyo, Kern, Kings, Lake, Lassen, Los Angeles, Madera, Marin, Mariposa, Mendocino, Merced, Modoc, Mono, Monterey, Napa, Nevada, Orange, Placer, Plumas, Riverside, Sacramento, San Benito, San Bernardino, San Diego, San Francisco, San Joaquin, San Luis Obispo, San Mateo, Santa Barbara, Santa Clara, Santa Cruz, Shasta, Sierra, Siskiyou, Solano, Sonoma, Stanislaus, Sutter, Tehama, Trinity, Tulare, Tuolumne, Ventura, Yolo, Yuba

Article V Functions

The functions of the apprenticeship committee shall be to:

- 1) develop an efficient program of apprenticeship through systematic on-the-job training with related and supplemental instruction and periodic evaluation of each apprentice;
- 2) serve in an advisory capacity with employers and employees in matters pertaining to these standards;
- 3) ensure the program's ability, including financial ability, and commitment to meet and carry out its responsibilities under federal and state law and regulations applicable to the apprenticeable occupation and for the welfare of the apprentice;
- 4) aid in the adjustment of apprenticeship disputes;
- 5) develop fair and impartial selection procedures and an affirmative action plan in accordance with existing laws and regulations and apply them uniformly in the selection of applicants for apprenticeship.

Article VI Responsibilities

The responsibilities of the apprenticeship committee shall be 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;
- 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) make periodic evaluations of each apprentice's on-the-job training and related and supplemental instruction;
- 7) ensure safe work site facilities, skilled workers as trainers at the work site, and safe equipment sufficient to train apprentices;
- 8) determine the qualifications of apprentice applicants and ensure fair and impartial treatment of applicants for apprenticeship selected through uniform selection procedures;
- 9) 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;
- 10) 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;

- 11) establish and utilize a system for the periodic review and evaluation of the apprentice's progress in job performance and related instruction;
- 12) 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;
- 13) annually prepare and submit a Self-Assessment Review as well as a Program Improvement Plan to the Chief of the Division of Apprenticeship Standards;
- 14) 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;
- 15) ensure training in the recognition of illegal discrimination and sexual harassment;
- 16) establish an adequate mechanism to be used for the rotation of the apprentice from work process to work process to ensure 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;
- 17) 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;
- 18) comply with meaningful representation requirements for the interests of apprentices in the management of the program where apprentices are at least equally represented on an advisory panel established by the apprenticeship committee responsible for the operation 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 VII Definition of an Apprentice

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.

Article VIII Duties of an Apprentice

Each apprentice shall satisfactorily perform all work and learning assignments both on the job and in related instruction and shall comply with the rules, regulations and decisions of the apprenticeship committee

Article IX Apprentice Agreement

- 1) 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.
- 2) Each apprentice shall be furnished with 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.
- 3) 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.

Article X Termination and Transfer of Agreements

- 1) 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.
- 2) 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 employer if the apprentice consents, and such other employer agrees to assume the obligation of said apprentice agreement.

Article XI Lay-off

- 1) If for any reason a lay-off of an apprentice occurs, the apprentice agreement shall remain in effect unless cancelled by the Administrator. However, credit for related instruction shall be given when the apprentice continues such instruction during the lay-off.
- 2) There shall be no liability on the part of the employer, the program, or the committee for an injury sustained by an apprentice engaged in schoolwork at a time when the apprentice is unemployed.

Article XII Controversies

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

Article XIII Certificate of Completion

- 1) In addition to previous on-the-job training and related school instruction, which is of an approved nature, the Apprentice shall have completed not less than an additional six (6) months as an apprentice under the laws of the State of California and demonstrated mastery of the skills and knowledge of the prescribed program.
- 2) In recognition of unusual ability and progress, the apprenticeship committee may decrease the term of apprenticeship for an individual apprentice not more than twelve and one-half percent (12½%).
- 3) Upon evidence of satisfactory completion of apprenticeship, and upon the recommendation of the apprenticeship committee, each apprentice will be issued a Certificate of Completion by the authority of the Chief of the Division of Apprenticeship Standards and the Interagency Advisory Committee on Apprenticeship.

Article XIV Equal Opportunity in Apprenticeship

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation or veteran or military status.

California AfterSchool Network Expanded Learning Apprenticeship will ensure selection procedures meet objective standards and maintain a fair and equitable selection process for all applicants.

