### Registered Apprenticeship Program Standards

Sponsored by:

*Pella Community Schools*



*In Partnership with*



*and*



|  |  |  |
| --- | --- | --- |
| *Occupation(s)* | *O\*Net Code* | *RAPIDS Code* |
| Welder, Combination  (Advanced Manufacturing) | **51-4121.06** | **0622CB** |
| Certified Nurse Assistant | 31­1014.00 | 0824CB |
| **Cook Hotel & Restaurant**  **(Chef De Parti)** | **35-2014.00** | **0663CB** |
| **Engineering Assistant** | **17-3013.00** | **0764CB** |

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Registered as part of the National

Apprenticeship Program in accordance

with the basic Standards of Apprenticeship

established by the Secretary of Labor

Developed by:

***Richard D. Madden***

*Apprenticeship and Training Representative*

*USDOL - Office of Apprenticeship*

*Des Moines Iowa 50309*

Registration Date:

|  |
| --- |
| 18 January 2018 |

Program Number:

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| 2018-IA-70429 |

Organization ID:

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| 42-6038204 |

Approved by:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Greer Sisson, State Director*

*USDOL - Office of Apprenticeship*

### REVISION #3

### 4 October 2018

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1. On-the-Job Learning Outline (work experience)– Competency Based
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**Registered Apprenticeship Program Standards**

***Section 1 – Foreword***

Career Academy of Pella recognizes that experience has demonstrated that a practical and cost effective method of preparing students for superior performance in skilled occupations is through a planned registered apprenticeship – a training concept which provides for employment and training under actual job conditions supervised by skilled professionals. In addition, the Apprentice's knowledge and understanding of the occupation, through practical experience, is enhanced through participation in approved courses of job related technical and supplemental education.

The Career Academy of Pella recognizes the need for continuous training to maintain the high level of skill and competence expected by industry. Recognizing the responsibility for training rests with those in the industry that are benefactors of a skilled workforce, Career Academy of Pella has formulated and adopted these Apprenticeship Standards for the training of Apprentices in the professions identified in this document.

***Section 2- Provisional Registration 29CFR* § *29.3 (g)(1 &(2)***

All new apprenticeship programs receive provisional registration for one year prior to moving into active program status. The provisional registration requires that the Office of Apprenticeship conduct a program quality assessment prior to the program’s anniversary in order to determine whether or not the program is following its registered training plan and operating in accordance with the federal apprenticeship regulations. Pending the results of the quality assessment, the program will continue in provisional status, move to permanent active status, or be de-registered. Technical assistance will be available to assist the sponsor in improving the quality of their training program during duration of their program.

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| ***Section 3*** *–* ***Program Administration*** |

Career Academy of Pella is responsible for the administration of all aspects of a Registered Apprenticeship program. Career Academy of Pella, at their discretion, may establish an Apprenticeship and Training Committee (ATC) to carry out the responsibilities and duties required of a Program Sponsor as described in these Standards of Apprenticeship. If an ATC is established by Career Academy of Pella, a list of the membership and the areas of expertise they represent must be provided to the Registration Agency. While the Office of Apprenticeship recommends that Career Academy of Pella utilize the services of an ATC, Career Academy of Pella may also elect to administer the program without the services of an ATC.

***Responsibilities of Career Academy of Pella /ATC:***

1. Cooperate in the selection of apprentices as outlined in this program.
2. Ensure that all apprentices are under written apprenticeship agreements.
3. Review and recommend apprenticeship activities in accordance with this program.
4. Establish the minimum standards of education and experience required of apprentices.
5. Hear and resolve all complaints of violations of apprenticeship agreements.
6. Arrange evaluations of apprentices' progress in manipulative skills and technical knowledge.
7. Maintain records of all apprentices, showing their education, experience, and progress in learning the occupation.
8. Certify to the Registration Agency that apprentices have successfully completed their apprenticeship program.
9. Notify, within 45 days, the Registration Agency of all new apprentices to be registered, credit granted, suspensions for any reason, reinstatements, extensions, completions and cancellations with explanation of causes.
10. Supervise all the provisions of the local standards and be responsible, in general, for the successful operation of the standards by performing the duties here listed. Cooperate with public and private agencies, which can be of assistance in obtaining publicity to develop public support of apprenticeship. Keep in contact with all parties concerned, including apprentices, employers, and mentors.
11. Provide each apprentice with a copy of these standards, along with any applicable written rules and policies. Require the apprentice to sign an acknowledgment receipt of same. Follow this procedure whenever revisions or modifications are made to the rules and policies.
12. When notified that an apprentice’s related instruction or on-the-job progress is found to be unsatisfactory, the sponsor will determine whether the apprentice should continue in a probationary status and may require the apprentice to repeat a process or series of processes before advancing to the next wage classification. Should it be found in the course of this determination that the apprentice does not have the ability or desire to continue the training to become a mentor the sponsor will, after the apprentice has been given adequate assistance and opportunity for corrective action, terminate the apprenticeship agreement, as provided in 29 CFR § 29.7(h)(1)(2)(i) and (ii).
13. The employer will provide each registered apprentice with continuous employment sufficient to provide the opportunity for completion of his or her apprenticeship program. If the employer is unable to fulfill its training and/or employment obligation in conformance with these standards, the sponsor will with the apprentice’s consent, make a good-faith effort to facilitate a transfer of the apprentice to another registered sponsor for completion of the apprenticeship.

***If conditions of business make it necessary to temporarily suspend the period of apprenticeship. Apprentices suspended for this reason will be given the opportunity to resume their active apprenticeships before any additional apprentices are employed. The suspension and reinstatement of apprentices shall be done in relation to retention of the most advanced apprentice and in accordance with the company policy.***

***Section 4 – Duties and Responsibilities of the Apprentice***

Apprentices, having read these Standards formulated by the Career Academy of Pella and signed an Apprenticeship Agreement with Career Academy of Pella agree to all the terms and conditions contained therein and agree to abide by the Career Academy of Pella rules and policies, including any amendments, serve such time, perform such manual training, and study such subjects as the Sponsor may deem necessary to become a skilled employee for the occupations identified for the industry.

In signing the Apprenticeship Agreement, apprentices assume the following responsibilities and obligations under the apprenticeship program:

1. Perform diligently and faithfully the work of the occupation and other pertinent duties assigned by the participating employer in accordance with the provisions of these Standards.
2. Respect the property of the participating employer and abide by the working rules and regulations of the participating employer.
3. Attend and satisfactorily complete the required hours in the OJL (on the job learning) and in job related technical instruction in subjects related to the occupation as provided under these Standards.
4. Maintain and make available such records of work experience and training received on-the-job and in related instruction as may be required by the Sponsor.
5. Develop and practice safe working habits and work in such a manner as to assure his/her personal safety and that of other fellow workers.
6. Work for the employer to whom the apprentice is assigned for the completion of apprenticeship, unless reassigned to another employer or the Apprenticeship Agreement is terminated by the Sponsor.

***Section 5 – Duties and Responsibilities of the participating employers’***

1. Have the necessary facilities to assure effective training in all aspects of the profession.
2. Assure apprentices are under the supervision of qualified professionals.
3. Exercise precaution for the health and safety of apprentices in the workplace at all times.
4. Provide a positive learning environment and encourage training at all levels.
5. Provide fair and equitable treatment for all apprentices.
6. Provide the foundation for the apprenticeship training and the continuum for passing the skills on to the future.
7. Notify Career Academy of Pella of any change in status of apprentices.

***Section 6 – Duties and Responsibilities of the Mentor/Manager/Professional/Team Leader***

1. Assurance of qualified training personnel and adequate supervision on the job.
2. Provide positive leadership and proper supervision.
3. Help integrate the apprentices into the working environment and navigate within the enterprise
4. Hold regularly scheduled 1:1 meeting with apprentices
5. Acts as the “go to” person for questions with the day-to-day work of the apprentices
6. Provide honest and constructive feedback to the apprentice in a way that will assist in their growth and development.
7. Demonstrate best practices on the job.
8. Allow the apprentice to practice new skills or experiment with theories or ideas learned in the related instruction courses.
9. Provide fair and equitable treatment to all apprentices and recognize and reward excellence.
10. Assist with paperwork required of the program (i.e., on-the-job training records, related instruction records, and other record keeping as may be required).

***Section 7 – Periodic Review 29 CFR § 29.5(b)(6)***

1. Each Apprentice shall be responsible for maintaining a record of his or her work experience/training on the job and in related instruction and for having this record verified by Career Academy of Pella /Participating Employer for inclusion in the Apprentice’s record folder. This record will be included in each Apprentice’s file maintained by the Career Academy of Pella.
2. Before each period of advancement, or at any other time when conditions warrant, the Sponsor shall examine the Apprentices to determine whether they have made satisfactory progress. If the Apprentices’ related training or work progress is found unsatisfactory, they may be required to repeat a process or series of processes in which they are deficient, before advancing to the next step.
3. Consistent with the terms of the Apprenticeship Agreement, should it be found that the Apprentice does not have the ability or desire to continue the training to become a skilled professional, Career Academy of Pella will, after the Apprentice has been given adequate assistance and opportunity for corrective action, terminate the Apprenticeship Agreement.
4. Written records of progress evaluations and corrective and final actions shall be maintained. The Registration Agency will be notified of all cancellations.

***Section 8 – Safety and Health Training 29 CFR § 29.5(b)(9)***

1. All Apprentices shall receive continuous instruction in safe and healthful work practices both on-the-job and during related instruction.
2. Career Academy of Pella and the participating employershall insure all apprentices receive instruction in safe and healthful work practices both on the job and in related instruction that are in compliance with the Occupational Safety and Health Administration standards promulgated by the Secretary of Labor under 29 U.S.C. 651 et seq., as amended, or state standards that have been found to be at least as effective as the federal standards.

***Section 9 – Apprenticeship Agreement 29 CFR §§ 29.3(d), 29.3(e), and 29.5(b)(11)***

1. After an applicant for apprenticeship has been selected, but before employment as an apprentice or enrollment in related instruction, the apprentice will be covered by a written apprenticeship agreement (Appendix B) which can be submitted electronically through the Registered Apprenticeship Partners Information Data System, using the Apprentice Electronic Registration process by the sponsor and the apprentice and approved by and registered with the Registration Agency. Such agreement will contain a statement making the terms and conditions of these standards a part of the agreement as though expressly written therein. The sponsor shall provide a copy of the apprenticeship agreement to the apprentice, the Registration Agency, and the participating employer. An additional copy will be provided to the veteran’s state approving agency for those veteran apprentices desiring access to any benefits to which they are entitled.
2. Prior to signing the apprenticeship agreement, each selected applicant will be given an opportunity to read and review these standards, Career Academy of Pella written rules and policies, and the apprenticeship agreement.
3. The Registration Agency will be advised within 45 days of the execution of each apprenticeship agreement and will be given all the information required for registering the apprentice.

***Section 10 - Credit for Prior Experience 29 CFR §§ 29.5(b)(12) and 30.4(c)(8)***

The Career Academy of Pella may grant credit towards the term of apprenticeship to new apprentices who demonstrate previous acquisition of skills or knowledge equivalent to that which would be received under these Standards.

1. Apprentice applicants seeking credit for previous experience gained outside the supervision of the Sponsor must submit the request at the time of application and furnish such records to Career Academy of Pella to substantiate the claim. Applicants requesting such credit who are selected into the apprenticeship program will start at the beginning wage rate. The request for credit will be evaluated and a determination made by Career Academy of Pella during the probationary period when actual on-the-job and related instruction performance can be examined. Prior to completion of the probationary period, the amount of credit to be awarded will be determined after review of the apprentice’s previous work and training/education record and evaluation of the apprentice’s performance and demonstrated skill and knowledge during the probationary period.
2. An apprentice granted credit will be advanced to the wage rate designated for the period to which such credit accrues. The Registration Agency will be advised of any credit granted and the wage rate to which the apprentice is advanced.
3. The granting of advanced standing will be uniformly applied to all apprentices

***Section 11 – Transfer of Training 29 CFR § 29.5(b)(13)***

The transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committee or program sponsors, and must comply with the following requirements:

* 1. The transferring apprentice must be provided a transcript of related instruction and on-the-job learning by the committee or program sponsor:
  2. Transfer must be to the same occupation; and
  3. A new apprenticeship agreement must be executed when the transfer occurs between the program sponsors.

