WA Registered
APPRENTICESHIP

Apprenticeships in Education

Explore professional development for classified staff through registered apprenticeship.

2018 Edition

Welcome

The Washington Public School Classified Employees Apprenticeship Committee invites your school district to participate in a program specifically designed to facilitate professional development for classified staff members and promote excellence in the classroom.

School districts are facing common struggles with meeting the challenges of changing professional standards. You may find yourself asking:

- How are we attracting skilled staff members?
- How are we insuring that those staff members are prepared to meet the demands of a diversified classroom?
- What are we doing to keep our classified staff engaged and their skillset relevant to today's standards?

Apprenticeship is a valuable tool that can aid your school district in preparing to meet the growing demand for highly qualified classified staff members, and more importantly, keep them. Investing in professional development that goes beyond the minimum training requirements benefits the school district, the apprentices, and most importantly, the students you serve.

The Apprenticeship Committee has been working diligently with the Washington State Labor Council, the Center of Excellence for Careers in Education, Department of Labor and Industries Apprenticeship Section, State Board for Community and Technical Colleges, and school districts like yours to promote the expansion of apprenticeship across the state. We have developed this guidebook as a tool to inform and assist school districts as they explore professional development options.

We are excited to share information about this beneficial, cost effective program and how it can be a vehicle for professional growth in your school district

Timothy W. Busch, JATC Chair

Employee Representative

Field Representative/ Administrative Organizer – Western Washington

Public School Employees of Washington/SEIU Local 1948

Stephanie Patterson, JATC Secretary

Employer Representative

Procurement/ Apprenticeship Coordinator

Woodland Public Schools

Chris Callaham

Employer Representative

Director of Human Resources Auburn School District

Nicki Lenssen

Employee Representative

Field Representative/ Administrative Organizer – Western Washington

Public School Employees of Washington/SEIU Local 1948

Table of Contents

What is apprenticeship?

Apprenticeship is a training model that combines on-the-job training with related supplemental instruction to prepare workers for a successful career.

In Washington's education system, apprenticeship is a professional development tool for existing staff. It is designed to augment the skills and knowledge of classified staff members.

Every apprenticeship program has a set of standards that are created by a group of stakeholders, the apprenticeship committee. The state apprenticeship committee includes representatives from the Office of the Superintendent of Public Instruction (OSPI), Washington Professional Educator Standards Board (PESB), local school districts, and the Washington State Department of Labor and Industries.

The apprenticeship program for Education Paraprofessionals and Instruction Assistants is supervised by the state apprenticeship committee and administered individually by each school district (also called a "training agent"). Each district is responsible for negotiating the incentives (if any) they will provide to apprentices, however every training agent must follow the standards of the apprenticeship program that are set by the state committee.

"Our apprentices are excited about working collaboratively with teachers and increasing their knowledge skill set through professional development. They are feeling valued and becoming more qualified in the classroom. **It is an excellent opportunity for personal and professional growth for classified staff.**"

— Asha Riley, Assistant Superintendent
Woodland Public Schools

What are the benefits?
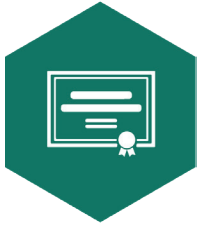
Professional development

Districts can upskill their existing employees via apprenticeship, resulting in more effective employees and higher qualified staff. Employees who participate in an apprenticeship program continue to work their normal schedule and supplement their on-the-job experience with classroom instruction that's delivered online or at a local college.

Because the apprentice remains working in their position, school districts can invest in training their staff at a cost that may be lower than other professional development options that take staff out of the classroom. In some cases, the apprenticeship program may be a pathway towards certificated employment.

Enriches the learning environment

Apprenticeship helps classified staff learn new skills or refresh their existing knowledge, ultimately benefiting the school's students. Because the training that apprentices receive in the program is carefully aligned to state standards by the state apprenticeship committee, workers are insulated against changing education requirements and receive the most up-to-date information.

Districts can utilize an apprenticeship model to meet the minimum required state qualifications for Instructional Aides, Education Paraprofessionals, Secretary/Clerical, and other positions when apprenticeship standards become available for those occupations.

Increases diversity and representation

Hiring adults from the local community and training them through apprenticeship is an excellent opportunity for districts to help their staff more accurately reflect the student body. Apprenticeship provides a cost-effective, structured training system for new hires.