Article XV Written Applications

Applications for apprenticeship will be accepted:

All interested apprentices can inquire for application by emailing
CANELA@afterschoolnetwork.org

Article XVI Records

All records will be maintained, in written or electronic form, for five (5) years and kept at:

California AfterSchool Network Expanded Learning Apprenticeship
1102 Q Street
Suite 4800
Sacramento, CA 95811

Article XVII Annual Compliance

California AfterSchool Network Expanded Learning Apprenticeship will submit an annual compliance report to the Division of Apprenticeship Standards as requested by the Division.

California AfterSchool Network Expanded Learning Apprenticeship agrees to accept electronic signatures for these Standards and all related Division of Apprenticeship Standards documents.

The foregoing standards are hereby agreed to and adopted by California AfterSchool Network Expanded Learning Apprenticeship on November 21, 2025 (Committee approval date).

Employer Organization

California AfterSchool Network
1102 Q Street, Suite 4800 Sacramento, CA 95811

Bill Fennessy, Senior Specialist

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

Attachment B-1

Training Schedule and Working Conditions

California AfterSchool Network Expanded Learning Apprenticeship

Occupation

Occupation: Expanded Learning Senior Program Leader

O*Net Code: 21-1093.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2250 on-the-job training (OJT) hours, 144 related and supplemental instruction (RSI) hours, and completed within approximately 24 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 6 months.

Article II Wage Schedule

Professional Worker Wage:

\$ 20.23 per hour effective 11/5/2025.

Apprentice Wage and Advancement Schedule:

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.

To advance from one period to the next, the apprentice shall have met the following requirements:

For In-high school apprentices:

In-School Youth apprentices must be compensated at or above 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. Upon completion of high school, In-School Youth apprentices must be compensated at or above the wage schedules shown in the Out-of-School Youth and Non-Youth Apprentice section of these Standards.

To advance from one period to the next, In-School Youth apprentices shall have met the following requirements for no less than the wages stated below:

1st period	0%-50% completed competencies	\$ 16.50 /hour
2nd period	51%-100% completed competencies	\$ 17.00 /hour

For out-of-school apprentices:

All apprentices participating in the program while not enrolled in High School must be compensated at or above the wage scales shown below.

Counties	1 st period	2 nd period
Completed competencies	0-50%	51-100%
Alameda, Marin, San Mateo, Santa Clara, and San Francisco Counties	21.42	21.95
Contra Costa County	20.83	21.35
Los Angeles County	20.01	20.51
Orange County	19.32	19.80
San Diego	19.77	20.26
All Other counties	19.27	19.75

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for

the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

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.

Article III Work-Training

- 1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
- 2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
- 3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:

Apprenticeship Competencies - Technical:**Initial/Date****Competency Check List****Demonstrates Fundamentals:** Apprentice can perform the task with some coaching.**Proficient in Task:** Apprentice performs task properly and consistently.**Completion Date:** Date apprentice completes final demonstration of competency**Development Across Ages and Stages**

- 1. Understand, train, and coach positive child and youth development practices that create age-appropriate, youth-centered learning experiences**
 - A. Design, facilitate, and model engaging and meaningful activities that cater to the diverse developmental needs of young people across age groups.
 - B. Implement structured engagement practices regularly (e.g., team check-ins, recognition of contributions, shared planning time) that support participant well-being and program quality.
- 2. Assess data to align program offerings with quality academic standards, youth development principles, and healing-centered practices**
 - A. Review attendance participation in youth interest data at least monthly and make at least one documented adjustment to program offerings based on findings.
 - B. Develop program plans that integrate academic and social-emotional learning.
 - C. Incorporate activities that promote cognitive, physical, and social development.
- 3. Encourage positive peer interactions and collaboration**
 - A. Model and reinforce community agreements during program activities, addressing violations of respectful behavior in the moment. Mediate conflicts and promote effective communication among team members.
- 4. Establish program guidelines, teach appropriate behavior, and address disciplinary issues when necessary**
 - A. Set clear program-wide expectations and agreements for behavior.
 - B. Implement restorative justice principles to address conflicts and promote personal growth.