If the employer is unable to fulfill his/her training obligation due to lack of work or failure to conform to these Standards the Sponsor will make every effort to refer the apprentice with his/her consent to another employer. This will provide the apprentice an opportunity for continuous employment and completion of their apprenticeship program. The apprentice must receive credit from the new employer for the training already satisfactorily completed.

***Section 12 – Supervision of Apprentices 29 CFR § 29.5(b)(14)***

1. The Employer will be responsible for the training of the apprentice on the job. Apprentices will be under the general supervision of the Sponsor and under the direct supervision of the Participating Employer’s professionals to whom they are assigned. The Program Director of apprentice(s) designated by the employer will be responsible for the apprentice’s work assignments, and will ensure the apprentice is working under the supervision of a skilled professional, evaluation of work performance, and completion and submittal of progress reports to Career Academy of Pella. No apprentice shall work without proper or adequate supervision. For the purpose of these apprenticeship standards, adequate or proper supervision of the apprentice means the apprentice is under the supervision of a fully qualified mentor or supervisor at all times who is responsible for making work assignments, providing OJL, and ensuring safety at the worksite.
2. To adequately or properly supervise an apprentice does not mean the apprentice must be within eyesight or reach of the supervisor, but that the supervisor knows what the apprentice is working on; is readily available to the apprentice; and is making sure the apprentice has the necessary instruction and guidance to perform tasks safely, correctly, and efficiently.

***Section 13 – Completion Certificate/Interim Credentials 29 CFR § 29.5(b)(15)&(16)] and Circular 2015-02***

1. Upon satisfactory completion of the requirements of the apprenticeship program as established in these Standards, the Sponsor will so certify to the Registration Agency and request the awarding of Certificate of Completion of Apprenticeship to the completing apprentice(s).
2. Such requests may be completed electronically using the Registered Apprenticeship Partners Information Data System (RAPIDS).
3. The appropriate documentation for both on-the-job learning and the related instruction as may be required by the Registration Agency.

**Certificate of Training *(if applicable)***

1. A Certificate of Training may be requested from and issued by the U.S. Department of Labor’s Office of Apprenticeship, Office of the Administrator (the Registration Agency), only for a registered apprentice who has been certified by the sponsor as having successfully met the requirements to receive an interim credential as identified in these standards. The Registration Agency may require that a record of completed OJL and related instruction for the apprentice accompany such requests.

***Section 14 – Identification of the Registration Agency 29 CFR § 29.5(b)(17)***

The Registration Agency is the U.S. Department of Labor – Office of Apprenticeship.

*USDOL/Office of Apprenticeship*

*210 Walnut Room 715*

*Des Moines Iowa 50309*

*515.284.4690*

***Section 15 – Program Registration, Amendments, Modifications, and Deregistration 29CFR § 29.5(b)(18)***

1. These Apprenticeship Standards will, upon adoption by Career Academy of Pella, be submitted to the Registration Agency for approval. Such approval will be required before implementation of the Apprenticeship Program.
2. Career Academy of Pella reserves the right to discontinue or cancel, at any time, the Program set forth herein. The Registration Agency shall be notified promptly of any decision to cancel the Apprenticeship Program.
3. Deregistration of these Standards of Apprenticeship may be initiated by the Registration Agency for failure of Career Academy of Pella to abide by the provisions herein.
4. These Standards of Apprenticeship may be modified or amended at any time by Career Academy of Pella.
5. A copy of each amendment adopted shall be furnished to each Registered Apprentice.
6. All modifications and amendments must be approved by the Registration Agency prior to implementation.
7. A copy of each amendment or modification adopted will be furnished to each apprentice to whom the amendment or modification applies.

***Section 16 – Notice to Registration Agency of Apprenticeship Agreements 29 CFR § 29.5(b)(19)***

Career Academy of Pella or its designated apprenticeship committee (if established) shall promptly notify the Registration Agency within 45 days of all new registration agreements, modifications, and amendments; credit granted to apprentices; suspensions for any reason; reinstatements; extensions; cancellations; transfers; and any requests for Certificates of Completion; and notice of transfers, suspensions, and cancellations and a statement of the reasons therefore.

***Section 17 – Equal Employment Opportunity in Apprenticeship 29 CFR §§ 29.5(b)(21) and 30.3(b)***

1. Career Academy of Pella will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity) sexual orientation, genetic orientation or because they are an individual with a disability of a person 40 years old or older. Career Academy of Pella will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

2. Pella Community Schools offers career and technical programs in the following services areas: Agriculture Education,

Business Education, Family and Consumer Science Education, Industrial Education. It is the policy of the Pella Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment, marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

***Section 18- Affirmative Action Plan and Selection 29 CFR §§ 29.5(b)(21), 30.4, and 30.5***

Sponsors with 5 or more registered apprentices are required to adopt an affirmative action plan *(Appendix C)* and selection procedures *(Appendix D),* which will become part of these standards of apprenticeship. However, the Office of Apprenticeship encourages the development of these two plans for all programs regardless of apprentice numbers. For programs with fewer than 5 apprentices, these plans are not required, and the sponsor may continue to select apprentices in conformance with its current human resources and equal employment opportunity hiring policies

***Section 19 – Adjustment of Differences and Complaint Procedure 29 CFR §§ 29.5(b)(22), 29 CFR29.7(k) and 30.11***

1. Career Academy of Pella will have full authority to enforce these standards. Its decision will be final and binding on the employer, and the apprentice, unless otherwise noted below.
2. If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or standards, the applicant or apprentice may seek relief through one or more of the following avenues, based on the nature of the issue:

***29 CFR § 29.7(k)***

1. The sponsor will hear and resolve all complaints of violations concerning the apprenticeship agreement and the registered apprenticeship standards for which written notification is received within 15 days of the alleged violations. The sponsor will make such rulings as it deems necessary in each individual case within 30 days of receiving the written notification. Either party to the apprenticeship agreement may consult with the Registration Agency for an interpretation of any provision of these standards over which differences occur. The name and address of the appropriate authority to receive, process, and dispose of complaints is:

*Name:* Eric Nelson

*Title:* Principal, Pella High School

*Address:* 210 E. University Street, Pella, IA 50219

*(office)*  641-628-3870 *(cell)* 641-780-5860

*(fax)* 641-628-7402

***29 CFR § 30.11***

1. Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, or sex with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program may, personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicant’s election, with the private review body established by the program sponsor (if applicable).
2. The complaint shall be in writing and shall be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the program sponsor involved, and a brief description of the circumstances of the failure to apply the equal opportunity standards provided in 29 CFR § 30.
3. The complaint must be filed not later than 300 days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and in the case of complaints filed directly with the review body designated by the program sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or 30 days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.
4. Complaints of discrimination and failure to follow equal opportunity standards in the apprenticeship program may be filed and processed under 29 CFR § 30 and the procedures set forth above.
5. The sponsor shall provide written notice of its complaint procedure to all applicants for apprenticeship and all apprentices.

***Section 20 – Maintenance of Records 29 CFR § § 29.5(b)(6),29.5(b)(23, and 30.08***

1. Career Academy of Pella is responsible for maintaining, at a minimum, the following records:

* summary of the qualifications of each applicant;
* basis for evaluation and for selection or rejection of each applicant;
* records pertaining to interview;
* the original application;
* records of each apprentice’s OJL;
* related instruction reviews and evaluations;
* progress evaluations;
* record of job assignments, promotions, demotions,

layoffs, or terminations, rates of pay; and

* any other actions pertaining to the apprenticeship

1. Career Academy of Pella will also maintain all records relating to apprenticeship applications (whether selected or not), including, but not limited to, the sponsor’s outreach, recruitment, interview, and selection process. Such records will clearly identify minority and female (minority and nonminority) applicants and must include, among other things, the basis for evaluation and for selection or rejection of each applicant. For a complete list of records that each sponsor is required to maintain under 29 CFR § 30, please refer to 29 CFR § 30.8.
2. All such records are the property of Career Academy of Pella and will be maintained for a period of 5 years from the date of last action. They will be made available to the Registration Agency upon request.

***Section 21 – Consultants/Technical Assistance***

Advice and assistance in the successful operation of this Apprenticeship Program will be available at any time, upon request by Career Academy of Pella, from representatives of the U.S. Department of Labor, Office of Apprenticeship Des Moines, Iowa.

***Section 22 – Conformance with Federal Laws and Regulations***

No Section of these Standards of Apprenticeship shall be construed as permitting violation of any Federal Law or Regulation.

***Section 23 – Official Adoption of Apprenticeship Standards***

Career Academy of Pella officially adopts these Standards of Apprenticeship on *this \_\_\_\_\_ day of \_\_\_\_\_\_\_, 2018.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signatory Name**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title**

***Definitions***

**APPRENTICE:** Any individual employed by the employer meeting the qualifications described in the Standards of Apprenticeship who has signed an Apprenticeship Agreement with the Sponsor for training and related instruction under these Standards, and who is registered with the Registration Agency.

**APPRENTICESHIP AGENT:** An individual identified by Registration Agency whose role it is to engage and support the Program Sponsor and/or the Sponsor effort in creating, maintaining, reporting and monitoring their Apprenticeship Program. The Program Sponsor’s delegate that will represent the program and lead the administration of the program.

**APPRENTICE ELECTRONIC REGISTRATION (AER):** Is an electronic tool that allows for instantaneous transmission of apprentice data for more efficient registration of apprentices and provides the Sponsor with a faster turnaround on their submissions and access to their apprenticeship program data.

**APPRENTICESHIP AGREEMENT:** The written agreement between the apprentice and the Sponsor setting forth the responsibilities and obligations of all parties to the Apprenticeship Agreement with respect to the Apprentice’s employment and training under these Standards. Each Apprenticeship Agreement must be registered with the Registration Agency.

**APPRENTICESHIP COMMITTEE):** Apprenticeship Committee means those persons designated by the sponsor to act as an agent for the sponsor in the administration of the program. A committee may be either joint or non-joint as follows:

1. A non-joint committee which may also be known as a unilateral or group non- joint (may include workers) committee has employer representatives but does not have a bone fide collective bargaining agent as a participant.

**CERTIFICATE OF COMPLETION OF APPRENTICESHIP:** The Certificate of Completion of Apprenticeship issued by the Registration Agency to those registered apprentices certified and documented as successfully completing the apprentice training requirements outlined in these Standards of Apprenticeship.

**CERTIFICATE OF TRAINING:** A Certificate of Training may be issued by the U.S. Department of Labor’s, Office of Apprenticeship Administrator to those registered apprentices that the Sponsor has certified in writing to the Registration Agency that the apprentice has successfully met the requirements to receive an interim credential. *(if applicable)*

**Competency-BASED OCCUPATION:** Means the attainment of manual, mechanical or technical skills and knowledge, as specified by an occupation standard and demonstrated by an appropriate written and hands-on proficiency measurement.

**ELECTRONIC MEDIA:** Media that utilize electronics or electromechanical energy for the end user *(audience)* to access the content; and includes, but is not limited to, electronic storage media, transmission media, the Internet, extranet, lease lines, dial-up lines, private networks, and the physical movement of removable/transportable electronic media and/or interactive distance learning.

**EMPLOYER:**  Means any person or organization employing an apprentice whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

**HYBRID:** An occupation using an apprenticeship approach that measures the individual apprentice’s skill acquisition through a combination of a specified minimum number of hours of on-the-job learning and the successful demonstration of competency as described in a work process schedule.

**O\*NET-SOC CODE:** The Occupational Information Network (O\*NET) codes and titles are based on the new Standard Occupational Classification (SOC) system mandated by the federal Office of Management and Budget for use in collecting statistical information on occupations. The O\*NET classification uses an 8-digit O\*NET-SOC code. Use of the SOC classification as a basis for the O\*NET codes ensures that O\*NET information can be readily linked to labor market information such as occupational employment and wage data at the national, State, and local levels.

**ON-THE-JOB LEARNING (OJL):** Tasks learned on-the-job in which the apprentice must become proficient before a completion certificate is awarded. The learning must be through structured, supervised work experience.