Improves retention and strengthens relationships

Apprenticeship can also re-engage existing classified staff and promote a feeling of loyalty and esprit de corps among workers by demonstrating the district's commitment to staff training and development.

5 Myths about apprenticeship

Because it is a new learning model for educators in Washington, there are some myths about apprenticeship that we'd like to address.

"Apprenticeship is only for construction trades"

False. Apprenticeship is a learning model that has been successful in a wide range of industries beyond the construction trades. For the Washington Association of Community and Migrant Health Centers, apprenticeship programs train dental assistants and medical assistants in rural communities across the state. Their program combines on-the-job training in a local health clinic with online education to prepare workers for successful careers in healthcare.

"My district doesn't have the time or money for an apprenticeship program"

False. The biggest investment when creating and managing an apprenticeship program is time and negotiating incentives for apprentices with your classified staff.

Apprenticeship programs are open to union and nonunion employees. Each district can determine the best way to implement their apprenticeship program and whether that includes incentives or other support from the district, union, or professional association.

Districts can choose the apprenticeship program size and ideal number of participants. The person running the program doesn't need to be an HR Director or other high-level staff. Instead, local school facilities can take ownership of their program in-house.

The related supplemental instruction that your staff will complete during the apprenticeship program occurs on their own time. Workers who participate in apprenticeship continue to work their normal hours and duties throughout the program.

This guidebook provides a time-saving means to run your apprenticeship program. We've included examples from two successful apprenticeship programs, and are working to develop additional materials and resources to make apprenticeship even more cost- and time-effective for busy districts.

"Why run a paraprofessional apprenticeship program if prospective employees only need to pass the entry test?"

Apprentices must still pass the education paraprofessional test to become employed at a school district, however the district's apprenticeship program is the development track by which their become fully-skilled, valuable employees.

Districts can use their apprenticeship program as a selling point when attracting qualified individuals to work as paraprofessionals. In addition to gainful employment, apprenticeship provides a structured learning experience to help new hires succeed. If a district's apprenticeship agreement also includes pay increases or other incentives, that further strengthens the value of passing the paraprofessional test and becoming an apprentice.

"Apprenticeship isn't a rigorous professional development option."

False. Apprenticeship is an academically rigorous program that is designed and approved by the state apprenticeship committee.

The related supplemental instruction that is the primary source of professional development is approved by the state apprenticeship committee and is taught by professors at state-accredited community colleges. See pages 12 and 16 for examples of the college courses that make up the supplemental instruction at Clark, Green River, and Lower Columbia Colleges

Apprenticeship brings together a broad range of stakeholders to ensure that workers who complete an apprenticeship receive the highest quality training that aligns to modern standards.

"It will be difficult for me to get my principals on board"

False. We've experienced enthusiastic buy-in from building principals who recognize that apprenticeship provides a low-cost professional development opportunity for their classified staff.

As you'll learn in this guidebook, we've created a turnkey solution for schools to run their apprenticeship program. Most ongoing program maintenance consists of logging hours and reporting those hours to the state committee. Simple!

Getting started

It's easy to start an apprenticeship program in your district because the program standards, courses, and reporting requirements are the same for every district in Washington. At a high level, here are the basics of starting an apprenticeship program in your district.

Identify training needs and opportunities for existing employees

Sign on as a training agent

Identify staff to serve as apprenticeship support

Track each apprentice's hours spent on the job and completing related supplemental instruction and submit to Labor & Industries

Support apprentices throughout the program

How to identify training needs and opportunities

Newer employees

Districts that choose apprenticeship should include information about the program for eligible new hires during their intake with human resources. Additional, in-person outreach with new hires to explain the benefits can also be effective. Local union leaders can be an additional source of outreach.

More seasoned employees

The first step is to identify where your district would most like to see professional growth in current staff. The second step is to confirm that apprentices can access the related supplemental instruction training through a local community college or online courses through colleges already connected to the apprenticeship program. The final step is to communicate the availability of the apprenticeship program to the staff you identify as ideal candidates for professional development.