Expanded Learning/Out-of-School Time Foundational Knowledge

- 1. Use curriculum-planning processes to develop individual and group learning plans**
 - A. Synthesize information to create relevant, engaging, hands-on activities and learning opportunities.
 - B. Adapt the learning environment and materials based on the needs of the young people.
- 2. Plan daily schedules that meet regulatory requirements and support the learning and development of young people**
 - A. Schedule and pass local requirements for entry-level employment (i.e. IA Exam, Local Exam).
 - B. Design a well-balanced schedule that includes a variety of activities.
 - C. Ensure compliance with program guidelines and grant requirements.
- 3. Incorporate strategies that support learning and development in all domains, including STEM education, physical fitness, and social-emotional skills**

- A. Plan and implement activities that promote diverse areas of learning, integrating the Quality Standards for Expanded Learning in CA.
- B. Create experiences that foster growth and skill development for young people.
- C. Communicate the value of program enrichment and project-based learning in supporting student success and well-being during and beyond the standard school day to families, school/site staff, and community partners on at least two documented occasions per year.

4. Collect data, assess program impact, and create a culture of continuous quality improvement

- A. Regularly track staff and participant progress and evaluate program effectiveness.
- B. Use data to inform program enhancements and optimizations.
- C. Practice self-reflection and engage in regular check-ins with staff, peers, supervisors, and other collaborators.

5. Maintain accurate records and documentation required by the organization

- A. Complete and submit daily attendance records by the end of each program day, file incident reports immediately after occurrence, and submit program evaluations by the designated deadline each cycle to your supervisor.
- B. Comply with legal mandates and organizational compliance requirements.

Cultural Competence (Diversity, Equity, Access, and Inclusion)

1. Create an inclusive environment that promotes respect, equity, and cultural diversity.

- A. Incorporate at least one culturally responsive activity or material per program theme that reflects the backgrounds and identities of participants, and create ongoing opportunities for the celebration of cultural values and differences
- B. Apply cultural responsiveness, trauma-informed, and healing-centered practices.

2. Ensure accessibility for all participants, regardless of language fluency or physical and developmental abilities

- A. Plan activities for meaningful engagement for all participants, ensuring accessibility for all.
- B. Use multilingual or language-accessible materials and strategies (formal and informal) in weekly programming and document accommodations made for participants or families with limited English proficiency.
- C. Observe and provide feedback to at least one activity per month on the use of accessibility and engagement strategies, documenting the observation and reviewing findings with supervisor.

3. Facilitate discussions and planning with staff and colleagues on implementing specific supports for dual-language learners

- A. Train and model for staff how to develop strategies that support dual-language development.
- B. Create opportunities for dual-language learners and their families to participate fully.

4. Promote the development of both home language and English proficiency

- A. Integrate curriculum & practices that honor the role of home language in English-language development.
- B. Design communications that foster literacy skills in both languages.

5. Ensure Access and Foster Inclusion

- A. Establish program policies and structures to promote a sense of belonging for individuals with disabilities or special needs.

Social and Emotional Learning and Wellness

1. Recognize the impact of change, stress, and transition on social and emotional development

- A. Identify and describe indicators of change, stress, and transition in youth that may benefit from SEL activities.
- B. Incorporate structured social-emotional learning activities (e.g., check-ins, emotion identification, reflection circles, goal-setting) into the weekly program schedule.

2. Implement strategies to develop young people's social-emotional skills

- A. Provide students with structured opportunities to identify and name emotions, reflect on their strengths and challenges, and set personal goals
- B. Facilitate SEL activities using developmentally appropriate practices.

Teamwork & Collaboration

1. Encourage youth and staff to use their strengths and provide positive feedback

- A. Involve diverse individuals and partners in program design, implementation, and leadership opportunities.
- B. Hold open discussions and share program interests with youth and staff members.

2. Develop leadership skills, critical thinking, and decision-making abilities among young people

- A. Provide opportunities for young people, staff, and collaborators to express their ideas and opinions.
- B. Delegate responsibilities that empower and support young people, peers, and partners to take on leadership roles.

Establishing A Safe & Supportive Environment

1. Promote the physical health and safety of staff, participants, and collaborators

- A. Follow comprehensive health and safety procedures.
- B. Address incidents of intimidation or isolation of staff and/or participants promptly and in a culturally appropriate manner.

2. Foster a positive emotional climate and build trusting relationships with staff, participants, & collaborators

- A. Encourage all to express themselves and provide opportunities for feedback.
- B. Regularly check in with young people to create a nurturing and supportive environment.

3. Create a sense of community and provide recognition for participation and accomplishments

- A. Give positive feedback and acknowledge people's contributions.
- B. Establish program agreements to foster a sense of belonging.