**PROFESSIONAL:** A worker who has attained a level of skill, abilities and competencies recognized within an industry as having mastered the skills and competencies required for the occupation. *(Use of the term may also refer to a mentor, technician, specialist or other skilled worker who has documented sufficient skills and knowledge of an occupation, either through formal apprenticeship or through practical on-the-job experience and formal training.)*

**PROGRAM SPONSOR:** Career Academy of Pella, in whose name the Standards of Apprenticeship will be approved, and which will have the full responsibility for administration and operation of the apprenticeship program.

**PROVISIONAL REGISTRATION:** Means the 1-year initial provisional approval of newly registered programs that meet the required standards for program registration, after which program approval may be made permanent, continued as provisional, or rescinded following a review by the Registration Agency, as provided for in the criteria describe in §29.3 (g) and (h).

**REGISTERED APPRENTICESHIP PARTNERS INFORMATION DATA SYSTEM (RAPIDS):**  The Federal system which provides for the automated collection, retention, updating, retrieval and summarization of information related to apprentices and apprenticeship programs.

**REGISTRATION AGENCY:** Means the U.S. Department of Labor, Office of Apprenticeship or a recognized State Apprenticeship Agency that has responsibility for registering apprenticeship programs and apprentices; providing technical assistance; conducting reviews for compliance with Title 29, CFR parts 29 and 30 and quality assurance assessments.

**RELATED TECHNICAL INSTRUCTION:** An organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice’s occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Registration Agency.

**STANDARDS OF APPRENTICESHIP:** This entire document including all appendices and attachments hereto, and any future modifications or additions approved by the Registration Agency.

**SPONSOR:** Any in whose name these Standards of Apprenticeship will be adopted and registered.

**Time-Based OCCUPATION:** The time-based approach measures skill acquisition through the individual apprentice’s completion of at least 2,000 hours of on-the-job learning as described in a work process schedule. *(if applicable)*

**TRANSFER:** A shift of apprenticeship agreement from one program to another or from one employer within a program to another employer within that same program, where there is agreement between the apprentice and the affected apprenticeship committee or program sponsor.

Attachment 1A: On-the-Job Learning and Education Outline

|  |  |  |
| --- | --- | --- |
| **Welder, Combination**  (Advanced Manufacturing) | *O\*Net Code* | *RAPIDS Code* |
| **51-4121.06** | **0622CB** |

***Section 1 – On-the-Job Learning (Work Experience) 29 CFR § 29.5(b)(3)***

1. During the Apprenticeship, the Apprentice shall receive work experience and Related Training Instructionin all phases of the occupation, including safe work practices, necessary to develop the skill and proficiency of a skilled professional.

2. The program sponsor or its designated apprenticeship committee must ensure Apprentices are rotated throughout the various work processes to ensure a well-rounded professional upon completion of the Apprenticeship, and identify what methodology will be used to track progression of experience on-the-job.

3. Such on-the-job training shall be carried on under the direction and guidance of a qualified professional.

The following identifies the major work processes in which Apprentices will be trained.

**Apprenticeship Competencies – Technical**

The below on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any particular sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the trade. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.

Ratings are:

**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.

Apprentices need to be “proficient in task” in each category, by each of their nine month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

**Apprentice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Start Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Place a check mark in the box when complete. | | |  |
|  | **Gas Metal Arc Welding – 0.035” diameter electrode** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Weld a 3/16” (0.2”) [5 mm] horizontal fillet weld in T joint in the horizontal position in a straight line |  |  |  |  |
|  | Weld a 5/16” (0.3”) [8 mm] horizontal fillet weld in Lap joint in the horizontal position in a straight line |  |  |  |  |
|  | Weld square groove butt joint in the flat position |  |  |  |  |
|  | Weld flare bevel groove T joint in the flat and horizontal positions |  |  |  |  |
|  | Weld a 3/16” (0.2”) [5 mm] horizontal fillet weld in T joint in the horizontal position around a small diameter pipe |  |  |  |  |
|  | Weld a 5/16” (0.3”) [8 mm] horizontal fillet weld in T joint in the horizontal position around a small diameter pipe |  |  |  |  |
|  | **Gas Metal Arc Welding – 0.045” diameter electrode** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Weld a 5/16” (0.3”) [8 mm] horizontal fillet weld in T joint in the horizontal position in a straight line |  |  |  |  |
|  | Weld a 3/8” (0.4”) [10 mm] horizontal fillet weld in T joint in the horizontal position in a straight line (2 pass) |  |  |  |  |
|  | Weld a 1/2” (0.5”) [13 mm] horizontal fillet weld in T joint in the horizontal position in a straight line (3 pass) |  |  |  |  |
|  | Weld a 5/16” (0.3”) [8 mm] horizontal fillet weld in T joint in the horizontal position around a small diameter pipe |  |  |  |  |
|  | Weld bevel (single, Vee, flair) groove welds in the flat position |  |  |  |  |
|  | **Hoist and Rigging** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Safety procedures |  |  |  |  |
|  | Use of straps, cables, chains |  |  |  |  |
|  | Use of lifting devices |  |  |  |  |
|  | Estimation of load weights and center of gravity |  |  |  |  |
|  | Moving, loading, and manipulation of loads |  |  |  |  |
|  | **Jigs and Fixtures** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Verify shape of metal parts according to blueprints |  |  |  |  |
|  | Assemble metal parts in jigs and fixtures |  |  |  |  |
|  | Tack parts together |  |  |  |  |
|  | **Safety** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Safety procedures and practices |  |  |  |  |
|  | **Lean Manufacturing** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Principles of 5S |  |  |  |  |
|  | Weld to takt time |  |  |  |  |
|  | Kaizen event participation |  |  |  |  |
|  | **Weld Inspection** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Visual examination of surfaces prior to welding |  |  |  |  |
|  | Visual examination of welds for acceptance |  |  |  |  |
|  | **Weld Layout and Fabrication** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Layout and fixture weldments using layout table or without fixtures |  |  |  |  |

**Date Completed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Apprentice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pella Academy:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Apprenticeship Competencies – Behavioral**

In addition to mastering all of the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies in order to complete the apprenticeship.

Ratings are:

(4) Exceeds targets; (3) Consistently achieves targets; (2) Meets some targets;   
(1) Not meeting targets; or (N/A) Not applicable.

Apprentices need to receive at least a "3" ranking in each category, by each of their nine month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

**Apprentice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ranking**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Item # | **Behavioral Competencies** | **4** | **3** | **2** | **1** | **N/A** |
| 1. | Participation in team discussions/meetings |  |  |  |  |  |
| 2. | Focus in team discussions/meetings |  |  |  |  |  |
| 3. | Focus during independent work |  |  |  |  |  |
| 4. | Openness to new ideas and change |  |  |  |  |  |
| 5. | Ability to deal with ambiguity by exploring, asking questions, etc. |  |  |  |  |  |
| 6. | Knows when to ask for help |  |  |  |  |  |
| 7. | Able to demonstrate effective group presentation skills |  |  |  |  |  |
| 8. | Able to demonstrate effective one-on-one communication skills |  |  |  |  |  |
| 9. | Maintains an acceptable attendance record |  |  |  |  |  |
| 10. | Reports to work on time |  |  |  |  |  |
| 11. | Completes assigned tasks on time |  |  |  |  |  |
| 12. | Uses appropriate language |  |  |  |  |  |
| 13. | Demonstrates respect for customers, co-workers and supervisors |  |  |  |  |  |
| 14. | Demonstrates trust, honesty and integrity |  |  |  |  |  |
| 15. | Requests and performs work assignments without prompting |  |  |  |  |  |
| 16. | Appropriately cares for personal dress, grooming and hygiene |  |  |  |  |  |
| 17. | Maintains a positive attitude |  |  |  |  |  |
| 18. | Cooperates with and assists co-workers |  |  |  |  |  |
| 19. | Follows instructions/directions |  |  |  |  |  |
| 20. | Able to work under supervision |  |  |  |  |  |
| 21. | Able to accept constructive feedback and criticism |  |  |  |  |  |
| 22. | Able to follow safety rules |  |  |  |  |  |
| 23. | Able to take care of equipment and work place |  |  |  |  |  |
| 24. | Able to keep work area neat and clean |  |  |  |  |  |
| 25. | Able to meet supervisor's work standards |  |  |  |  |  |
| 26. | Able to not let personal life interfere with work |  |  |  |  |  |
| 27. | Adheres to work policies/rules/regulations |  |  |  |  |  |

Date Completed: Supervisor/Trainer:

***Section 2 – Minimum Qualifications for Apprenticeship 29 CFR* § *29.5(b)(1)***

Applicants shall meet the following minimum qualifications:

1. **Age**: Shall be at least 16 years of age.
2. **Education**: Can only enter registered apprenticeship in the junior year. Currently enrolled in Welding classes at Career Academy of Pella or previously enrolled.
3. **Physical**/**Mental**: Shall be physically capable of performing the essential functions of the occupation without endangering the health and safety of themselves and/or fellow workers. Applicants shall be allowed to request reasonable accommodation for a disability to meet this standard when applicable.
4. **Other:** Applicants will be drug free and agree to submit to random drug testing.
5. **Other:** Shall have parental consent if below the age of 18.

***Section 3 – Term of Apprenticeship 29 CFR § 29.5(b)(2)***

1. The term of Apprenticeship shall be a period of reasonably continuous employment, including the probationary period as stated on this “Trade Schedule” attached to and made a part of these Standards; plus the required hours per year of related education.

2. The program is premised on competencies demonstrated in lieu of time considerations. However, Title 29, CFR Part 29 requires that time considerations be addressed in the Standards.

3. The term of apprenticeship shall be no less than 2000 hours of reasonably continuous employment and training on the job, supplemented by the required minimum 144 hours of job related education.

4. An Apprentice, who, by exceptional aptitude or as a result of past education and/or practical experience, achieves the desired level of competency in a phase of the Apprenticeship Program in less than the time designated or illustrates existing competency on the initial assessment, may be advanced to the appropriate level.

***Section 4 – Probationary Period*  29 CFR §§ 29.5(b)(8) and 29.5(b)(20)**

1. The first 500 hours as a registered apprentice shall be considered a Probationary Period if the apprentice is a new hire, as consistent with Career Academy of Pella policy.
2. During the probationary period either the apprentice or the Sponsor may terminate the Apprenticeship Agreement, without stated cause, by notifying the other party in writing. The records for each probationary apprentice will be reviewed prior to the end of the probationary period. Records may consist of periodic reports regarding progression made in both the OJL and related instruction, and any disciplinary action taken during the probationary period.
3. Any probationary apprentice evaluated as satisfactory after a review of the probationary period will be given full credit for the probationary period and continue in the program.
4. After the probationary period the Apprenticeship Agreement may be canceled at the request of the apprentice, or may be suspended or canceled by the Sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. In such cases, the Sponsor will provide written notice to the apprentice and to the Registration Agency of the final action taken.

***Section 5 – Apprentice to Professional Ratio 29 CFR § 29.5(b)(7)***

1. A numeric ratio of apprentices to fully skilled professionals in the occupation consistent with proper supervision, training, safety, and continuity of employment except where such ratios are expressly prohibited by collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, employer’s total workforce, department, or plant.
2. The ratio of apprentices employed (on the job site, department, plant, or employer’s total workforce) to fully skilled professionals will be 1:1.

***Section 6 – Apprentice Wage Progression 29 CFR §* *29.5(b)(5)***

1. Apprentices shall be paid a progressively increasing schedule of wages for each hour spent on the job during their apprenticeship based on the acquisition of increased skill and competence as the training progresses.

2. Before an apprentice is advanced to the next segment of training or to fully proficient professional, the sponsor will evaluate all progress to determine whether advancement has been earned by satisfactory performance in OJL and in Related Training Instructioncourses. In determining whether satisfactory progress has been made, the sponsor will be guided by the work experience and Related Training Instructionrecords and reports.

3. At no time will the starting wage rate be less than that required by any minimum wage law which may be legally applicable.

4. To qualify for the next level the apprentice must have completed the necessary on-the-job learning (OJL) hours and the related education component, as listed on the *On-the-Job Learning and Related Training Instruction (RTI)* outlinerelated to this occupation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Minimum Starting Wage** | **On-the-Job Learning Benchmark** | **Education Benchmark** |
| 1 | $12.00 | With supervision, begin field training and become familiar with all required competencies | Complete a minimum of 144 hours of Related Training Instructionwith satisfactory progress |
| 2 | $15.00 | With little or no supervision, demonstrate proficiency in all required tasks. | Attend required continuing education offerings |

The current minimum Wage Rate for an employee at the full performance level will be no less than for this occupation which is $17.50 per hour.