Start your program

Our apprenticeship leaders are ready to help you design and implement an apprenticeship program in your district. Contact the Washington Public School Classified Employees Joint Apprenticeship Training Committee (JATC):

Tim Busch
JATC Chair
Field Representative/
Administrative Organizer,
Public School Employees of
Washington
tbusch@pseofwa.org

Chris Callaham
Director of Human
Resources,
Auburn School District
ccallaham@auburn.wednet.edu

Stephanie Patterson
JATC Secretary
Apprenticeship Coordinator,
Woodland Public Schools
patterss@woodlandschools.org

Program responsibilities

There are three levels of responsibilities in administering an apprenticeship program.

NOTE: at the time of this guidebook's publication, there is no regional level. All reporting goes directly to the state committee.

Local:

Day-to-day operation of the program

Recruit existing staff into the apprenticeship program

Complete and submit paperwork to register apprentices

Provide access to related supplemental instruction for the apprentice

Track the hours each apprentice spends on the job and completing related supplemental instruction

Evaluate apprentices' progress monthly (minimum of quarterly)

Record retention and results

Regional:

Review status requests

Coordinate with local committees

Collaborate with local committees to provide access to RSI

Pre-approve program details for state approval

State:

Operation and maintenance of the program for each occupation

Finalize all approvals for changes of status and discipline

Create and update the standards of apprenticeship

Enters into agreements with colleges to provide related supplemental instruction

Develop new occupation program courses

Hold quarterly meetings

Apprenticeship program details

Each occupation within an apprenticeship program has its own set of requirements that are determined by the state committee and listed in the apprenticeship standards.

Current apprenticeship occupations

As of March 2018, the state apprenticeship committee has created apprenticeships for three occupations:

> Education Paraprofessional
>
> Instructional Assistant
>
> Secretary/Clerical

We've compiled information on these three apprenticeships on the following pages.

Additional apprenticeship opportunities

Although not available statewide at time of publication, some districts have registered the following programs with the state apprenticeship committee.

> Library Tech

Please contact the state apprenticeship committee for more information on these and other apprenticeship opportunities.

Instructional Assistant

Minimum Qualifications

Age: Minimum of 18 years.

Education: High school diploma or equivalent or be enrolled in a high school.

Physical: Must be able to meet the requirements of the trade.

Testing: None.

Other: Must meet the requirements of the Every Student Succeeds Act;
- 72 credits from an institution of higher education
- Associates (or higher) degree.
- Formal assessment;
- ETS Paraprofessional Assessment
- Paraeducator portfolio
- School district paraeducator assessment.

Complete a Washington Registered Apprenticeship in an occupation approved by the State Superintendent of Public Instruction.

Wage Increase Progression

As the apprentice completes their program, their wage rate will increase along with their skills.

Step	Number of hours/months	Percentage of journey-level rate
1	0000 - 0400 hours	80%
2	0401 - 1000 hours	85%
3	1001 - 1500 hours	87%
4	1501 - 2000 hours	90%
5	2001 - 2500 hours	94%
6	2501 – 3000 hours	97%

On The Job Training (OJT) Requirements

As the apprentice performs structured daily tasks, their hours may be reported towards the following work processes.

Work Code	Work Processes	Hours
A	Communications	700
B	Computer Applications	200
C	Human Relations	700
D	Office Techniques and Skills	400
E	Record Keeping	200
F	Teaching Techniques	800
	TOTAL HOURS	**3000**

Related Supplemental Instruction (RSI) Requirements

These core topics meet the requirements of the apprenticeship program. The course details may vary depending on which college the apprentice attends for their RSI, but all approved courses meet the program requirements.

Program Core	Hours	Clark College (credits)	Green River College	Lower Columbia College (credits)
Behavior Management	30	EDUC 130 (3)	EDUC 130 (3)	EDUC 130 (3)
Child Abuse I	10	N/A	N/A	N/A
Child Development	20	EDUC 115 (5)	EDUC 115 (5)	EDUC 115
Computer Applications	50	BTEC 120 (3), BTEC 169 (3)	BTEC 120 (3), BTEC 169 (3)	CS 110 (3), BUS 119 (5)
Drug/Alcohol Awareness	10	N/A	N/A	N/A

English
    Composition or
    Technical Writing
	50	ENG 101	ENG 101	ENGL 101 (5)