4. Understand and frequently practice relevant safety and emergency procedures.

- A. Demonstrate knowledge of safety protocols and respond to emergencies.
- B. Coordinate and conduct regular safety drills.
- C. Coordinate and provide proper supervision during field trips or outdoor activities.

Problem Solving & Adaptability**1. Practice Proactive Problem Solving**

- A. Monitor program operations, student engagement, and quality indicators to identify emerging concerns early.
- B. Implement documented preventative or contingency measures to mitigate potential issues.
- C. Apply a structured root-cause-based problem-solving process to program challenges and create options for solutions.

2. Account for special cases and emergencies. (Critical and Crisis Response)

- A. Address challenges effectively and adapt activities to meet point-of-service and programmatic needs.
- B. Respond promptly to emergencies and/or special cases and make constructive choices about behavior and social interactions based on ethical standards and community safety norms.

Planning and Implementation**1. Prepare academic support and enrichment offerings in advance**

- A. Manage supply orders and material requests for program offerings in a timely manner.
- B. Coordinate the implementation of age-appropriate lessons and projects aligned with educational and experiential goals.
- C. Prepare the physical space and materials before peers & participants arrive.

2. Incorporate time management techniques & engagement strategies

- A. Utilize effective time management and provide clear instructions before and throughout activities.
- B. Respond knowledgeably to questions from participants, peers, and collaborators during outreach and community engagement activities.

3. Support the meaningful inclusion of young people of all abilities

- A. Adapt at least one activity per week for varying physical, cognitive, or social-emotional abilities and note adaptations in the lesson plan or relevant documentation mechanism.
- B. Use structured grouping strategies during activities to facilitate positive peer interactions among all participants.
- C. Identify and document at least one responsive action taken for any participant(s) experiencing social or emotional challenges within the same program day.

Communication & Relationship Building**1. Utilize multiple forms of communication**

- A. Use multiple forms of communication to interact effectively with young people, parents, and staff.
- B. Provide regular updates on young people's progress to parents or guardians.
- C. Collaborate with program staff and partners to plan and coordinate programmatic offerings and events.

2. Build strong adult teams across position titles

- A. Actively participate in team meetings and share ideas.
- B. Collaborate with colleagues/peers, parents, volunteers, and partners.

- C. Coordinate joint activities with other staff members.
- D. Involve key partners in program planning.

3. Practice patience and empathy

- A. Demonstrate patience and understanding when working with young people, adults, programs, and partners.
- B. Provide support and guidance in their struggles or emotional challenges.
- C. Offer individualized assistance and listen actively during conversations with participants and partners.

Teaching & Learning

1. Actively develop and nurture leadership skills, qualities, and abilities.

- A. Explore and practice different engagement methods that support multiple learning styles and age groups.
- B. Facilitate teaching and learning opportunities to engage, inspire, and empower participants and staff as they explore new interests, develop new skills, and assume authentic leadership roles within the team.

2. Understand varied levels of youth voice, leadership, and engagement.

- A. Explore teaching strategies that support development and relationship-building across ages and abilities.
- B. Collaborate with partners to foster leadership and engagement opportunities for staff and programs.

Leadership & Management

1. Cultivate leadership within yourself, peers, participants, and partners.

- A. Incorporate and monitor program-wide systems and structures that allow for youth voice and leadership.
- B. Demonstrate proper adult and peer support and engagement during student-led activities.

2. Role-model positive behavior and reinforce desired outcomes.

- A. Behave in alignment with the established ethical code of conduct and collective agreements.
- B. Align decision-making to mission, vision, and values.

Professional Development

1. Commit to various forms of professional learning

- A. Participate in opportunities to enhance skills, knowledge, and effectiveness in supporting young people, providing modeling and training for staff, and completing programmatic responsibilities.
- B. Engage in ongoing self-reflection, self-assessment, and problem-solving to promote professional growth.

2. Develop a professional network for continued learning and growth

- A. Build a professional network and access various resources for professional development.
- B. Identify best practices, trends, and research in the field of Expanded Learning.
- C. Develop relationships with community partners and school partners to meet the needs of participants and staff.

Partner Engagement**1. Understand youth/family, school, and community dynamics**

- A. Collaborate with and seek input from school and community partners.
- B. Engage in meaningful partnerships to enhance team and program effectiveness.
- C. Identify and address power dynamics, ensuring all voices are heard and valued in program development and implementation.