*Note: Participating Employers will annotate wages on the Company Participation Agreement.*

***Section 7 – Apprenticeship Instructor Qualifications 29 CFR §* *29.5(b)(4 (i) (ii)***

Every Apprenticeship Instructor shall:

1. Meet the State Dept. of Education’s requirements for a vocational technical instructor in the State of Registration.

or

1. Be a subject matter expert which is defined as an individual who is recognized within an industry as having expertise in a specific occupation.

and

3. Have training in teaching techniques and adult learning styles, which may occur before or after the apprenticeship instructor has started to provide the Related Training Instruction (RTI).

***Section 8- Related Training Instruction 29 CFR § 29.5(b)(4)***

Provider(s): Career Academy of Pella

Address: 210 E. University Street

Pella, IA 50219

Method: Classroom

1. During the term of apprenticeship, each Apprentice is required to complete approximately 450 hours of related education..
2. Each Apprentice’s attendance and progress in related education must be tracked and appropriate records maintained.
3. Time devoted to the Related Training Instructionshall not be considered as part of the on-the-job learning (OJL).
4. Failure on the part of the Apprentice to fulfill their obligation as to the related education and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
5. Related Training Instructioncourses supplement the on-the-job learning and lists courses that provide technical ability.
6. The sponsor will secure competent instructors whose knowledge, experience, and ability to teach will be carefully examined and monitored.
7. The sponsor will secure the instructional aids and equipment it deems necessary to provide quality instruction.
8. Each Apprentice’s attendance and progress in related education must be tracked and appropriate records maintained.
9. Any apprentice who is absent from related instruction will satisfactorily complete all coursework missed before being advanced to the next period of training. In cases of failure of an apprentice to fulfill the obligations regarding related instruction without due cause, the sponsor will take appropriate disciplinary action and may terminate the apprenticeship agreement after due notice to the apprentice and opportunity for corrective action.
10. To the extent possible, related instruction will be closely correlated with the practical experience and training received on the job. The sponsor will monitor and document the apprentice’s progress in related instruction classes.
11. Time devoted to the Related Training Instructionshall not be considered as part of the on-the-job learning (OJL).
12. Failure on the part of the Apprentice to fulfill their obligation as to the related education and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
13. Apprentices “will not” be paid for hours spent attending related instruction classes.
14. The sponsor will inform each apprentice of the availability of college credit through the Registered Apprenticeship College Consortium (RACC).

The course listings outline the related education that supplements the on-the-job learning. It is through the combination of both the on-the-job learning and the related education that the apprentice can reach the skilled level of the occupation. The following is the required course curriculum during the term of apprenticeship.

|  |
| --- |
| **Related Training and Instruction** |
| **Shielded Metal Arc Welding – Basic** |
| MATH (PELLA-CORE MATH 1, 2, 3 OR MATH 1, 2, 3) |
| Arrange, add, subtract, multiply and divide whole numbers |
| Solve practical problems using addition, subtraction, multiplication and division of whole numbers |
| Solve practical problems involving fractions |
| Solve problems using operations with decimal fractions |
| Analyze problems to determine whether they are direct or inverse proportions, set up proportions and solve for unknowns |
| Solve more complex percentage problems in which two of the three parts are not directly given |
| Solve practical applied problems involving tolerances and limits (customary and metric) |
| Solve practical applied customary length, area, volume, capacity and weight problems |
| Solve practical applied metric length, , area, volume, capacity and weight problems |
| Solve formulas by substituting numbers for letters, word statements and diagram values |
| Compute areas of more complex figures that consist of two or more common polygons |
| Read and interpret data from given vertical and horizontal bar graphs |
| Draw and label vertical and horizontal bar graphs using given data |
| Read and interpret data from given circle graphs |
| Read and interpret data from given broken-line, straight-line and curved-line graphs |
| **LANGUAGE ARTS (PELLA-COMMUNICATIONS SKILLS\*)** |
| Prepare and deliver an informative speech |
| Give and accept constructive criticism |
| Identify strategies for different types of conflict |
| Define the term nonverbal communication and explain how it differs in each of the three cultural levels: technical, formal and informal |
| Create a resume appropriate for a high school student going to the next steps of their life |
| Define the term small group and list the uses and values of small group communication in an effective organization |
| Actively participate in small group, problem-solution process and present the results to an audience |
| Summarize the communication skills needed by effective team members in a leadership position and why these skills are so important |
| Identify the leader’s responsibilities during a team meeting |
| Formulate a message while writing a business letter |
| Demonstrate proficiency in a job interview |
| **FINANCIAL LITERACY (PELLA-FINANCIAL LITERACY OR LIFE MANAGEMENT** |
| Explain the three basic reasons for saving money |
| Develop a plan for spending and saving that has both long-term and short-term components |
| Evaluate investment alternatives: money markets, bonds, single stocks, mutual funds, annuities and real estate |
| Identify the costs of using various credit |
| Understand that integrity and honesty are important when it comes to negotiating with others |
| Analyze the components of an employer benefits package |
| Differentiate between term and cash life insurance |
| Describe factors affecting take-home pay |
| **HEALTH-CPR-PELLA-HEALTH)** |
| CPR Certification |
| Identify situations that cause stress |
| Identify stress management techniques |
| List ways you can personally conserve resources or reduce pollution |
| Describe how the skills of communication, cooperation and compromise are essential for healthy relationships |
| Identify what is and is not sexual harassment |
| **APPRENTICESHIP SPECIFIC SKIILLS** |
| **CAD-PELLA – METAL DESIGN AND MARKETING** |
| Execute safe work practices using course equipment |
| Demonstrate general shop safety |
| Differentiate when to use CAD and CAM |
| Compose complex shapes using CAD |
| Drawing basic shapes using CAD |
| **INDUSTRIAL TECHNOLOGY – PELLA – POWER TOOLS\*** |
| Use correctly and safely all hand tools (screwdrivers, chisels, mallets, files, rasps, pliers, clamps, vices and layout tools) |
| Use correctly and safely all power tools (Planer, Jointer, Table Saw, Miter, Saw/Compound Miter Saw, Band Saw, Drill Press, Router, Sanding Equipment, Cordless Tools-Drill and Impact Driver |
| Measure accurately to a 16th of an inch |
| Identify proper measuring instrument for the task |
| Use proper hand and power tools during assembly |
| Work as a team to help others assemble projects correctly when more hands are needed |
| **WELDING SKILLS – (MUST BE DONE IN PELLA – ADVANCED WELDING\*)** |
| First Semester Competencies (List) |
| Safety and Related Instruction |
| Gas Metal Arc Welding (Short Circuit) |
| Blueprint Reading for Welders and Fitters |
| Second Semester Competencies (List) |
| Gas Metal Arc Welding – GMAW (Spray Transfer) |
| Shielded Metal Arc Welding |
| Flux Cored Arc Welding |
| Introduction to Fabrication |
| Pass AWS Certification at the completion of the Welding 1 & 2 |
|  |

***Related Training and Instruction***

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| --- |
| **SAFETY AND RELATED INSTRUCTION-39 HOURS** |
| Safety Procedures and Practices |
| Job Safety Analysis Tests |
| Safety Videos   * Electric Shock * Fumes and Gases * Fire and Explosions * MSDS - Material Safety Data Sheets * PPE - Personal Protective Equipment * Cutting Safety |
| Utilize all Welding Safety in All Classes |

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| **GAS METAL ARC WELDING – GMAW (SHORT CIRCUIT) 60 HOURS** |
| Introduction to Gas Metal Arc Welding |
| Safety and Health of Welders and Implement in class |
| Installation, Setup and Maintenance of Equipment |
| Seven Essentials of Welding |
| Quality of Welds - Discontinuities |
| Shielding Gases |
| Distortion Control |
| Surfacing Welds - Flat Position |
| Fillet Gauges |
| Fillet Weld - T-joint & Lap - Horizontal Position (2F) |
| Fillet Weld - T-joint Vertical Up (3F) |
| Fillet Weld - T-joint Overhead (4F) |
| Triple Pass Weld - Horizontal Position (2F) |
| Square Groove Weld - Flat Position (1G) |
| Square Groove Weld - Horizontal (2G) |
| Square Groove Weld - Vertical (3G) |
| Square Groove Weld - Overhead (4G) |
| Single V-Groove Weld - Flat position (1G) |
| Fillet Weld Around 1” to 2” Circle |
| Weld Parts to Blueprint |

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| --- |
| **GAS METAL ARC WELDING - GMAW (SPRAY TRANSFER) 20 HOURs** |
| Introduction to Gas Metal Arc Welding |
| Safety and Health of Welders and Implement in class |
| Installation, Setup and Maintenance of Equipment |
| Quality of Welds - Discontinuities |
| Shielding Gases |
| Surfacing Welds - Flat Position |
| Fillet Weld - T-joint & Lap - Horizontal Position (2F) |
| Fillet Weld - T-joint Vertical (3F) |
| Fillet Weld - T-joint Overhead (4F) |
| Triple Pass Weld - All Positions |
| Square Groove Weld - Flat Position (1G) |
| Square Groove Weld - Horizontal (2G) |
| Square Groove Weld - Vertical (3G) |
| Square Groove Weld - Overhead (4G) |
| Single V-Groove Weld - Flat position (1G) |
| Fillet Weld Around 1” to 2” Circle |
| Macro Etch Test |
| Practice Session for AWS V Groove Certification 1G-L or UL |
| Weld Parts to Blueprint |

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| **SHIELDED METAL ARC WELDING - SMAW 20 HOURS** |
| Introduction to Shielded Metal Arc Welding |
| Safety and Health of Welders and Implement in class |
| Installation, Setup and Maintenance of Equipment |
| The Five Essentials |
| Striking and Controlling the Arc |
| Power Sources |
| Quality of Welds - Discontinuities |
| Electrode Selection |
| Surfacing Welds - Flat Position (E6010 and E7018) |
| Fillet Weld - T-joint & Lap - Horizontal Position (2F) |
| Fillet Weld - T-joint Vertical (3F) |
| Fillet Weld - T-joint Overhead (4F) |
| Triple Pass Weld - All Positions |
| Square Groove Weld - Flat Position (1G) |

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| **FLUX CORED ARC WELDING - FCAW 20 HOURS** |
| Introduction to Flux Cored Arc Welding |
| Safety and Health of Welders and Implement in class |
| Installation, Setup and Maintenance of Equipment |
| Quality of Welds - Discontinuities |
| Fillet Weld - T-joint Horizontal Position (2F) |
| Fillet Weld - T-joint Vertical Position (3F) |
| Fillet Weld - T-joint Overhead Position (4F) |
| Triple Pass Weld - Horizontal Position (2F) |
| Square Groove Weld - Flat Position (1G) |

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| **BLUEPRINT READING FOR WELDERS AND FITTERS 45 HOURS** |
| Welding Symbols |
| Review of Mathematics : Fraction/Decimals/Conversions |
| Metrics and Conversions |
| Orthographic Views |
| Standard Drawing Lines and Symbols |
| Interpreting Blueprint Information |
| Surface and Center Line Relationships |
| Auxiliary Views |
| Scale Drawings |
| Dimensional Tolerance and Stock Allowance |
| Setup Tools |
| Setup Applications |
| Blueprint Magnet Tests |

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| --- |
| **INTRO TO FABRICATION 60 HOURS** |
| **Teach safe use and how to operate all listed below**   * Bandsaw * Plasma Cutter * Oxy-Acetylene Cutting and Heating * Iron Worker * Drill Press * Punch Press * Grinder |
| Review and discuss ASTM |
| Measuring Tools   * Calipers * Micrometer * Tape Measure |
| Basic Lay-out   * Combination Square and Scribe * Angle Protractor * Produce Weldment from Blueprint |
| Layout Parts in a Fixture |

Attachment 2A: On-the-Job Learning and Education Outline

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| ***Certified Nurse Assistant*** | *O\*Net Code* | *RAPIDS Code* |
| **31­1014.00** | *0824CB* |