Exceptional Child	30	EDUC 203 (3)	EDUC 203 (3)	EDUC 203 (3)
First Aid/HIV	10	N/A	N/A	HLTH 105 (1)
Instructional Methods	30	ECED 180 (3), ECE 102 (3)	ECED 180 (3), ECE 102 (3)	EDUC 119 (2)
Introduction to Apprenticeship	10	N/A	N/A	N/A
Introduction to Education	50	EDUC 201 (3) or EDUC 105 (5)	EDUC 201 (3) or EDUC 105 (5)	EDUC 205 (5) or EDUC 105 (5)
Job Specific Course	30	N/A	N/A	N/A

Math
    Principles of Mathematics
    Elementary Algebra
	50	MATH 122 (5)	MATH 122 (5)	MATH 87 (3)/97 (3)/107 (5)/131 (5)

Professional Self Development
    Stress & Conflict Resolution
    Professional Growth
	30	BTEC 147 (2), HDEV 103 (2), HDEV 186 (1)	BTEC 147 (2), HDEV 103 (2), HDEV 186 (1)	HDEV 115 (2), HDEV 145 (2)

Student Records and the Law	10	N/A	N/A	EDUC 140
Techniques for the Paraprofessional	20	N/A	N/A	EDUC 214 (3)
Test Administration and Scoring	10	N/A	N/A	N/A
TOTAL HOURS	**450**			

Course Descriptions

Behavior Management: An introduction and overview of behavioral management techniques used in the classroom.

Child Abuse I: A historical review of child abuse/neglect and societal violence.

Child Development: Overview of child development from birth to adolescence. Emphasis will be on how development affects the learning process. Understanding the basic development process and determining appropriate learning activities.

Computer Applications: Introduction to basic computer applications, including: databases, spreadsheets and word processing.

Drug/Alcohol Awareness: Current issues related to drug and alcohol dependency.

English

English Review I: Review of basic English principles needed for effectively communicating in a business environment.

English Composition: Practical course in expository writing, emphasizing clear thinking as a basis of clarity in written expression.

Technical Report Writing I: Basic writing of typical work-world documents. Theory and intensive practice. Emphasis on efficient writing processes for producing correspondence and reports.

Exceptional Child: Introduction and overview of the characteristics and educational needs of exceptional children, including autism, learning disabilities, communication disorders, ADD, developmental disabilities, vision and hearing impairments, and orthopedic/health impairments.

First Aid/HIV: An overview of basic first aid techniques designed to meet certification standards as established by WISHA – participants will meet WISHA standards necessary to acquire 2-year first aid certification.

Instructional Methods: Classroom management and instruction, history and current research in teaching strategies and implications.

Introduction to Apprenticeship: Orientation to the apprenticeship training program.

Introduction to Education

Introduction to Education: Introduction to history, philosophy, principles, learning theories, issues, and trends of education, including observations of educational models and exploration of career paths.

Intro to Early Childhood Education: Overview of the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Part of the course will include observation of children, professionals and programs in action.

Job Specific Course: Elective course work corresponding to any area of professional growth.

Course Descriptions (continued)

<u>Math</u>

Mathematics Review I: Review of basic mathematical principles needed to function effectively in a classroom environment.

Principles of Mathematics: Philosophy of mathematics and concepts of numerical relationships. Mathematics as a language, mathematical systems, logic, set theory, inductive and deductive reasoning, scientific attitudes, and elementary properties of mathematics.

Basic Account Procedures: Accounting procedures applied to the small business. Financial records, preparation of financial statements, journalizing, posting, making adjustments, preparing the worksheet, and preparing financial statements from the worksheet.

Elementary Algebra: Signed numbers, linear equations, factoring, rational expressions, graphing, linear inequalities, and quadratic equations.

<u>**Professional Self Development**</u>

Human Relations on the Job: Effective interpersonal communication skills. Basic communication tools for human relationships, including listening skills, assertion skills, conflict resolution and collaborative problem solving skills and situational training of when and how to use these tools. Other areas covered will be assertiveness vs. aggressiveness, empathy vs. sympathy, barriers to communication and how to use these skills at home and at work.

Stress and Conflict Management: Identification of the basic causes of stress and conflict. Developing effective strategies for dealing with stress and conflict, both on the job and in everyday life.

Student Records and the Law: FERPA - Examinations of the laws that regulate district policy and procedures that districts have developed through the years.