2. Engage in ongoing reflection

- A. Identify at least one area of strength and one area for growth to discuss with their supervisor, in order to follow through on commitments to young people, families, and organization.
- B. Use self-reflection and problem-solving to make at least one documented adjustment to team or partner engagement practices per program cycle.

Visioning and Strategic Thinking**1. Manage resources efficiently to maximize impact**

- A. Develop a vision for the program's growth and success, strategically plan activities, and implement initiatives to achieve short and long term goals to meet diverse needs.
- B. Regularly consider accommodations and how to be strategic, creative, and inclusive in the development of the individual and of the group.

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 144 hours per year. Related and supplemental instruction will be provided and overseen by Lemoore College and Imperial Valley College.

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

Course Descriptions:**Child/Human Growth & Development****45**

Sample Course -Child Development

Study of the typical growth and development of the child from conception life through adolescence, with a concentration on the first six years of life. Issues concerning the physical, cognitive, emotional, and social development of the child will be studied from relevant theoretical positions and investigative research methodologies. There will be an emphasis on interactions between maturational processes and environmental factors. Students will be involved in observing, interviewing, and applying relevant development evaluations.

Child-Family-Community/Child-Family Relations**45**

Sample Course-Child, Family and Society

Examination of the developing child in a societal context focusing on the interrelationship of family, school and community, along with emphasis on historical and socio-cultural factors.

The processes of socialization and identifying development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Students are required to accomplish 12 hours of volunteer services in their community.

Programs/Curriculum

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Sample Course-Introduction to Curriculum

Overview of knowledge and skills related to providing developmentally appropriate curriculum and environments for young children. Content of course will emphasize information on the role of play and its importance in the learning process of young children and their content areas, including but not limited to, language and literacy, social and emotional learning, sensory learning, the performing arts, math and science. Students will use their observational and assessment skills to evaluate the outcomes of curriculum planning.

Sample Course-Principles & Practices of Early Childhood Education

Examination of theoretical principles of development practices as applied to programs, environments, teacher relationships, constructive adult-child interactions, curriculum planning, and teaching strategies supporting the physical, emotional, social and cognitive development of young children. Included in this course is information on the early history of early childhood programs, professional practices promoting advocacy, ethics and professional identity.

Total Hours

144

Article V Ratio

The ratio of apprentices to professional workers shall be:

- 1) Ratio #1: Each professional worker may supervise 3 apprentice(s)

Attachment B-2

Training Schedule and Working Conditions

California AfterSchool Network Expanded Learning Apprenticeship

Occupation

Occupation: Expanded Learning Site Coordinator

O*Net Code: 21-1093.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2250 on-the-job training (OJT) hours, 144 related and supplemental instruction (RSI) hours, and completed within approximately 24 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be 6 months.

Article II Wage Schedule

Professional Worker Wage:

\$ 21.24 per hour effective 11/5/2025.

Apprentice Wage and Advancement Schedule:

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.

To advance from one period to the next, the apprentice shall have met the following requirements:

Counties	1 st period	2 nd period
Completed competencies	0-50%	51-100%

Alameda, Marin, San Mateo, Santa Clara, and

San Francisco Counties	22.49	23.05
Contra Costa County	21.87	22.41
Los Angeles County	21.01	21.53
Orange County	20.28	20.78
San Diego	19.77	20.26
All Other counties	20.23	20.73

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

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.

Article III Work-Training

- 1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
- 2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
- 3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:

Apprenticeship Competencies - Technical:**Initial/Date****Competency Check List****Demonstrates Fundamentals:** Apprentice can perform the task with some coaching.**Proficient in Task:** Apprentice performs task properly and consistently.**Completion Date:** Date apprentice completes final demonstration of competency**Development Across Ages and Stages**

- 1. Understand, train, and coach positive child and youth development practices that create age-appropriate, youth-centered learning experiences**
 - A. Design, facilitate, and model engaging and meaningful activities that cater to the diverse developmental needs of young people across age groups.
 - B. Establish and maintain at least two program-wide staff support structures per month (e.g., structured team debriefs, shared planning routines, recognition practices) and document outcomes for supervisor review.
- 2. Assess data to align program offerings with quality academic standards, youth development principles, and healing-centered practices**
 - A. Lead a monthly data review with staff using attendance participation and quality data; document at least one program adjustment per cycle and share findings with the supervisor.
 - B. Develop program plans that integrate academic and social-emotional learning.
 - C. Incorporate activities that promote cognitive, physical, and social development.
- 3. Encourage positive peer interactions and collaboration**
 - A. Foster a supportive and inclusive atmosphere where participants, staff, partners, and community members respect each other and work together.
 - B. Mediate conflicts and promote effective communication among team members.
- 4. Establish program guidelines, teach appropriate behavior, and address disciplinary issues when necessary**
 - A. Set clear program-wide expectations and agreements for behavior.
 - B. Implement restorative justice principles to address conflicts and promote personal growth.