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| ***Section 1 – On-the-Job Learning (Work Processes) 29 CFR § 29.5(b)(3)*** |

1. During the Apprenticeship, the Apprentice shall receive work experience and Related Training Instructionin all phases of the occupation, including safe work practices, necessary to develop the skill and proficiency of a skilled professional.
2. The program sponsor or its designated apprenticeship committee must ensure Apprentices are rotated throughout the various work processes to ensure a well-rounded professional upon completion of the Apprenticeship, and identify what methodology will be used to track progression of experience on-the-job.
3. Such on-the-job training shall be carried on under the direction and guidance of a qualified professional.
4. On-The-Job Learning: The following competency areas have been identified to lend focus and direction to the professional development of certified nursing assistants. The apprentice will attain a basic level of mastery across all competency areas before receiving certification. Basic mastery will be represented by the apprentices being able to articulate their learning with each competency area and demonstrate that they have successfully integrated all the competencies in their work. The order in which the apprentices learn will be determined by the flow of work on-the-job and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average apprentice to learn each phase of the occupation and demonstrate competency. They are intended only as a guide to indicate the quality of training being provided and the ability of an apprentice to absorb this training in an average amount of time.
5. The lattice provides a training pathway for three (3) CNA specialties (Level 3), as well as for Medication Aide Specialty *and* Mentor training (Level 4).
6. To meet completion requirements of apprenticeship and to be eligible for a Certificate of Completion of Apprenticeship, the apprentice must successfully complete training in Level 1, Level 2 and in one Level 3 specialty. The Certificate of Completion of Apprenticeship will be issued for the CNA Advance/selected specialty.
7. Following the attainment of this credential, the graduate may be registered as an apprentice for each of the three (3) remaining Level 3 specialties.
8. Upon completion of each additional specialty, the apprentice is eligible for an additional Certificate of Completion.  Following the completion of apprenticeship in at least one of the Specialties (Level 3), a Nurse Assistant may be reregistered in RAPIDS as a Mentor Apprentice. At the completion of the Medication Aide apprenticeship, the graduate will be eligible for a Certificate of Completion of Apprenticeship for Certified Nursing Assistant-Medication Aide.
9. To meet industry demand, this occupation consists of training in the following Levels of competency:

* *Nursing Assistant, Certified – CNA I (Level 1) - Competency Based*
* *Nursing Assistant, Certified – Advanced (Level 2) - Competency Based*
* *Nursing Assistant, Certified – Geriatric (Level 3) - Competency Based*
* *Nursing Assistant, Certified – Restorative (Level 3) - Competency Based*
* *Nursing Assistant, Certified – Dementia (Level 3) - Competency Based*
* *Nursing Assistant Certified – Medication Aide Specialty (Level 4) - Competency Based*

*Apprentices will generally work the same hours as fully proficient workers), except that no apprentice will be allowed to work overtime if it interferes with attendance in related instruction classes. Apprentices who do not complete the required hours of OJL during a given segment will have the term of that segment extended until they have accrued the required number of hours of training.*

**Apprenticeship Competencies – Technical**

The below on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any particular sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the trade. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.

Ratings are:

**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.

Apprentices need to be “proficient in task” in each category, by each of their nine month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

**Apprentice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Start Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Certified Nursing Assistant I**

O\*NET Code: 31-1014.00 RAPIDS Code: 0824C

**Occupational Description**:Performs any combination of following duties: care of residents/clients in nursing home, or other medical community, under direction of nursing and medical staff. Responds to signal lights, or call system to determine resident/client needs. Assists with Activities of Daily Living (ADL’s) as indicated by plan of care utilizing adaptive equipment as indicated. Maintains respect and dignity in all aspects of care. Interacts with residents/clients and directs visitors, and answers telephone. Takes and records vital signs and food and fluid intake and output, as directed. May be assigned to specific area of nursing home or medical community.

**On-The-Job Learning:** The following competency areas have been identified to lend focus and direction to the professional development of nursing assistants. The apprentice will attain a basic level of mastery across all competency areas before receiving certification. Basic mastery will be represented by the apprentices being able to articulate their learning with each competency area and demonstrate that they have successfully integrated all the competencies in their work. The order in which the apprentices learn will be determined by the flow of work on-the-job and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average apprentice to learn each phase of the occupation and demonstrate competency. They are intended only as a guide to indicate the quality of training being provided and the ability of an apprentice to absorb this training in an average amount of time.

**Certified Nursing Assistant I**

O\*NET Code: 31-1014.00 RAPIDS Code: 0824C

**Field Training** – Qualified Professional has provided training and demonstration of task to the apprentice.

**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.

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| **Competency Checklist** | Place a check mark in the box when complete. | | |  |
| **Communication, Problem Solving and Organizational Skills** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| Communicates clearly, honestly, appropriately and in a timely manner with residents, their families and team members. |  |  |  |  |
| Uses patience and effective communication skills when dealing with difficult situations. |  |  |  |  |
| Demonstrates respect for others. |  |  |  |  |
| Communicates in a nonjudgmental manner. |  |  |  |  |
| Respects the confidentiality of resident information and adheres to HIPAA and community confidentiality guidelines. |  |  |  |  |
| Demonstrates organizational skills: for example, prepares equipment and supplies to prevent backtracking prior to care delivery. |  |  |  |  |
| Demonstrates effective time management as evidenced by cares completed timely |  |  |  |  |
| Recognizes problems and knows when and who to ask for assistance in problem resolution. |  |  |  |  |
| Incorporates customer service skills in interactions with all respecting differences and perspectives. |  |  |  |  |
| Demonstrates appropriate use of active listening, paraphrasing, and clarifying in all communications. |  |  |  |  |
| **Resident Care Skills** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| Completes personal care for all assigned residents consistently without rushing the resident and with a respectful, caring attitude. |  |  |  |  |
| Obtains vital signs & records accurately. |  |  |  |  |
| Assists residents with a positive dining experience with regard for residents' individual preferences, medical conditions, nutritional and hydration needs. |  |  |  |  |
| Measures and records height and weight accurately. |  |  |  |  |
| Assists residents with a positive, complete bathing, dressing grooming experience with regard for each resident's individual preferences. |  |  |  |  |
| Recognizes and reports changes in resident condition. |  |  |  |  |
| Monitors oral status and completes denture/oral care according to plan of care. |  |  |  |  |
| Uses transfer equipment (gait belt, mechanical lifters, slide board, lift sheet) and transfer techniques according to the plan of care and in a way that makes residents feel safe. |  |  |  |  |
| **Restorative Care** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| Repositions residents and uses adaptive devices to prevent skin breakdown. |  |  |  |  |
| Encourages resident self-care as distinguished by the resident care plan. |  |  |  |  |
| Reinforces bowel and bladder training and implements scheduled toileting plans according to the plan of care. |  |  |  |  |
| **Resident Rights** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| Respects the privacy of residents and demonstrates they are guests in the resident's home. |  |  |  |  |
| Recognizes potential abuse/neglect and reports immediately to their direct supervisor. |  |  |  |  |
| Recognizes and respects resident individuality and preferences |  |  |  |  |
| **Documentation** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| Completes documentation of cares/behaviors according to community guidelines. |  |  |  |  |
| **Infection Control** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| Demonstrates adherence to OSHA and CDC guidelines to minimize infections by following aseptic techniques including those that apply to blood borne pathogens. |  |  |  |  |
| Demonstrates consistent and appropriate handwashing techniques including use of hand sanitizing agents. |  |  |  |  |
| **Safety** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| Applies and monitors wander guard and door alarms. |  |  |  |  |
| Demonstrates knowledge of community safety procedures. |  |  |  |  |

Certified Nursing Assistant**, *Advanced***

# O\*NET Code: 31-1014.00 RAPIDS Code: 0824A

**Occupational Description:** Performs any combination of following duties: care of residents/patients in hospital, nursing home or other medical community the under direction of nursing and medical staff. Assists with Activities of Daily Living (ADL’s) as indicated by plan of care utilizing adaptive equipment as indicated. Incorporates appropriate individualized toileting, turning and repositioning schedules to prevent skin breakdown. Incorporates expanded knowledge of physiology to recognize changes in maximizing functional status related to mobility and nutritional well-being. Assists with examinations, treatments, and specimen collection when needed. Maintains respect and dignity in all aspects of care and serves as resident/patient advocate according to advanced directives. Participates in care planning process and documents response to interventions according to guidelines. Demonstrates proficiency in all nursing assistant tasks. May be assigned to specific area of hospital, nursing home, or medical community.

**On-The-Job Learning:** The following competency areas have been identified to lend focus and direction to the professional development of nursing assistants. The apprentice will attain a basic level of mastery across all competency areas before receiving certification. Basic mastery will be represented by the apprentices being able to articulate their learning with each competency area and demonstrate that they have successfully integrated all the competencies in their work. The order in which the apprentices learn will be determined by the flow of work on-the-job and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average apprentice to learn each phase of the occupation and demonstrate competency. They are intended only as a guide to indicate the quality of training being provided and the ability of an apprentice to absorb this training in an average amount of time.

**Certified Nursing Assistant, *Advanced***

# O\*NET Code: 31-1014.00 RAPIDS Code: 0824A

**Field Training** – Qualified Professional has provided training and demonstration of task to the apprentice.

**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.

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| **Competency Checklist** | Place a check mark in the box when complete. | | |  |
| **Demonstrates advanced understanding of principles of infection control** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Identifies the infectious process and modes of transmission of disease. |  |  |  |  |
| Demonstrates CDC guidelines related to standard precautions. |  |  |  |  |
| Demonstrates general principles of universal precautions. |  |  |  |  |
| Reinforces appropriate hand-washing techniques including use of hand sanitizing agents. |  |  |  |  |
| Recognizes risks of urinary tract infections and implements appropriate peri-care, toileting, fluids, and other interventions to minimize risk. |  |  |  |  |
| **Demonstrates effective communication** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Uses verbal and nonverbal communication to present information in a positive and non-threatening way. |  |  |  |  |
| Responds effectively and promptly to resident’s requests. |  |  |  |  |
| Observes and describes client's physical and emotional condition changes, using appropriate medical terminology and abbreviations. |  |  |  |  |
| Demonstrates communication skills with the client who has sensory deficits, i.e... A resident who is blind, hard of hearing, and/or who has visual field deficits. |  |  |  |  |
| Uses supportive communication in client interactions. |  |  |  |  |
| Demonstrates appropriate written communication to describe care interventions and resident observations. |  |  |  |  |
| Interacts effectively with all community departments. |  |  |  |  |
| Answers phone identifying self and community. Upholds client confidentiality in all discussions including phone conversations. |  |  |  |  |
| Provides status report on client condition to nurse as needed. |  |  |  |  |
| Incorporates customer service skills in response or family, visitor requests, obtaining appropriate answers and/or referring to appropriate individuals as indicated. |  |  |  |  |
| Demonstrates appropriate care and application of visual and hearing devices. |  |  |  |  |
| Uses supportive communication in client interactions. |  |  |  |  |
| **Incorporates appropriate interventions to maximize physical functioning & mobility,**  **maintaining proper body mechanics** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Turns and positions the resident in a bed or chair per resident care plan. |  |  |  |  |
| Recognizes contractures, reports and follows plan of care to prevent or minimize them. |  |  |  |  |
| Demonstrates the use of assistive devices in ambulation such as crutches, walker, cane, and wheel chair. |  |  |  |  |
| Reinforces the use of assistive devices in transferring clients—gait belt, mechanical lifters, slide board, lift sheet. |  |  |  |  |
| Recognizes need for and implements appropriate use of footboards, hand rolls, bed cradles, and abductor pillows. |  |  |  |  |
| Identifies complications of immobility and follows through with appropriate interventions according to the plan of care. |  |  |  |  |
| Promotes resident independence in the activities of daily living. |  |  |  |  |
| **Implements appropriate interventions to maintain continence and minimize problems related to elimination** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Measures, calculates, and records fluid intake and output. |  |  |  |  |
| Reinforces bowel and bladder training and implements scheduled toileting plans according to plan of care. |  |  |  |  |
| Uses appropriate interventions and adaptations to maintain normal bladder and bowel routine such as high-rise toilet seat, toileting per normal routine while allowing privacy. |  |  |  |  |
| Provides care for client with supra‑pubic catheter. |  |  |  |  |
| Assists with proper care of leg bags and down drain bags. |  |  |  |  |
| **Functions as a member of the health team within the health care community and/or community** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Identifies the essential functions of the health care community and states the differences between acute care, long‑term care, assisted living, and home care. |  |  |  |  |
| Identifies the essential functions of care team members and all community staff. |  |  |  |  |
| Explains the essential duties of the nursing team. |  |  |  |  |
| Performs and completes assignments related to workload, education, and other duties within the established community guidelines. |  |  |  |  |
| Intervenes in situations involving unsafe or inadequate care. |  |  |  |  |
| Demonstrates knowledge of and reinforces community policy and safety procedures. |  |  |  |  |
| Demonstrates ability to review care plan, implement interventions, and communicate needed changes to charge nurse in support of resident's preferences. |  |  |  |  |
| Completes tasks promptly without “rushing” resident. |  |  |  |  |
| Serves as a resource person to new nursing assistants. |  |  |  |  |
| Participates in care planning process. |  |  |  |  |
| Participates in admission/discharge and transfer of resident; gathering and identifying personal items and documenting according to guidelines. |  |  |  |  |
| Documents in electronic records according to community guidelines, using objective information. |  |  |  |  |
| **Demonstrates Ethical/Professional –Practices** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Demonstrates professional behavior according to community standards and guidelines**.** |  |  |  |  |
| Interprets, explains and applies the Resident Rights and right to self-determination. |  |  |  |  |
| Provides for client privacy and dignity at all times. |  |  |  |  |
| Maintains client confidentiality and adheres to HIPAA regulations. |  |  |  |  |
| Promotes the resident’s right to make personal choices and accommodates their needs. |  |  |  |  |
| Gives assistance in resolving grievances and disputes. |  |  |  |  |
| Maintains care and security of residents’ personal possessions. |  |  |  |  |
| Promotes the resident’s right to be free from abuse, mistreatment, and neglect. |  |  |  |  |
| Reports any instance of potential abuse, mistreatment, or neglect immediately to the appropriate supervisor. |  |  |  |  |
| Promotes client independence. |  |  |  |  |
| Assists client to participate in activities of their choice. |  |  |  |  |
| **Assists with treatments, procedures, and specimen collection** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Recognizes dangers of oxygen therapy and safety issues. |  |  |  |  |
| Applies warm moist compress under the direction of a licensed nurse. |  |  |  |  |
| Applies cold compress under the direction of a licensed nurse. |  |  |  |  |
| Applies anti‑embolism stockings/devices correctly with concern for resident skin integrity. |  |  |  |  |
| **Assists with treatments, procedures, and specimen collection** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Demonstrates ability to recognize discomfort/pain and report to licensed nurse. |  |  |  |  |
| Implements non-medicinal interventions according to plan of care. |  |  |  |  |

