

Subject: Exciting Opportunity - Enroll in Our Registered Apprentice Program!

Dear Children's Center Staff,

I am thrilled to share some exciting news regarding a unique opportunity that has emerged as a result of the collective efforts to enhance the early childhood workforce in our state. Over the two years, our state has been diligently working to encourage the creation of registered apprenticeship programs in early childhood settings. Today, I am proud to announce that, as the owner of The Children's Center, I have reached one of my highest goals in demonstrating my advocacy for our incredible teaching teams.

The Children's Center now has a Registered Apprentice Program tailored to elevate our childcare teachers, validate their expertise, and establish a higher level credential, all while ensuring the highest possible pay for our teaching staff.

The journey to create this program involved direct collaboration with the Department of Labor to ensure that both our center and the training we provide meet the stringent qualifications for the apprenticeship program. After successfully navigating this process, we gained approval for our program, allowing us to take the next crucial step.

We applied for a highly competitive grant that would enable us to fund additional mentoring, training, and credentialing opportunities. More importantly, this grant will empower us to significantly increase the wages of the majority of our staff within a two-year period. By the end of 2025 (or upon reaching 3,500 hours of employment beginning Jan 1, 2024), participants in this program can anticipate a minimum hourly rate of \$18.45.

I am thrilled to inform you that as a dedicated member of The Children's Center, you have qualified for our Registered Apprentice Program! This program promises personal and professional growth and positions you to benefit from the various avenues it opens up. The grant covers continued mentoring and comprehensive CDA training (previous CDA Training will be credited). It paves the way for a significant hourly raise, ending with participants receiving an additional federal credential as a Child Care Development Specialist.

To ensure your success, each apprentice will be paired with a skilled teacher for extra mentoring and guidance. You are halfway to your goal if you have already earned a CDA! We are excited about this opportunity and believe it will benefit you individually and contribute to the overall excellence of The Children's Center. To accept the registered apprentice enrollment, please sign and date below:

Staff Signature

Date

I look forward to moving toward higher goals together!

Sincerely,

Mary Wardlaw Owner, The Children's Center



The Children's Center Registered Apprenticeship Application Form

Personal Information:

Name: _____
Position Title: _____
Classroom (if applicable): _____

Education and Training:

Highest Level of Education Completed: _____
Previous Childcare Training or Certification (if any): _____

Program Selection:

Please select the training program(s) you are interested in pursuing as part of the Registered Apprenticeship:

- ☒ Child Care Development Specialist Credential
 - ☐ and Infant / Toddler CDA (select if you already have or if you want to earn this credential)
 - ☐ and Preschool CDA (select if you already have or if you want to earn this credential)

Agreement and Signature:

I acknowledge that I have been provided information regarding The Children's Center's Registered Apprenticeship Program. By signing below, I agree to participate in the selected training.

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Apprentice Wage Scale (without CDA)	
Hours Worked	
0-500 hours	\$12.00
500-1000 hours	\$12.60
1000-1500 hours	\$13.86
1500-2500 hours	\$15.25
2500 - 3500 hours	\$16.77
3500 - 4000 hours	\$18.45