Expanded Learning/Out-of-School Time Foundational Knowledge

- 1. Use curriculum-planning processes to develop individual and group learning plans**
 - A. Synthesize information to create relevant, engaging, hands-on activities and learning opportunities.
 - B. Adapt the learning environment and materials based on the needs of the young people.
- 2. Plan daily schedules that meet regulatory requirements and support the learning and development of young people**
 - A. Schedule and pass local requirements for entry-level employment (i.e. IA Exam, Local Exam)
 - B. Design a well-balanced schedule that includes a variety of activities.

- C. Ensure compliance with program guidelines and grant requirements.
- 3. **Incorporate strategies that support learning and development in all domains, including STEM education, physical fitness, and social-emotional skills**
 - A. Plan and implement activities that promote diverse areas of learning. (see more in Quality Standards for Expanded Learning in CA)
 - B. Create experiences that foster growth and skill development for young people.
 - C. Facilitate at least two events or communications per year (e.g., showcases, culminating event(s), family nights, school partner meetings) that demonstrate program enrichment outcomes and project-based learning principles for families, school staff, or community partners..
- 4. **Collect data, assess program impact, and create a culture of continuous quality improvement**
 - A. Regularly track staff and participant progress and evaluate program effectiveness.
 - B. Use data to inform program enhancements and optimizations.
 - C. Practice self-reflection and engage in regular check-ins with staff, peers, supervisors, and other collaborators.
- 5. **Maintain accurate records and documentation required by the organization**
 - A. Keep attendance records, incident reports, and program evaluations.
 - B. Complete all personally required compliance training and maintain current documentation on file; ensure all site staff credentials are current prior to direct youth contact and follow up on any gaps within 5 business days, maintaining a site-wide compliance tracking record for supervisor audit.

Cultural Competence (Diversity, Equity, Access, and Inclusion)

- 1. **Create an inclusive environment that promotes respect, equity, and cultural diversity.**
 - A. Ensure program spaces across the site reflect participants' cultural backgrounds through materials, visuals, and displays; conduct monthly walkthroughs to verify and document inclusive environment standards and coach staff on any gaps to create ongoing opportunities for the celebration of cultural values and differences..
 - B. Apply cultural responsiveness, trauma-informed, and healing-centered practices.
- 2. **Ensure accessibility for all participants, regardless of language fluency or physical and developmental abilities**
 - A. Employ strategies to engage all participants and staff and make programs accessible.
 - B. Ensure multilingual or language-accessible materials are available and used consistently across the site; review and document staff-level accommodations for participants or families with limited English proficiency at least monthly.
 - C. Conduct at least two structured staff observations per month focused on accessibility and engagement strategies; provide modeling, written feedback, and follow up to verify implementation within 2 weeks.

- 3. Facilitate discussions and planning with staff and colleagues on implementing specific supports for dual-language learners**
 - A. Train and model for staff how to develop strategies that support dual-language development.
 - B. Create opportunities for dual-language learners and their families to participate fully.
- 4. Promote the development of both home language and English proficiency**
 - A. Integrate curriculum & practices that honor the role of home language in English-language development.
 - B. Design communications that foster literacy skills in both languages.
- 5. Ensure Access and Foster Inclusion**
 - A. Establish program policies and structures to promote a sense of belonging for individuals with disabilities or special needs.

Social and Emotional Learning and Wellness

- 1. Recognize the impact of change, stress, and transition on social and emotional development**
 - A. Train staff to identify indicators of stress, change, and transition in youth; review staff observations regularly when planning and coordinating appropriate SEL intervention or referral responses.
 - B. Ensure Structured SEL activities are embedded in the weekly program schedule across all staff; monitor implementation during walkthroughs and coach staff on consistent delivery.
- 2. Implement strategies to develop young people's social-emotional skills**
 - A. Establish and model activities that promote self-awareness, self-management, relationship-building, and responsibility.
 - B. Establish site-wide SEL norms and structures; model developmentally appropriate facilitation for staff and provide feedback to staff on implementation at least twice per month.

