

## **Parent Apprenticeship Pilot Project Guidelines**

### **Overview**

The Parent Apprentice Program is a pilot project funded at the Oregon Child Development Coalition through the American Recovery and Reinvestment Act. It extends from August 2009 until September 30, 2010. The objective is to assist parents in their goals towards self sufficiency and a career of their choice. They can seek an apprenticeship in Information Technology (IT) and Education. While it was intended to have bus driving apprentices as well, it is not possible as the person must be an OCDC employee to receive driver training.

Since this is a pilot program the guidance provided in this document will be reviewed for continuous improvement through feedback from those in the participating counties. There will be regular conference calls or email conversations in which County and Central Office personnel work on the details of the pilot project and make recommendations for the future.

### **Role of the Parent Apprentice in Education**

The education parent apprentice is a teacher assistant in training. She/he will be assigned to a classroom and mentor teacher where she/he will work for a five to six month period. They will be actively engaged in obtaining their Child Development Associate (CDA) while in the program and the apprentice will be asked to apply the content from these courses to her/his work in the classroom. Apprentices cannot assume the role of teacher aide or floater when there are absences in the center.

The role of the information technology parent apprentice is to learn the role of an IT assistant in order to support IT work in the county. This apprentice will have dual roles, (IT and Classroom) and responsibilities for supervision and training will be divided between IT staff and the local county. Training at Central Office be implemented through one week of training at the beginning of their apprenticeship, a follow up week within 4 months, and a final week of guided work in the field (setting up computers in local counties during peak season). Additionally training and support on content associated with IT will be provided through remote support from Central Office. Their classroom responsibilities will be similar to those of the education apprentice and are outlined below. Most importantly, they will not be required to achieve a CDA and they will be allowed to work in a variety of classrooms rather than being assigned to a particular classroom for the duration of their apprenticeship.

### **Role of the County**

The role of the county and those who support the apprentice is to create a community and environment of support to ensure success. The tasks associated with this role include: the assignment to a mentor teacher and a supervisor to be responsible for the success of both the

apprentice and the mentor, providing access to a computer, support to the parent in her/his role as an apprentice, and remaining in contact with Central Office representatives

### **Supervision**

The Parent Apprentice Program will be supervised by a key management person in the designated county. The Program Director will designate this person. The supervisor will oversee the activities of the mentor teacher and the parent apprentice. This will include a meeting twice per month with each person. They will also participate in a monthly conference call with the Director of Resource Development at Central Office. The purpose of this call will be to review the apprenticeship program, discuss any challenges and review any areas that need clarification.

Sandy Snook has been hired as a consultant to provide oversight and support to the entire project. Her role will be to convene regular meetings, support the key management staff and mentor teachers, trouble shoot any delays or concerns, provide technical assistance and collaborate with the Teacher Education Coordinators (CDA support) from Central Office. Diane Meisenheimer and Jennifer Olson will be co-supervising Sandy and act as the liaisons with fiscal and human resources departments.

### **Salary and Requirements for Attendance**

Parents participating in the Apprenticeship Program will be hired as employees. As such, they have the rights and responsibilities as outlined in OCDC's Personnel Policy and Procedure Manual. This includes that all candidates must be enrolled in Oregon's Criminal History Registry prior to being hired (1<sup>st</sup> day of employment).

The job title for this position is Temp 1 and the status is Temporary 1. The local AA/HR's will conduct the New Hire Orientation and maintain personnel files for these employees. However, all HR issues regarding these employees such as disciplinary, policy, and procedure will go through Kamryn Zotos at Central Office.

### **CDA Requirement**

The parent apprentice must be enrolled in the CDA program and complete coursework and the required amount of hours to obtain a CDA during her/his time as an apprentice for OCDC. She/he will work on her/his CDA during their 30 hour work week. In order to insure she/he has the support needed, each apprentice should be assigned a work station with a computer for part of each day or week and a support person to whom they can interact to trouble shoot around computer issues. They will have support for their coursework from Central Office and the IT department is available to offer support, but a contact person at the county level will be critical when the apprentice is settling into her/his role.

Central Office staff will also play a key role in supporting work towards a CDA. Each apprentice will be assigned a Teacher Education Coordinator from CO to assist them with their progress towards their CDA coursework. She will support the apprentice in their work in the same manner they are supporting all CDA candidates for the program. Where appropriate the assigned coordinator will make a site visit to review the program and provide support for the apprentice. They will schedule these in conjunction with Sandy Snook, Apprenticeship Coordinator on contract from Central Office.

### **Linking the CDA Content to the Classroom Experience**

It is a goal of this pilot project to develop a process for integrating the CDA content into the classroom. As apprentices are taking their coursework they should be encouraged to apply new knowledge and skills discussed in the CDA classes. The supervisor and mentor teacher will determine an option for a classroom project that would allow the apprentice to apply her/his knowledge. Topics could range from planning an activity based on children's interests, observing children and writing case notes, or working with families. After selection of the topic and approval by the supervisor, the apprentice will be required to prepare a short paper describing the content and its application, and a self-evaluation of the effectiveness of her/his work. In addition, the mentor teacher or supervisor should provide feedback on the effectiveness of the activity in the brief report. Since the content and reports will vary based on individual apprentice interests there is no formal requirement for the report. It must include:

- A description of the content to be applied to the classroom and what course(s) inspired the apprentice to select this topic or area, and
- How the content applies to the needs or interests of the children in the classroom or their families
- A lesson plan indicating application of the content or a planning form describing a parent meeting or other event at which the information or topic will be applied.
- A self evaluation of the activity and its effectiveness with children or families.

### **Time Allocation and Schedule**

The supervisor and mentor teacher will together decide on the specific allocation of hours of the parent apprentice. The apprentice is required to spend a minimum of 30 hours a week at the site over a six month period. This may vary by county or by center but typically would adhere to the suggested percentages:

### **Statement of Expectations for Education Parent Position**

- **Complete CDA coursework on site at a computer provided by OCDC preferably when children are not involved in active learning. Meet with CO Education Coordinator regarding progress of their CDA (.25% of total time)**
- **Prepare and plan for activities in the classroom and complete other work as assigned by mentor teacher (15% of total time)**
- **Participate as an aide in training in the classroom during small group activities, free choice and meal time (50% of total time)**
- **Meet with supervisor, mentor teacher and parent apprenticeship coordinator from CO, as needed (10% of time)**

### **Statement of Expectations for IT Parent Position**

- **Participate in on site at CO and remote trainings and assignments designated by IT department (65% of time)**
- **Participate as temporary employee who assists in the classroom in the classroom during small group activities, free choice and meal time (30% of total time). Responsibilities in these activities will be determined by supervisor at the county level and the participating teachers**
- **Meet with supervisors and parent apprenticeship coordinator from CO, as needed (5% of time)**

### **Orientation and Training**

Apprentice will receive New Employee Orientation. These hours will be paid time for the apprentice and mentor teacher.

### **Ongoing Contact between Counties and Central Office**

Supervisors from participating counties will have regular phone calls and Email conversations to discuss the pilot project and the development of the pilot with the CO team. The supervisors, mentor teachers and the apprentices may all be involved at various times. Jennifer Olson and Diane Meisenheimer will supervise the pilot program and be involved in the regular conference phone calls.

Sandy Snook or Greg Funk will be the primary contact person from Central Office, depending on the role of the apprentice.