Techniques for the Paraprofessional: Techniques that Instructional Assistants can apply to their work with teachers and students in an educational setting.

Test Administration and Scoring: An introduction and overview of common testing instruments used in the education setting.

Education Paraprofessional

Minimum Qualifications

Age: Minimum of 18 years.

Education: Satisfactory completion of Instructional Assistant Program or proof of education and experience equal to the Instructional Assistant Journey-level worker.

Physical: Physically able to meet the requirements of the trade.

Testing: None.

Other: None.

Wage Increase Progression

As the apprentice completes their program, their wage rate will increase along with their skills.

Step	Number of hours completed	Percentage of journey-level rate
1	0–1000 hours	80%
2	1001–2000 hours	82%
3	2001–3000 hours	85%
4	3001–4000 hours	87%
5	4001–5000 hours	90%
6	5001–6000 hours	95%

On The Job Training (OJT) Requirements

As the apprentice performs structured daily tasks, their hours may be reported towards the following work processes.

Work Code	Work Processes	Hours
A	Assignment Assistance	1000
B	Childhood Education	1200
C	Conference	600
D	Coordination of Instruction	200
E	Curriculum Materials	500
F	Lesson Preparation	300
G	Office Techniques	500
H	Records	300
I	Teaching Methods	1000
J	Testing Assessment	400
	TOTAL HOURS	**6000**

Related Supplemental Instruction (RSI) Requirements

These core topics meet the requirements of the apprenticeship program. The course details may vary depending on which college the apprentice attends for their RSI, but all approved courses meet the program requirements.

Program Core	Hours	Clark College	Green River College	Lower Columbia College (credits)
Art Appreciation	30	ART 151	ART 100 or ECED 165	ART 100 or ECED 220 (3)
Computers in Business	50	BTEC 117, 122	ECED 112, BTAC 112 or BTAC 162	CS 110 (5)
Drug/Alcohol Awareness	10	N/A	N/A	N/A
English	60	ENGL 101, 102	ENGL 101, 102	ENGL 101 (5), 102 (5)
Environmental Biology	60	BIOL 101, 160	BIOL 100, GEOL 101	BIOL 100 (5), ANTH 205 (5)
First Aid/HIV	10	N/A	N/A	N/A
Fitness - Wellness	20	PE 100, 102	ECED 107, Misc. PE courses	HLTH 106 (2), Misc. PHED (2)
General Elective	50	HIST 126, EDUC 201, 210	Any ECED or EDUC course	ECED 105 (5), ECED 160 (5), EDUC 140 (3)/214 (3)
Intro to Apprenticeship	10	N/A	N/A	N/A
Math	50	MATH 122, 123, 124	MATH 107, 171	MATH 107 (5), 132 (5)
Music Appreciation	30	MUSC 104	MUSC 105 or ECED 175	EDEC 204/ MUSIC 100 (3)
Oral Communications	30	CMST 210, 220	CMST 220	CMST 220 (5)
Physical Science I	60	GEOL 101, CHEM 110, ASTR 101	ECED 155, CHEM 165	HIST 136 (5), GEOL 101 (5), CHEM 100 (5)
Psychology	50	PSYC 200	PSYC 100	PSYC 100 (5)
Social Science	50	GEOG 100, HIST 146	ANTH 100, GEOG 100	POL 101 (5), GEOG 105 (5)
Sociology	50	SOC 101	SOCI 101	SOC 101 (5)
Supervision/Staff Management	30	N/A	N/A	BUS 240/ EDUC 215 (3)
TOTAL HOURS	**650**			

Course Descriptions

Art Appreciation: The visual arts we come into contact with every day. Ways contemporary and historic creative expression influence present day living and thinking.

Computers in Business: Concepts and application of computing including an overview of computerized productivity tools for word processing, spreadsheets, and database management.

Drug/Alcohol Awareness: Current issues related to drug and alcohol dependency.

Course Descriptions (continued)

English: Practical course in expository writing, emphasizing clear thinking as the basis of clarity in written expression.

Environmental Biology: Relevant topics that affect us on a daily basis, such as energy production, pollution, natural resource management, human reproduction, genetics, and health in relation to environment and cellular systems.

First Aid/HIV: An overview of basic first aid techniques designed to meet certification standards as established by WISHA – participants will meet WISHA standards necessary to acquire 2-year first aid certification.