Teamwork & Collaboration

- 1. Encourage youth and staff to use their strengths and provide positive feedback**
 - A. Involve diverse individuals and partners in program design, implementation, and leadership opportunities.
 - B. Facilitate structured team discussions at least twice per month using a protocol that ensures all staff and youth voices are heard; document input and share outcomes with the team.
- 2. Develop leadership skills, critical thinking, and decision-making abilities among young people**
 - A. Provide opportunities for young people, staff, and collaborators to express their ideas and opinions.

- B. Develop and track a delegation plan that assigns meaningful leadership responsibilities to staff and youth; debrief with each person after leadership opportunities to build capacity and document growth over time..

Establishing A Safe & Supportive Environment

- 1. Promote the physical health and safety of staff, participants, and collaborators**
 - A. Follow comprehensive health and safety procedures.
 - B. Address incidents of intimidation or isolation of staff, participants, and/or promptly and culturally responsively.
- 2. Foster a positive emotional climate and build trusting relationships with staff, participants, & collaborators**
 - A. Establish a site-wide check-in protocol for staff to use with participants weekly; monitor implementation often (example: during walkthroughs) and maintain documentation of check-in records across the site.
 - B. Maintain documentation of at least two follow-up actions per month taken in response to participant or staff concerns, and ensure staff are trained to escalate unresolved issues within the same program day.
- 3. Create a sense of community and provide recognition for participation and accomplishments**
 - A. Give positive feedback and acknowledge people's contributions.
 - B. Establish program agreements to foster a sense of belonging.
- 4. Understand and frequently practice relevant safety and emergency procedures.**
 - A. Demonstrate knowledge of safety protocols and respond to emergencies.
 - B. Coordinate and conduct regular safety drills.
 - C. Ensure proper supervision during field trips or outdoor activities.

Problem Solving & Adaptability

- 1. Practice Proactive Problem Solving**
 - A. Review program operation, staff performance, and participant engagement data weekly to proactively identify risks and assign documented action items in an age-appropriate and timely manner.
 - B. Ensure each activity period has a documented contingency plan on file and train staff to implement backup protocols independently.
 - C. Facilitate a root-cause analysis with staff for any significant program disruption and document the team's solution and follow-up plan for supervisor review.
- 2. Account for special cases and emergencies. (Critical and Crisis Response)**
 - A. Address challenges effectively and adapt activities to meet point-of-service and programmatic needs.

- B. Respond promptly to emergencies and/or special cases and make constructive choices about behavior and social interactions based on ethical standards and community safety norms.

Planning and Implementation

1. Prepare academic support and enrichment offerings in advance

- A. Manage supply orders and material requests for program offerings in a timely manner.
- B. Review and approve staff lesson plans prior to implementation, ensuring alignment to educational and experiential goals, and provide coaching feedback in a timely manner.
- C. Ensure the physical space and materials are prepared before peers & participants arrive.

2. Incorporate time management techniques & engagement strategies

- A. Utilize effective time management and provide clear instructions before and throughout activities.
- B. Assist young people, staff, and collaborators with questions and provide specific details to support understanding.

3. Support the meaningful inclusion of young people of all abilities

- A. Ensure all staff lesson plans include documented accessibility adaptations; verify during walkthroughs and provide written feedback at least twice per month.
- B. Train staff in structured grouping strategies and monitor their use during weekly walkthroughs; document observations and share feedback with staff.
- C. Review social-emotional data with staff during weekly planning; ensure same-day documentation of responsive actions taken for participants with identified challenges and follow up on unresolved concerns within 48 hours.

Communication & Relationship Building

1. Utilize multiple forms of communication

- A. Use strong verbal and written communication skills to interact effectively with young people, parents, and staff.
- B. Provide regular updates on young people's progress to parents or guardians.
- C. Collaborate with program staff and partners to plan and coordinate programmatic offerings and events.

2. Build strong adult teams across position titles

- A. Actively participate in team meetings and share ideas.
- B. Collaborate with colleagues/peers, parents, volunteers, and partners.
- C. Coordinate joint activities with other staff members.
- D. Involve key partners in program planning.

3. Practice patience and empathy

- A. Demonstrate patience and understanding when working with young people, adults, programs, and partners.
- B. Provide support and guidance in their struggles or emotional challenges.
- C. Offer individualized assistance and listen actively during conversations with participants and partners.