The Children's Center Payscale Updated 1.2024

Years of Experience		1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9+ yrs
Position										
Program Assistant / Floater	\$12.00	\$12.29	\$12.58	\$12.88	\$13.19	\$13.51	\$13.84	\$14.17	\$14.51	\$14.86
Program Assistant on CDA Track	\$12.60	\$12.92	\$13.24	\$13.57	\$13.91	\$14.26	\$14.61	\$14.98	\$15.35	\$15.74
Program Assistant w/ CDA	\$13.23	\$13.56	\$13.90	\$14.25	\$14.60	\$14.97	\$15.34	\$15.73	\$16.12	\$16.52
Assistant on CDA Track	\$13.89	\$14.24	\$14.59	\$14.96	\$15.33	\$15.72	\$16.11	\$16.51	\$16.93	\$17.35
Assistant w/ CDA	\$14.59	\$14.95	\$15.32	\$15.71	\$16.10	\$16.50	\$16.92	\$17.34	\$17.77	\$18.22
Lead with CDA	\$15.32	\$15.70	\$16.09	\$16.49	\$16.91	\$17.33	\$17.76	\$18.21	\$18.66	\$19.13
Lead w/Associate	\$16.08	\$16.48	\$16.90	\$17.32	\$17.75	\$18.19	\$18.65	\$19.12	\$19.59	\$20.08
Lead w/ BA	\$16.89	\$17.31	\$17.74	\$18.18	\$18.64	\$19.10	\$19.58	\$20.07	\$20.57	\$21.09
Lead w/ MA or CHILD CARE DEV. SPEC. CREDENTIAL	\$17.73	\$18.17	\$18.63	\$19.09	\$19.57	\$20.06	\$20.56	\$21.07	\$21.60	\$22.14
Director's Assisant w/Associate or CCDS	\$18.08	\$19.08	\$19.56	\$20.05	\$20.55	\$21.06	\$21.59	\$22.13	\$22.68	\$23.25
Assistant Director w/ BA	\$18.45	\$20.04	\$20.54	\$21.05	\$21.58	\$22.12	\$22.67	\$23.23	\$23.82	\$24.41
Assistant Director w/ MA	\$18.81	\$21.04	\$21.56	\$22.10	\$22.65	\$23.22	\$23.80	\$24.40	\$25.01	\$25.63
Program Director w/ Associate Degree	\$19.76	\$22.09	\$22.64	\$23.21	\$23.79	\$24.38	\$24.99	\$25.62	\$26.26	\$26.91
Program Director w/ BA	\$20.74	\$23.19	\$23.77	\$24.37	\$24.98	\$25.60	\$26.24	\$26.90	\$27.57	\$28.26
Program Director w/ MA	\$21.78	\$24.35	\$24.96	\$25.59	\$26.23	\$26.88	\$27.55	\$28.24	\$28.95	\$29.67
Program Director w/ Post- Master's Degree	\$22.87	\$25.57	\$26.21	\$26.87	\$27.54	\$28.23	\$28.93	\$29.65	\$30.40	\$31.16
Multi-site Executive Director	\$24.01	\$26.85	\$27.52	\$28.21	\$28.91	\$29.64	\$30.38	\$31.14	\$31.92	\$32.71
*degree must on file AND must be in the education or related field, such as early childhood, child development, family and child studies, or elementary education - Child Care Development Specialist credential must be through a Registered Apprentice program (authorized by DOL										



WORK PROCESS SCHEDULE Childcare Development Spécialist

O*NET-SOC CODE: 39-9011.00 RAPIDS CODE: 0840CB

This schedule is attached to and a part of these Standards for the above identified occupation.

Work Process Schedule

Child Care Development Specialist	
Job Description: Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as lesson planning, keeping daily records, communicating with families, overseeing play and implementing learning activities.	
RAPIDS Code: 0840CB	O*NET Code: 39-9011.00
Estimated Program Length: 2 Years	
Apprenticeship Type: <input checked="" type="checkbox"/> Competency-Based <input type="checkbox"/> Time-Based <input type="checkbox"/> Hybrid	

Suggested On-the-Job Learning Outline

Arrange childcare or educational settings to ensure physical health and safety of children.		
Competencies	Date Completed	Initial
A. Maintain a safe play environment indoors and outdoors.		
B. Serve and record child consumption of healthy meals and snacks.		
C. Keep emergency procedures posted.		
D. Keep first aid kit visible, labeled, stocked and out of reach of children.		
E. Teach children safety practices.		
F. Provide attentive supervision at all times.		
G. Keep materials and surfaces clean and sanitized.		



H. Use appropriate hygiene practices, eg. Wash hands, mop floors, remove mouthed toys for cleaning...		
I. Encourage children to practice healthy habits		
J. Facilitate appropriate mealtime experiences.		
K. Arrange environment to meet developmental needs of children.		
L. Ensure developmentally appropriate materials are in the environment.		
M. Create an appropriate daily schedule and weekly lesson plan.		
N. Use a warm and friendly tone with children.		

