

I. Welcome and Introductions

II. Why Apprenticeships? Why Now?

III. Five Key Components of Apprenticeships

IV. Pennsylvania's Apprenticeship Model

V. Questions and Answers

VI. Resources and Wrap-Up

## Session Objectives

At the end of this presentation, you should be able to:

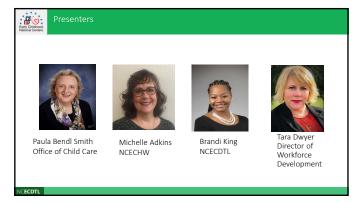
- Describe the current early childhood landscape
- Identify the key components of apprenticeships
- Explain the benefits of PA apprenticeship model

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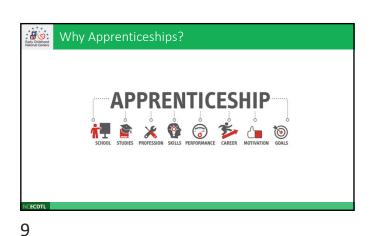


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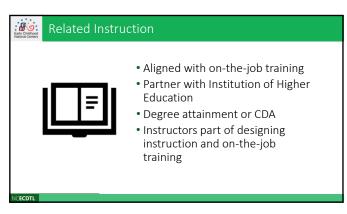
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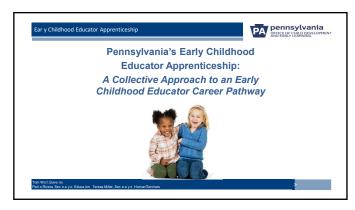
Early Childhood National Centers	Structured On the job Learning							
NCECHTI	• Aligned with coursework • Guided by more experienced peer • Mentors are trained • Time provided for both mentor and mentee							



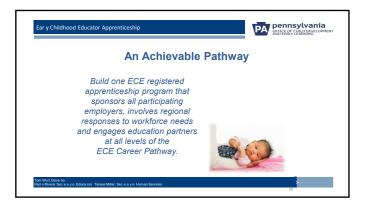


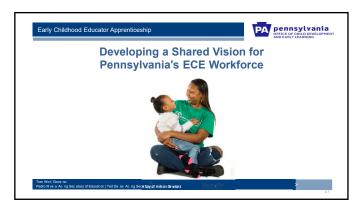




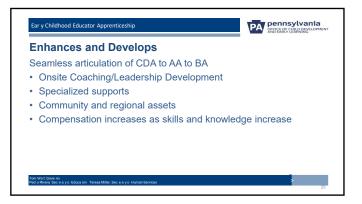








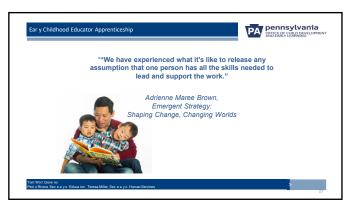


















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# Apprenticeship Resources and Supports

- US Department of Labor (DoL), Apprenticeship.gov: <a href="https://www.apprenticeship.gov/about-apprenticeship">https://www.apprenticeship.gov/about-apprenticeship</a>
- US DoL, Apprenticeship Toolkit: https://www.dol.gov/apprenticeship/toolkit/toolkitfaq.htm
- US DoL, Employment and Training Administration: A Quick Start Toolkit: Building Registered Apprenticeship Programs: <a href="https://www.doleta.gov/oa/employers/apprenticeship">https://www.doleta.gov/oa/employers/apprenticeship</a> toolkit.pdf
- Workforce GPS: Introduction to Apprenticeship: https://apprenticeshipusa.workforcegps.org/resources/2018/01/16/20/01/Introduction-to-Apprenticeship
- The Urban Institute, Starting a Registered Apprenticeship Program: <a href="https://innovativeapprenticeship.org/wp-content/uploads/2017/06/Employer-Guide June-2017.pdf">https://innovativeapprenticeship.org/wp-content/uploads/2017/06/Employer-Guide June-2017.pdf</a>

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#### References

- New America. https://www.newamerica.org/education-policy/edcentral/moving-beyond-false-choices-early-childhood-educators/.
- Unites States Department of Labor, Apprenticeship Toolkit. https://www.dol.gov/apprenticeship/toolkit/toolkitfaq.htm.

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