Teaching & Learning**1. Actively develop and nurture the skills, qualities, and abilities that are essential for effective leadership.**

- A. Explore and practice different engagement methods that support multiple learning styles and age groups.
- B. Facilitate teaching and learning opportunities that engage, inspire, and empower participants and staff to explore new interests, develop new skills, and assume authentic leadership roles within the team.

2. Understand varied levels of youth voice, leadership, and engagement.

- A. Explore teaching strategies that support development and relationship-building across ages and abilities.
- B. Collaborate with partners to foster leadership and engagement opportunities for staff and programs.

Leadership & Management**1. Cultivate leadership within yourself, peers, participants, and partners.**

- A. Incorporate and monitor program-wide systems and structures that allow for youth voice and leadership.
- B. Ensure proper adult and peer support and engagement during student-led activities.

2. Role-model positive behavior and reinforce desired outcomes.

- A. Ensure behavior is in alignment with the established ethical code of conduct and collective agreements.
- B. Ensure decision-making is aligned to mission, vision, and values.

Professional Development**1. Commit to various forms of professional learning**

- A. Pursue opportunities to enhance skills, knowledge, and effectiveness in supporting young people, providing modeling and training for staff, and completing administrative responsibilities.
- B. Engage in ongoing self-reflection, self-assessment, and problem-solving to promote professional growth.

2. Develop a professional network for continued learning and growth

- A. Build a professional network and access various resources for professional development.
- B. Stay informed about best practices, trends, and research in the field of Expanded Learning.
- C. Develop relationships with community partners and school partners to meet the needs of participants and staff.

Partner Engagement**1. Understand youth/family, school, and community dynamics**

- A. Collaborate with and seek input from school and community partners.
- B. Engage in meaningful partnerships to enhance team and program effectiveness.
- C. Build personal capacity to identify and address power dynamics, ensuring all voices are heard and valued in program development and implementation.

2. Engage in ongoing reflection

- A. Conduct a monthly structured reflection on team and partner relationships using a consistent self-assessment tool; bring documented findings, including one strength and one growth goal, to each supervision meeting. .
- B. Lead a quarterly team reflection on partnership quality; solicit partner feedback, document at least one strategy adjustment based on findings, and share outcomes with supervisor.

Visioning and Strategic Thinking**1. Manage resources efficiently to maximize impact**

- A. Develop a vision for the program's growth and success, strategically plan activities, and implement initiatives to achieve short and long term goals to meet diverse needs.
- B. Regularly consider accommodations and how to be strategic, creative, and inclusive in the development of the individual and of the group.

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 144 hours per year. Related and supplemental instruction will be provided and overseen by Lemoore College and Imperial Valley College.

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

Child/Human Growth & Development 45

Sample Course -Child Development

Study of the typical growth and development of the child from conception life through adolescence, with a concentration on the first six years of life. Issues concerning the physical, cognitive, emotional, and social development of the child will be studied from relevant theoretical positions and investigative research methodologies. There will be an emphasis on interactions between maturational processes and environmental factors. Students will be involved in observing, interviewing, and applying relevant development evaluations.

Child-Family-Community/Child-Family Relations 45

Sample Course-Child, Family and Society

Examination of the developing child in a societal context focusing on the interrelationship of family, school and community, along with emphasis on historical and socio-cultural factors. The processes of socialization and identifying development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Students are required to accomplish 12 hours of volunteer services in their community.

Programs/Curriculum 54

Sample Course-Introduction to Curriculum

Overview of knowledge and skills related to providing developmentally appropriate curriculum and environments for young children. Content of course will emphasize information on the role of play and its importance in the learning process of young children and their content areas, including but not limited to, language and literacy, social and emotional learning, sensory learning, the performing arts, math and science. Students will use their observational and assessment skills to evaluate the outcomes of curriculum planning.

Sample Course-Principles & Practices of Early Childhood Education

Examination of theoretical principles of development practices as applied to programs, environments, teacher relationships, constructive adult-child interactions, curriculum planning, and teaching strategies supporting the physical, emotional, social and cognitive development of young children. Included in this course is information on the early history of early childhood programs, professional practices promoting advocacy, ethics and professional identity.

Total Hours 144**Article V Ratio**

The ratio of apprentices to professional workers shall be:

- 3) Ratio #1: Each professional worker may supervise 3 apprentice(s)