Advance physical and intellectual development in children.		
Competencies	Date Completed	Initial
A. Observe and monitor children's play activities.		
B. Offer large motor activities and equipment.		
C. Offer small motor activities and materials		
D. Participate in physical activities with children.		
E. Offer experiences and materials that encourage exploration and discovery.		
F. Engage in appropriate conversation with children to encourage thinking.		



G. Offer materials that promote literacy in multiple learning areas.		
H. Read to children every day.		
I. Provide opportunities for children to learn new words.		

Provide opportunities that encourage creativity.		
Competencies	Date Completed	Initial
A. Provide art materials in a learning center to be available throughout the day.		
B. Lead music and movement activities.		
C. Provide dramatic play materials.		
D. Provide open-ended, child-directed activities.		

Support social and emotional development and provide positive guidance.		
Competencies	Date Completed	Initial
A. Encourage self-help skill development.		
B. Display children's artwork and pictures of children and their families.		
C. Create one - on - one experiences between teacher and child.		
D. Provide a strong routine / daily structure.		
E. Provide materials that reflect multiple cultural groups.		



F. Model appropriate social interactions.		
G. Notice kind behaviors and ignore minor distractions. Tell children what they CAN do instead of what they can't do.		
H. Use positive guidance when responding to challenging behaviors.		
I. Remain calm and use gentle reminders with young children.		

Establish positive and productive relationships with families.		
Competencies	Date Completed	Initial
A. Regularly communicate with families regarding child's daily activities and developmental progress.		
B. Know families and greet them by name.		
C. Provide information to families about how to support their child's health and development.		
D. Have information regarding local services that can help families with social needs.		
E. Recommend activities for families to do at home to support child's development.		

Manage the classroom effectively.		
Competencies	Date Completed	Initial
A. Observe and document children's behavior and developmental progress.		



B. Set learning goals for each child based on documentation of developmental progress.		
C. Adhere to all licensing and program rules and policies.		
D. Record and complete reports for classroom accident/injury.		
E. Work as part of a team in the classroom, offering to help and staying alert to what the children and other teachers need.		

Maintain professional practices.		
Competencies	Date Completed	Initial
A. Protect confidential information about children, families and the child care program.		
B. Arrive on time, dress appropriately and maintain a positive work ethic.		
C. Continues professional growth with a minimum of 144 hours of training in early childhood subjects in the first 12 month period.		



RELATED INSTRUCTION OUTLINE Child Care Development Specialist

O*NET-SOC CODE: 39-9011.00 **RAPIDS CODE:** 0840CB

Hours Instruction Provided: ___During Work Hours ___During Non-Work Hours __x_Both

*CIP Code	Course Title	Contact Hours
19.0709	Orientation and Licensing	16.5
	Introduction to the CDA (in-person CDA orientation)	2
	Inf. & Todd. Early Educator Essentials – foundations in health and safety	3
	Infant and Toddler Active Supervision	3
	Space Planning in the Infant and Toddler Classroom	3
	Materials in the Infant and Toddler Classroom	3
	Infant and Toddler Setting Nutrition	3
	In Person Portfolio Lab	2
	Physical Development in Infant and Toddler	3
	Infant and Toddler Language and Literacy	3
	Infant and Toddler and the Arts	3
	Science and Math in Infant and Toddler	3
	Infant and Toddler Dual Language	3
	In Person Portfolio Lab	2
	Social Development in Infant and Toddler	3
	Supporting Self-Concept in the Infant and Toddler Classroom	3
	Adult Modeling for Infant and Toddler	3
	Infant and Toddler Guidance	3
	Infant and Toddler Cultural Identity	3
	In Person Portfolio Lab	2
	Building Productive Relationships with Families - 1	3
	Building Productive Relationships with Families -2	3
	Building Productive Relationships with Families – 3	3
	Building Productive Relationships with Families – 4	3