Fitness & Wellness: A better life experience through knowledge of wellness and implementation of positive fitness practices. Emphasis on cardiovascular functions, fitness components, nutrition, weight control, stress management, and health risk factors.

General Elective: Apprentice may select electives that best suit their course of study and will fulfill graduation requirements for an AA degree.

Introduction to Apprenticeship: Orientation to the apprenticeship training program.

Math: Philosophy of mathematics and concepts of numerical relationships. Mathematics as a language, mathematical systems, logic, set theory, inductive and deductive reasoning, scientific attitudes, elementary properties of mathematics, Geometry and history of mathematics.

Music Appreciation: Study and understanding of music. Nonverbal explorations into the listening process, a brief look at the history of Western music and work in formal descriptive music analysis.

Oral Communication: Comprehensive approach to speech communication that includes training in the fundamental principles of public speaking and the effective delivery of oral presentations.

Physical Science I: The nature of matter and how it behaves with application in physics, atomic energy, and weather. Physical laws that govern the environment are correlated with experiences from daily life.

Psychology: Scientific study of human and animal behavior including methods, psycho-biological processes, motivation, emotion, learning, information processing, memory, and intelligence.

Social Science: The scientific study of human society and social relationships. A subject within the field of social science may include: astronomy, geology, economics, and political science.

Sociology: Sociological perspectives in explaining man and his behavior in group situations. Examinations of theories and concepts from both order and conflict approaches for a better understanding of social phenomena.

Supervision/Staff Management: Topics include discipline, student evaluations, record keeping, classroom environments, safety in the classroom and application of best practices.

Secretary/Clerical

Minimum Qualifications

Age: Minimum of 18 years.

Education: High school diploma or equivalent.

Physical: Physically able to meet the requirements of the trade.

Testing: None.

Probation: The probationary period is 400 on-the-job hours.

RSI Requirements You must complete 144 hours of related supplemental instruction per year.

Wage Increase Progression

As the apprentice completes their program, their wage rate will increase along with their skills.

Step	Number of hours completed	Percentage of journey-level rate
1	0–400 hours	80%
2	401–1000 hours	85%
3	1001–1500 hours	90%
4	1501–2000 hours	95%

On The Job Training (OJT) Requirements

As the apprentice performs structured daily tasks, their hours may be reported towards the following work processes.

Work Code	Work Processes	Hours
A	Typing/Work Processing	300
B	Filing	150
C	Public/Human Relations	300
D	Equipment Operations	200
E	Record Keeping	100
F	Office Techniques and Skills	150
G	Computer Applications	100
H	Office Organization	200
I	Personnel	200
J	Basic Accounting	200
K	Editing	100
	TOTAL HOURS	**2000**

Related Supplemental Instruction (RSI) Requirements

These core topics meet the requirements of the apprenticeship program. The course details may vary depending on which college the apprentice attends for their RSI, but all approved courses meet the program requirements.

Program Core	Hours
Introduction to Apprenticeship	10

Professional Self Development
May include:
    Human Relations on the Job
    Stress/Conflict Resolution
    Professional Growth
	20

Computer Applications	80

Math
May include:
    Fundamentals of Business Math
    Basic Accounting Procedures
	50

English
May include:
    Technical Report Writing
    Business Communications
	30

Customer Service	10
Student Records and the Law	10
School District Accounting & Budget Procedures	30
Record Keeping and State Reports	20
First Aid/HIV	10
Drug and Alcohol Awareness	10
Psychology or Sociology class related to business	30
Job-Specific Course	10
TOTAL HOURS	**320**

Course Descriptions

Introduction to Apprenticeship: Orientation to the instruction apprenticeship training program. Overview of hte various careers available in K-12 and their apprenticeship requirements are covered. This course is offered for one credit as an "Introduction to Apprenticeship".

Professional Self Development

Human Relations on the Job: Effective interpersonal communications skills. Basic communication tools for human relationships, including listening skills, assertion skills, conflict resolution and collaborative problem solving skills and situational training of when and how to use these tools. Other areas covered will be assertiveness vs. aggressiveness, empathy vs. sympathy, barriers to communication and how to use these skills at home and at work.

Stress and Conflict Management: Identification of the basic causes of stress and conflict. Developing effective strategies for dealing with stress and conflict, both on the job and in everyday life.