# Certified Nursing Assistant***, Dementia Specialty***

# O\*NET Code: 31-1014.00 RAPIDS Code: 0824-D

**Occupational Description: Performs** duties of CNA, Advanced with specialty in dementia. Delivers, cares for, and interacts with dementia and other cognitively impaired residents by incorporating skills to maintain individual dignity and well-being. Interacts with caregivers and residents and utilizes therapeutic communication and activities to maximize resident functions. Utilizes advanced knowledge of behaviors to implement interventions that minimizes adverse behavior.

**On-The-Job Learning:** The following competency areas have been identified to lend focus and direction to the professional development of nursing assistants. The apprentice will attain a basic level of mastery across all competency areas before receiving certification. Basic mastery will be represented by the apprentices being able to articulate their learning with each competency area and demonstrate that they have successfully integrated all the competencies in their work. The order in which the apprentices learn will be determined by the flow of work on-the-job and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average apprentice to learn each phase of the occupation and demonstrate competency. They are intended only as a guide to indicate the quality of training being provided and the ability of an apprentice to absorb this training in an average amount of time.

# Certified Nursing Assistant***, Dementia Specialty***

# O\*NET Code: 31-1014.00 RAPIDS Code: 0824-D

**Field Training** – Qualified Professional has provided training and demonstration of task to the apprentice.

**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.

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| **Competency Checklist** | Place a check mark in the box when complete. | | |  |
| **Incorporate Interventions for the Cognitively Impaired Resident to Facilitate Quality Care as a**  **Member of the Healthcare Team** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Utilize care plan for interventions and report successful interventions to charge nurse and document accordingly. |  |  |  |  |
| Monitor episodes of targeted behaviors and/or new behaviors according to community guidelines and report to appropriate supervisor. |  |  |  |  |
| **Demonstrate Effective Communication & Interaction with Cognitively Impaired and**  **Their Families** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Demonstrate redirecting a resident. |  |  |  |  |
| Verbalize and demonstrate various approaches for a resident who is resisting personal care that will maintain resident dignity and respect. |  |  |  |  |
| Demonstrate appropriate interventions for resident who is yelling or screaming. |  |  |  |  |
| Demonstrate use of distraction strategies as a therapeutic intervention. |  |  |  |  |
| Demonstrate use of activities from resident care plan to de-escalate a resident who is anxious. |  |  |  |  |
| Demonstrate effective communication with significant others. |  |  |  |  |
| **Provide Assistance with ADL’s, Mobility, and Therapeutic Activities that will Maximize Functional Well Being** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Demonstrate use of activities/exercises from resident care plan to maintain joint function for the cognitively impaired resident/client. |  |  |  |  |
| Implements care strategies that encourage ADL’s without increase resident anxiety and respects the resident’s dignity and desire for control. |  |  |  |  |
| Demonstrates strategies for promoting independence in all ADL’s. |  |  |  |  |
| **Apply Nutritional Interventions to Maximize/Maintain Nutritional Well Being in the Cognitively Impaired** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Demonstrates adapting the dining experience to resident care plan to maximize nutritional intake (i.e. offering small servings, introducing foods one at a time, etc.) |  |  |  |  |
| Demonstrates provision of finger foods, frequent meals, snacks, and fluids in a way the cognitively impaired resident will accept. |  |  |  |  |
| **Maintain a Safe Environment for Cognitively Impaired** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Demonstrate maintaining safe environment for wandering resident. |  |  |  |  |
| Demonstrate/verbalize actions to take for a resident who is striking out at another resident. |  |  |  |  |
| escribe protocol/policy to monitor resident location/criteria for use of elopement alarms, frequency of egress door checks, and other actions to prevent elopement. |  |  |  |  |
| Demonstrate maintaining safety from potential toxic substances that the confused resident may attempt to ingest. |  |  |  |  |
| Implement appropriate interventions to minimize environmental stimuli that may increase a confused resident’s agitation, i.e., noise levels, large groups, television, radio, etc. |  |  |  |  |
| Maintain a safe environment for residents and staff while de-escalating combative behavior. |  |  |  |  |

Certified Nursing Assistant, ***Geriatric Specialty***

O\*NET Code: 31-1014.00 RAPIDS Code: 0824G

**Occupational Description:** Performs any combination of following duties in care of residents in nursing home, or other medical community; under direction of nursing and medical staff: incorporates expanded knowledge of age related changes in maximizing functional status related to mobility and nutritional well-being; maintains respect and dignity in all aspects of care. Incorporates basic knowledge related to medications and effects on the aging adult while monitoring status and implementing strategies to prevent decline and maximize well-being. May be assigned to specific area of a nursing home, or medical community.

**On-The-Job Learning:** The following competency areas have been identified to lend focus and direction to the professional development of nursing assistants. The apprentice will attain a basic level of mastery across all competency areas before receiving certification. Basic mastery will be represented by the apprentices being able to articulate their learning with each competency area and demonstrate that they have successfully integrated all the competencies in their work. The order in which the apprentices learn will be determined by the flow of work on-the-job and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average apprentice to learn each phase of the occupation and demonstrate competency. They are intended only as a guide to indicate the quality of training being provided and the ability of an apprentice to absorb this training in an average amount of time.

Certified Nursing Assistant, ***Geriatric Specialty***

O\*NET Code: 31-1014.00 RAPIDS Code: 0824G

**Field Training** – Qualified Professional has provided training and demonstration of task to the apprentice.

**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.

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| **Competency Checklist** | Place a check mark in the box when complete. | | | |  |
| **Provides appropriate assistance with ADL’s to maximize independence and well- being**  **incorporating expanded understanding of aging considerations and client preferences** | Field Training | Demonstrates Fundamentals | | Proficient in Task | Completion  Date |
| Provides bathing assistance with consideration of resident’s physical, mental and cognitive status based on individual preferences and/or needs per resident care plan. |  |  | |  |  |
| Provides assistance with oral and denture care, recognizing and reporting problems such as loose fitting dentures, missing teeth, dry mouth, and plaque buildup per resident care plan. |  |  | |  |  |
| Gives nail care according to plan of care, monitoring condition & reporting abnormalities per resident care plan. |  |  | |  |  |
| Gives foot care and monitors condition for any early signs of breakdown per resident care plan. |  |  | |  |  |
| Provides assistance with dressing and undressing as needed based on individual needs and uses of assistive devices per resident care plan. |  |  | |  |  |
| Demonstrates use and care of prosthetic and orthotic devices and reports problems per resident care plan. |  |  | |  |  |
| Incorporates task segmentation with ADL’s as outlined in care plan per resident care plan. |  |  | |  |  |
| Provides assistance with bowel/bladder elimination based on individual needs per resident care plan. |  |  | |  |  |
| Demonstrates care of suprapubic and ostomy appliances per community procedure per resident care plan. |  |  | |  |  |
| Assists to maintain personal hygiene needs by providing hair care, shaving, peri care, applying make-up, washing and drying face and hands based on resident needs per resident care plan. |  |  | |  |  |
| **Provides therapeutic interventions in caring for cognitively impaired and meeting psychosocial and mental health needs of residents** | Field Training | Demonstrates Fundamentals | | Proficient in Task | Completion  Date |
| Demonstrates techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer’s and others) |  |  | |  |  |
| Communicates effectively with cognitively impaired residents. |  |  | |  |  |
| Communicates understanding of the behavior of cognitively impaired residents and verbalizes techniques to circumvent negative behaviors. . |  |  | |  |  |
| Responds appropriately to the behavior of cognitively impaired residents. |  |  | |  |  |
| Utilizes interventions to reduce the effects of cognitive impairments, incorporating therapeutic interventions according to plan of care. |  |  | |  |  |
| Provides support to families and significant others of cognitively impaired residents. |  |  | |  |  |
| Recognizes and reports signs and symptoms of depression and anxiety. |  |  | |  |  |
| Identifies and promptly reports mental status and behavioral changes. |  |  | |  |  |
| Implements interventions to support resident coping mechanisms according to the plan of care. |  |  | |  |  |
| Implements support for spiritual well-being according to individual wishes. |  |  | |  |  |
| **Assists in identifying the social needs of residents** | Field Training | Demonstrates Fundamentals | | Proficient in Task | Completion  Date |
| Assists in identifying basic human needs throughout the lifespan, including physical (security, shelter, food, clothing), socio-cultural (family, friends), and psychological (emotional, self‑esteem, and self-actualization**).** |  |  | |  |  |
| Observes mental status and behavior changes and reports immediately to their direct supervisor. |  |  | |  |  |
| Assists in identifying sources of stress common to residents. |  |  | |  |  |
| Modifies own behavior in response to resident behavior. |  |  | |  |  |
| Ensures that residents are not subject to abuse by anyone. |  |  | |  |  |
| Ensures that all incidences of alleged or suspected abuse/neglect are promptly reported immediately to their direct supervisor. |  |  | |  |  |
| Facilitates the client's expression of needs and provides supportive communication. |  |  | |  |  |
| Assists and instructs clients to be independent in the activities of daily living. |  |  | |  |  |
| Modifies care to accommodate client values, customs or habits. |  |  | |  |  |
| Uses family members as a source of resident emotional support. |  |  | |  |  |
| Provides appropriate care for residents with depression, schizophrenia, and mental retardation. |  |  | |  |  |
| **Incorporates appropriate interventions in caring for dying residents** | Field Training | Demonstrates Fundamentals | | Proficient in Task | Completion  Date |
| Identifies and recognizes the stages of dying. |  |  | |  |  |
| Assists in care of dying client and their family members considering spiritual and cultural beliefs. |  |  | |  |  |
| Observes, records and reports cessation of vital signs. |  |  | |  |  |
| Provides post-mortem care according to community guidelines. |  |  | |  |  |
| **Applies nutritional interventions to maximize/maintain nutritional health** | Field Training | Demonstrates Fundamentals | | Proficient in Task | Completion  Date |
| Assists resident with thickened liquids per resident care plan. |  |  | |  |  |
| Recognizes thickened liquid consistency and demonstrates ability to mix and administer appropriately. |  |  | |  |  |
| Identifies therapeutic diets, the foods included in each specific diet, and the conditions where specific diets are prescribed. |  |  | |  |  |
| Recognizes personal, cultural, and religious variations in diet. |  |  | |  |  |
| Identifies why a client may need to be encouraged to drink fluids as ordered and recognizes symptoms of dehydration and reports promptly |  |  | |  |  |
| Provides and restricts fluids as ordered, verbalizing rationale for restrictions. |  |  | |  |  |
| Prepares and positions the client appropriately for meals. |  |  | |  |  |
| Implements measures to minimize weight loss per resident care plan.. |  |  | |  |  |
| Assists the client with eating using effective feeding techniques per resident care plan. |  |  | |  |  |
| Demonstrates use of assistive eating devices per resident care plan. |  |  | |  |  |
| Observes and records the amount/percentage consumed per resident care plan. |  |  | |  |  |
| Assists resident with thickened liquids and identify consistencies as needed per resident care plan. |  |  | |  |  |
| **Maintains a safe, homelike environment for geriatric residents** | Field Training | Demonstrates Fundamentals | | Proficient in Task | Completion  Date |
| Establishes a safe, clean, comfortable and homelike environment with regard for the resident's preferences. |  |  | |  |  |
| Identifies environmental safety hazards and reports immediately to their direct supervisor. |  |  | |  |  |
| Maintains and enforces safety precautions per community policy and procedures. |  |  | |  |  |
| Ensures faulty equipment is identified and lock-out tags out procedures are implemented per community policy and procedures. |  |  | |  |  |
| Verbalizes appropriate interventions to prevent elopement. |  |  | |  |  |
| Monitors equipment safe use and reports immediately to their direct supervisor. |  |  | |  |  |
| **Incorporates expanded knowledge of geriatrics in care delivery, makes observations in the care of residents with**  **complex clinical needs and alerts nursing and medical staff to changes in condition** | Field Training | Demonstrates Fundamentals | Proficient in Task | | Completion  Date | |
| Recognizes resident need for skin protectors, i.e. geri-gloves, etc. to protect fragile skin & implements as needed. |  |  |  | |  | |
| Promotes sense of value incorporating past life experiences and recognitions, encouraging appropriate activity participation and recognizing individual sense of worth. |  |  |  | |  | |
| Serves as a resident advocate in care planning individualized interventions according to resident preferences. |  |  |  | |  | |
| Incorporates knowledge of care of residents with complex infection-control needs including M.R.S.A. and VRE. |  |  |  | |  | |
| Incorporates knowledge of care for residents with chronic or severe pain |  |  |  | |  | |
| Recognizes symptoms of fecal impaction, monitors bowel function, and promptly reports any abnormalities immediately to their direct supervisor. |  |  |  | |  | |