	Building Productive Relationships with Families - 5	3
	In Person Portfolio Lab	2
	Planning for Substitutes in Infant and Toddler Classrooms	3
	Community Partnerships for the Infant and Toddler Setting	3
	Co-Worker Communication in the Inf. & Todd Classroom	3
	Record Keeping in the Infant and Toddler Classroom	3
	Reporting in Infant and Toddler Settings	3
	In Person Portfolio Lab	2
	Advocating for Infant and Toddler Children and Families	3
	Ethics in the Early Childhood Profession - Infant and Toddler	3
	Professional Development in the Infant and Toddler Setting	3
	Goal Setting in Infant and Toddler Classrooms	3
	Networking for Infant and Toddler Teachers	3
	In Person Portfolio Lab	2
	Objective Observation in the Infant and Toddler Setting	3
	Infant and Toddler Assessment	3
	Infant and Toddler Planning from Assessment	3
	Infant and Toddler Developmental Delays	3
	Intervention / IEP / Special Needs in the Infant and Toddler Setting	3
	In Person Portfolio Lab	2
	Infant and Toddler Theory Application - Jean piaget	3
	Infant and Toddler Theory Application - Lev Vygotsky	3
	Infant and Toddler Theory Application - Erik Erikson	3
	Infant and Toddler Theory Application - Maria Montessori	3
	Infant and Toddler Theory Application - Urie Bronfenbrenner	3
	In Person Portfolio Lab	2
	Preschool Setting Early Educator Essentials - foundations in health and safety Active Supervision	3
	Active Supervision in the preschool setting	3
	Space Planning in the Preschool Classroom	3



	Materials in the Preschool Classroom	3
	Preschool Setting Nutrition	3
	In Person Portfolio Lab	2
	Physical Development in Preschool	3
	Preschool Language and Literacy	3
	Preschool and the Arts	3
	Science and Math in Preschool	3
	Preschool Technology and Dual Language	3
	In Person Portfolio Lab	2
	Social Development in Preschool	3
	Supporting Self-Concept in the Preschool Classroom	3
	Adult Modeling for Preschoolers	3
	Preschool Guidance	3
	Preschool Cultural Identity	3
	In Person Portfolio Lab	2
	Building Productive Relationships with Families - 1	3
	Building Productive Relationships with Families -2	3
	Building Productive Relationships with Families – 3	3
	Building Productive Relationships with Families – 4	3
	Building Productive Relationships with Families - 5	3
	In Person Portfolio Lab	2
	Planning for Substitutes in preschool Classrooms	3
	Community Partnerships for the Preschool Setting	3
	Co-Worker Communication in the Preschool Classroom	3
	Record Keeping in the Preschool Classroom	3
	Reporting in Preschool Settings	3
	In Person Portfolio Lab	2
	Advocating for Preschool Children and Families	3
	Ethics in the Early Childhood Profession - Preschool	3
	Professional Development in the Preschool Setting	3
	Goal Setting in Preschool Classrooms	3
	Networking for Preschool Teachers	3
	In Person Portfolio Lab	2



	Objective Observation in the Preschool Setting	3
	Preschool Assessment	3
	Preschool Planning from Assessment	3
	Preschool Developmental Delays	3
	Intervention / IEP / Special Needs in the Preschool Setting	3
	In Person Portfolio Lab	2
	Preschool Theory Application – Jean Piaget	3
	Preschool Theory Application – Lev Vygotsky	3
	Preschool Theory Application – Erik Erikson	3
	Preschool Theory Application – Maria Montessori	3
	Preschool Theory Application – Urie Bronfenbrenner	3
	In Person Portfolio Lab	2
	First Aid and CPR	2
Total		289.5

*If related course number data are available, information displayed includes the Classification of Instructional Programs (CIP) code that best represents the field of study, course, or program. CIP provides a taxonomic scheme that supports the accurate tracking and reporting of educational programs. CIP is developed and maintained by the U.S. Department of Education.

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