Computer Applications

Computer Applications: Introduction to basic computer applications, including basic databases, spreadsheets, word processing and business applications.

Computers in Business: Data processing concepts, applications, and programming for the business major. Overview of computer information systems. Introduces computer hardware, software, procedures, systems, and human resources, exploring their integration and application in society. Hands-on instruction in applications software (word processing, spreadsheets, and database) is included.

Database Concepts and Techniques: Introduction to database concepts, techniques, and design using microcomputers.

Microcomputer Business Applications: Overview and hands-on experience of commercial software application packages for the microcomputer. Includes terminology, tutorials, and exercises in editing communications (word processing), computer business analysis (electronic spreadsheets), developing effective visual aides (chars and graphs), and creating fields (database management).

Math

Fundamentals of Business Math: Arithmetic and algebra as applied in general business practice and personal use. For business and office technology students.

Basic Accounting Procedures: Accounting procedures applied to the small business. Financial records, preparation of financial statements, journalizing, posting, making adjustments, preparing the worksheet, and preparing financial statements from the worksheet.

English

Technical Report Writing I: Basic writing of typical work-world documents. Theory and intensive practice. Emphasis on efficient writing processes for producing correspondence and reports.

Business Communications: Written and oral business communications, particularly letters, memoranda, and other messages.

Student Records and the Law: FERPA – examinations of the laws that regulate district policy. Policies and procedures that districts have developed through the years.

School District Accounting and Budget Procedures: Basic accounting and budgeting procedures for school districts in the state of Washington.

Record Keeping and State Reporting: This course will review a variety of mandated state reports that identify information that must be maintained to substantiate the summative data submitted to the OSPI, or that must be maintained for audit purposes.

First Aid/HIV: An overview of basic first aid techniques designed to meet certification standards as estabilshed by WISHA – participants will meet WISHA standards necessary to acquire 2-year first aid certification.

Drug/Alcohol I: Current issues related to drug and alcohol dependency.

Evaluations

As part of their on-the-job training, apprentices must be evaluated monthly or at a minimum, quarterly. We've included the approved evaluation rubric for the Instructional Assistant and Education Paraprofessional occupations in our online resources.

Tracking and reporting

Education apprenticeships serve as professional development tracks for existing staff. Because the apprentice continues to perform their regular job tasks while attending supplemental instruction outside of work hours, the district only needs to be concerned with tracking and reporting the apprentice's hours.

We've created tools and forms to make tracking and reporting easy for busy staff. Each training agent (district) is required to:

Report hours monthly

For each apprentice, track and report their hours spent on the job and completing related supplemental instruction. The minimum reporting period is quarterly. Monthly reporting is preferred because it is easier to catch mistakes and alert the apprentice. Use form "F100-228-000 RSI Hours" to report related supplemental instruction hours and form "F100-229-000 OJT Work Hours: to report on-the-job training.

Report a change of status

Training agents should submit a change of status form ("F100-021-000 Change of Status") to the state committee for the following reasons:
1. Certificate of completion (specify hours at completion)
2. Additional credit
3. Suspend
4. Reinstate
5. Cancel
6. Correction (specify)
7. Step upgrade (e.g. period, bracket; specify step)
8. Probation completion date
9. Other (e.g. name change, address, etc.)
10. Training agent cancellation

Verify hours and reporting in-house before submitting

At the time of publication, there are no regional apprenticeship committees so all reporting should be made to the state committee. The state committee will review the reported data and approve/amend/reject, making note of their decision in the meeting minutes.

RESOURCES

Administration and reporting

The following forms can be accessed from the WA Dept. of Labor & Industries website (www.lni.wa.gov) or through the state apprenticeship committee:

Change of status: Form F100-021-000 Change of Status

Related supplemental instruction hours: Form F100-228-000 RSI Hours

On-the-job training: Form F100-229-000 OJT Work Hours

Online resources

We're creating an online repository for time tracking and apprentice evaluation templates, outreach materials, and much more. In the meantime, please contact the state apprenticeship committee for access to these materials.

On-the-job-training performance evaluation rubric

Occupation-specific outreach brochures

Visit educationapprenticeship.com for resources and more.

Learn more about education apprenticeships

Visit educationapprenticeship.com for helpful resources and more.