Certified Nursing Assistant, ***Restorative Specialty***

O\*NET Code: 31-1014.00 RAPIDS Code: 0824R

**Occupational Description:** Performs any combination of following duties: Assists with resident’s activities of daily living (ADL’s) and mobility by incorporating advanced knowledge of musculature, and conditions by using adaptive equipment and task segmentation to maximize function. Provides restoration principles in dining, incorporating skills for communication and swallowing techniques, along with adaptive devices. Works with nursing and rehab specialists on reviewing interventions and monitoring resident/client response.

**On-The-Job Learning:**  The following competency areas have been identified to lend focus and direction to the professional development of nursing assistants. The apprentice will attain a basic level of mastery across all competency areas before receiving certification. Basic mastery will be represented by the apprentices being able to articulate their learning with each competency area and demonstrate that they have successfully integrated all the competencies in their work. The order in which the apprentices learn will be determined by the flow of work on-the-job and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average apprentice to learn each phase of the occupation and demonstrate competency. They are intended only as a guide to indicate the quality of training being provided and the ability of an apprentice to absorb this training in an average amount of time.

Certified Nursing Assistant, ***Restorative Specialty***

O\*NET Code: 31-1014.00 RAPIDS Code: 0824R

**Field Training** – Qualified Professional has provided training and demonstration of task to the apprentice.

**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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency Checklist** | Place a check mark in the box when complete. | | | |  | |
| **Mobility: Demonstrate use of appropriate mobility, balance and strengthening exercises as well as incorporating these into therapeutic activities** | Field Training | | Demonstrates Fundamentals | Proficient in Task | Completion  Date | |
| Demonstrate appropriate usage of adaptive equipment: walkers, canes, wheelchairs, prosthesis. |  | |  |  |  | |
| Incorporates fall prevention strategies per resident care plan. |  | |  |  |  | |
| Demonstrate appropriate turning and repositioning and use of devices to prevent skin breakdown. |  | |  |  |  | |
| Demonstrate appropriate positioning, transfer techniques, and monitoring of resident. |  | |  |  |  | |
| Reinforce basic range of motion and demonstrate use of related equipment |  | |  |  |  | |
| Discuss complications that arise from improper positioning. |  | |  |  |  | |
| Demonstrate use of various assistive devices in ambulation. |  | |  |  |  | |
| Reinforce good body mechanics during all transfers. |  | |  |  |  | |
| **Activities of Daily Living (ADL’S): Demonstrate and use task segmentation in assisting a resident to complete ADL’s and appropriate use of adaptive equipment** | Field Training | | Demonstrates Fundamentals | Proficient in Task | Completion  Date | |
| Demonstrate and assist resident with reaching devices and other adaptive equipment. |  | |  |  |  | |
| Demonstrate how to modify the environment to promote independence in daily living activities. |  | |  |  |  | |
| Demonstrate understanding of how to monitor fatigue. |  | |  |  |  | |
| Assists with dressing/undressing programs, grooming, bathing, toileting, exercise/movement programs or eating/swallowing programs according to plan of care. |  | |  |  |  | |
| Provides or assists in providing all assigned residents' ordered tasks within appropriate time frame, using appropriate infection control procedures. |  | |  |  |  | |
| Maintains residents' self-esteem, privacy and confidentiality of personal information. |  | |  |  |  | |
| Assists residents to attain/maintain their individual highest functional level of independence. |  | |  |  |  | |
| **Restorative dining, swallowing deficits** | Field Training | | Demonstrates Fundamentals | Proficient in Task | Completion  Date | |
| Demonstrate understanding of resident specific goals related to a restorative dining program |  | |  |  |  | |
| Provide alternate food choices as per their plan of care. |  | |  |  |  | |
| Provide a positive experience for eating. |  | |  |  |  | |
| Document intake and observations per community policy. |  | |  |  |  | |
| Demonstrate use of built-up utensils, plate guards, and non-skid material and other accommodations that may be individual to each resident. |  | |  |  |  | |
| Demonstrate safe feeding techniques. |  | |  |  |  | |
| Demonstrate understanding of hazards and/or complications related to swallowing. |  | |  |  |  | |
| Demonstrate understanding of the different types of diet textures and liquid consistencies. |  | |  |  |  | |
| **Demonstrates prosthetic care and assistance** | Field Training | | Demonstrates Fundamentals | Proficient in Task | Completion  Date | |
| Demonstrates prosthetic care and assistance |  | |  |  |  | |
| **Demonstrate techniques for working with clients with aphasia, dysarthria, emotional liability and other communication challenges or limitations** | Field  Training | Demonstrates Fundamentals | | Proficient in Task | | Completion  Date |
| Demonstrate understanding of techniques used to manage short and long term memory loss. |  |  | |  | |  |
| Demonstrate strategies for assisting residents with receptive and expressive aphasia |  |  | |  | |  |
| **Plan of care, using restorative concepts and documentation and communication** | Field  Training | Demonstrates Fundamentals | | Proficient in Task | | Completion  Date |
| Report observations of resident's condition or change in functional status. |  |  | |  | |  |
| Accommodates residents' needs through responding appropriately to verbal/nonverbal expressions of need |  |  | |  | |  |
| **Pain management: Incorporates knowledge of care of residents with chronic pain** | Field  Training | Demonstrates Fundamentals | | 1. Proficient in Task | | Completion  Date |
| Pain management: Incorporates knowledge of care of residents with chronic pain. |  |  | |  | |  |
| **Safety Issues: Demonstrates the safe use and maintenance of equipment** | Field  Training | Demonstrates Fundamentals | | Proficient in Task | | Completion  Date |
| Safety Issues: Demonstrates the safe use and maintenance of equipment |  |  | |  | |  |

Certified Nursing Assistant ***Medication Aide Specialty***

O\*NET Code: 31-1014.00 RAPIDS Code: 0824MA

**Description: (Prerequisite Nurse Aide, on state registry)** Perform duties of Medication Aide with proficiency and provides medication and records the provision of medications to residents under the direction and monitoring of a registered nurse according to the provision of State Regulations for Medication Aides. Pre-requisite: Applicants must be drug free and working in a nursing, residential or related type of community. If employed at a certified nursing or residential or related type community all applicants must be employed for at least six months, be on the Direct Care Worker registry, & provide recommendation from the administrator in the community in which they are employed. If employed in assisted living must provide recommendation from administrator.

**On-The-Job Learning:** The following competency areas have been identified to lend focus and direction to the professional development of nursing assistants. The apprentice will attain a basic level of mastery across all competency areas before receiving certification. Basic mastery will be represented by the apprentices being able to articulate their learning with each competency area and demonstrate that they have successfully integrated all the competencies in their work. The order in which the apprentices learn will be determined by the flow of work on-the-job and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average apprentice to learn each phase of the occupation and demonstrate competency. They are intended only as a guide to indicate the quality of training being provided and the ability of an apprentice to absorb this training in an average amount of time.

Certified Nursing Assistant ***Medication Aide Specialty***

O\*NET Code: 31-1012.00 RAPIDS Code: 0824MA

**Field Training** – Qualified Professional has provided training and demonstration of task to the apprentice.

**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.

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| --- | --- | --- | --- | --- |
| **Competency Checklist** | Place a check mark in the box when complete. | | |  |
| **Resident rights, respect to privacy and abuse** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Recognize and adheres to the right to privacy related to diagnosis, medications and treatments. |  |  |  |  |
| Identify information that is considered private and confidential. |  |  |  |  |
| Identify what specific information may be shared with different members of the interdisciplinary team. |  |  |  |  |
| Recognize and honor the resident’s right to refuse care. |  |  |  |  |
| Seek advice and consultation from registered nurse for appropriate persuasive methods to take in the case of a resident who does not have the capacity to make informed decisions. |  |  |  |  |
| Verbalize appropriate action to take in situations of abuse reports or observations. |  |  |  |  |
| **Activities of Daily Living (ADL’S): Demonstrate and use task segmentation in assisting a resident to complete ADL’s and appropriate use of adaptive equipment** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion  Date |
| Demonstrate and assist resident with reaching devices and other adaptive equipment. |  |  |  |  |
| Demonstrate how to modify the environment to promote independence in daily living activities. |  |  |  |  |
| Demonstrate understanding of how to monitor fatigue. |  |  |  |  |
| Assists with dressing/undressing programs, grooming, bathing, toileting, exercise/movement programs or eating/swallowing programs according to plan of care. |  |  |  |  |
| Provides or assists in providing all assigned residents' ordered tasks within appropriate time frame, using appropriate infection control procedures. |  |  |  |  |
| Maintains residents' self-esteem, privacy and confidentiality of personal information. |  |  |  |  |
| Assists residents to attain/maintain their individual highest functional level of independence. |  |  |  |  |

**Date Completed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Apprentice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pella Academy:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Apprenticeship Competencies – Behavioral**

In addition to mastering all of the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies in order to complete the apprenticeship.

Ratings are:

(4) Exceeds targets; (3) Consistently achieves targets; (2) Meets some targets; (1) Not meeting targets; or (N/A) Not applicable.

Apprentices need to receive at least a "3" ranking in each category, by each of their nine month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

**Apprentice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ranking**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| tem # | **Behavioral Competencies** | **4** | **3** | **2** | **1** | **N/A** |
| 1. | Participation in team discussions/meetings |  |  |  |  |  |
| 2. | Focus in team discussions/meetings |  |  |  |  |  |
| 3. | Focus during independent work |  |  |  |  |  |
| 4. | Openness to new ideas and change |  |  |  |  |  |
| 5. | Ability to deal with ambiguity by exploring, asking questions, etc. |  |  |  |  |  |
| 6. | Knows when to ask for help |  |  |  |  |  |
| 7. | Able to demonstrate effective group presentation skills |  |  |  |  |  |
| 8. | Able to demonstrate effective one-on-one communication skills |  |  |  |  |  |
| 9. | Maintains an acceptable attendance record |  |  |  |  |  |
| 10. | Reports to work on time |  |  |  |  |  |
| 11. | Completes assigned tasks on time |  |  |  |  |  |
| 12. | Uses appropriate language |  |  |  |  |  |
| 13. | Demonstrates respect for customers, co-workers and supervisors |  |  |  |  |  |
| 14. | Demonstrates trust, honesty and integrity |  |  |  |  |  |
| 15. | Requests and performs work assignments without prompting |  |  |  |  |  |
| 16. | Appropriately cares for personal dress, grooming and hygiene |  |  |  |  |  |
| 17. | Maintains a positive attitude |  |  |  |  |  |
| 18. | Cooperates with and assists co-workers |  |  |  |  |  |
| 19. | Follows instructions/directions |  |  |  |  |  |
| 20. | Able to work under supervision |  |  |  |  |  |
| 21. | Able to accept constructive feedback and criticism |  |  |  |  |  |
| 22. | Able to follow safety rules |  |  |  |  |  |
| 23. | Able to take care of equipment and work place |  |  |  |  |  |
| 24. | Able to keep work area neat and clean |  |  |  |  |  |
| 25. | Able to meet supervisor's work standards |  |  |  |  |  |
| 26. | Able to not let personal life interfere with work |  |  |  |  |  |
| 27. | Adheres to work policies/rules/regulations |  |  |  |  |  |

Date Completed: Supervisor/Trainer:

***Section 2 – Minimum Qualifications for Apprenticeship 29 CFR* § *29.5(b)(1)***

Applicants shall meet the following minimum qualifications:

1. **Age**: Applicants shall be at least 16 years. Applicants must provide evidence of minimum age respecting any applicable State Laws or regulations.
2. **Education**: Can only enter registered apprenticeship in the junior year. Currently enrolled in CNA classes at Career Academy of Pella or previously enrolled.
3. **Other:** Career Acdemy of Pella and the Participating Employer(s) are committed to the health and well-being of every team member, and this commitment begins prior to hire. We also strive to assure compliance within our hiring process. As a result, Career Acdemy of Pella and the Participating Employer(s) requires candidates for employment to successfully complete a background check according to our regulatory requirements, two reference checks, and a post-offer pre-employment health assessment, drug test, and TB test. Post-offer pre-employment nicotine screens may be required for leadership or location-specific job roles as outlined by Career Acdemy of Pella and the Participating Employer(s) procedure. Each of these checks and/or assessments help to ensure that candidates for hire are free from background or health problems that could be a risk to the team member, other team members, residents, clients or visitors and are generally at the Participating Employer(s) ’s expense (unless otherwise noted in Career Acdemy of Pella and the Participating Employer(s) policy). Additionally, our pre-employment assessment process also helps to ensure candidates can meet the essential functions of the position to which they have been extended an offer of employment. Career Acdemy of Pella and the Participating Employer(s) will comply with any applicable local, state or federal laws pertaining to hiring and employment regulations
4. **Other:** Applicants will be drug free and agree to submit to random drug testing.
5. **Other:** Shall have parental consent if below the age of 18.

***Section 3 – Term of Apprenticeship 29CFR*§ 29.5(b)(2)**

1. The term of Apprenticeship shall be a period of reasonably continuous employment, including the probationary period as stated on this “Trade Schedule” attached to and made a part of these Standards; plus the required hours per year of related education.

2. The program is premised on competencies demonstrated in lieu of time considerations. However, Title 29, CFR Part 29 requires that time considerations be addressed in the Standards.

3. The term of apprenticeship shall be no less than 2000 hours of reasonably continuous employment and training on the job, supplemented by the required minimum 144 hours of job related education.

4. An Apprentice, who, by exceptional aptitude or as a result of past education and/or practical experience, achieves the desired level of competency in a phase of the Apprenticeship Program in less than the time designated or illustrates existing competency on the initial assessment, may be advanced to the appropriate level.

***Section 4 – Apprentice to Professional Ratio 29 CFR* § *29.5(b)(7)***

1. A numeric ratio of apprentices to fully skilled professionals in the occupation consistent with proper supervision, training, safety, and continuity of employment throughout the apprenticeship except where such ratios are expressly prohibited by collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, employer’s total workforce, department, or plant.
2. The ratio for peer-professional to apprentice will be no greater than 1-3 on any given shift. The ratio for the Mentor for the peer-professional may be up to 1-5 with mentor support also provided by the Employer via intranet and periodic conference calls. This ratio will provide the number of CNA’s necessary for the needs of the employer. The ratio language must be specific and clearly described as to its application on the job site.

***Section 5 – Probationary Period 29 CFR* § *29.5(b)(8) and 29 CFR* § *29.5(b) (20)***

1. The first 500 hours as a registered apprentice shall be considered a Probationary Period if the apprentice is a new hire, as consistent with Career Academy of Pella and the Participating Employer(s) policy.
2. During the probationary period either the apprentice or the Sponsor may terminate the Apprenticeship Agreement, without stated cause, by notifying the other party in writing. The records for each probationary apprentice will be reviewed prior to the end of the probationary period. Records may consist of periodic reports regarding progression made in both the OJL and related instruction, and any disciplinary action taken during the probationary period.
3. Any probationary apprentice evaluated as satisfactory after a review of the probationary period will be given full credit for the probationary period and continue in the program.
4. After the probationary period the Apprenticeship Agreement may be canceled at the request of the apprentice, or may be suspended or canceled by the Sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. In such cases, the Sponsor will provide written notice to the apprentice and to the Registration Agency of the final action taken.

***Section 6 – Apprentice Wage Progression 29 CFR §* *29.5(b)(5)***

1. Apprentices shall be paid a progressively increasing schedule of wages for each hour spent on the job during their apprenticeship based on the acquisition of increased skill and competence as the training progresses.

2. Before an apprentice is advanced to the next segment of training or to fully proficient professional, the sponsor will evaluate all progress to determine whether advancement has been earned by satisfactory performance in OJL and in Related Training Instructioncourses. In determining whether satisfactory progress has been made, the sponsor will be guided by the work experience and Related Training Instructionrecords and reports.

3. At no time will the starting wage rate be less than that required by any minimum wage law which may be legally applicable.

4. To qualify for the next level the apprentice must have completed the necessary on-the-job learning (OJL) hours and the related education component, as listed on the *On-the-Job Learning and Related Training Instruction (RTI)* outlinerelated to this occupation.

|  |  |
| --- | --- |
| **Specialty** | **Starting Wage** |
| 1-Certified Nursing Assistant I | $12.00 |
| 2-Certified Nursing Assistant Advanced | $12.00 |
| 3. Dementia Specialty | $12.00 |
| 3-Geriatric | $12.00 |
| 3-Restorative | $12.00 |
| 4-Certified Medication Aide | $15.00 |

The current Wage Rate for an employee at the completion requirements of apprenticeship for CNA is $12.40 per hour.

*Note: The completion requirements of apprenticeship and to be eligible for a Certificate of Completion of Apprenticeship the apprentice must successfully complete training in Level 1, Level 2 and in one Level 3 specialty.*

***Section 7 – Apprenticeship Instructor Qualifications 29 CFR §* *29.5(b)(4)(i)(ii)***

1. Every Apprenticeship Instructor shall:

Meet the State Dept. of Education’s requirements for a vocational technical instructor in the State of Registration.

or

1. Be a subject matter expert which is defined as an individual who is recognized within an industry as having expertise in a specific occupation.

and

1. Have training in teaching techniques and adult learning styles, which may occur before or after the apprenticeship instructor has started to provide the Related Training Instruction (RTI)

***Section 8 – Job Related Education 29 CFR §* *29.5(b)(4)***

Provider: Career Academy of Pella

Address: 210 E. University Street

Pella, IA 50219

Method: Classroom Training

1. Related Training Instruction courses supplement the on-the-job learning and lists courses that provide technical ability. This Nurse Aide course has been revised to meet the training requirements of the Omnibus Budget Reconciliation act of 1987 (OBRA) for aides working in nursing facilities and skilled nursing facilities (SNF). Emphasis in the course is on students achieving basic level of knowledge and demonstrating skills to provide safe, effective resident care.
2. The sponsor will secure competent instructors whose knowledge, experience, and ability to teach will be carefully examined and monitored. The sponsor may require the instructors to attend instructor training to meet the requirements of 29 CFR § 29.5(b)(4)(i)(ii) or state regulations.
3. The sponsor will secure the instructional aids and equipment it deems necessary to provide quality instruction.
4. This course has been approved by the Department of Inspections and Appeals.
5. Each Apprentice’s attendance and progress in related education must be tracked and appropriate records maintained.
6. Any apprentice who is absent from related instruction will satisfactorily complete all coursework missed before being advanced to the next period of training. In cases of failure of an apprentice to fulfill the obligations regarding related instruction without due cause, the sponsor will take appropriate disciplinary action and may terminate the apprenticeship agreement after due notice to the apprentice and opportunity for corrective action.
7. To the extent possible, related instruction will be closely correlated with the practical experience and training received on the job. The sponsor will monitor and document the apprentice’s progress in related instruction classes.
8. The CNA class includes 32 hours of clinical training in a long term community, 15 lab hours, and 33 hours’ lecture. Clinical schedule will be arranged by the instructor and dates given the students on the first day of class and may include weekend hours.
9. During the term of apprenticeship, each Apprentice is required to complete approximately 217-243 hours of related training instruction.
10. Courses may be taken during or outside the regular working hours. All time spent in such classes after regular working hours shall not be considered as hours of work. If required to attend classes or work through on-line courses, the apprentices shall be compensated at their regular hourly rate.
11. Time devoted to the Related Training Instruction shall not be considered as part of the on-the-job learning (OJL).
12. Failure on the part of the Apprentice to fulfill their obligation as to the related education and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
13. Apprentices will be paid for hours spent attending related instruction classes.
14. The sponsor will inform each apprentice of the availability of college credit through the Registered Apprenticeship College Consortium (RACC).

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| **Related Training and Instruction** |
| **CNA** |
| MATH (PELLA-CORE MATH 1, 2, 3 OR MATH 1, 2, 3) |
| Arrange, add, subtract, multiply and divide whole numbers |
| Solve practical problems using addition, subtraction, multiplication and division of whole numbers |
| Solve practical problems involving fractions |
| Solve problems using operations with decimal fractions |
| Analyze problems to determine whether they are direct or inverse proportions, set up proportions and solve for unknowns |
| Solve more complex percentage problems in which two of the three parts are not directly given |
| Solve practical applied problems involving tolerances and limits (customary and metric) |
| Solve practical applied customary length, area, volume, capacity and weight problems |
| Solve practical applied metric length, , area, volume, capacity and weight problems |
| Solve formulas by substituting numbers for letters, word statements and diagram values |
| Compute areas of more complex figures that consist of two or more common polygons |
| Read and interpret data from given vertical and horizontal bar graphs |
| Draw and label vertical and horizontal bar graphs using given data |
| Read and interpret data from given circle graphs |
| Read and interpret data from given broken-line, straight-line and curved-line graphs |
| **LANGUAGE ARTS (PELLA-COMMUNICATIONS SKILLS\*)** |
| Prepare and deliver an informative speech |
| Give and accept constructive criticism |
| Identify strategies for different types of conflict |
| Define the term nonverbal communication and explain how it differs in each of the three cultural levels: technical, formal and informal |
| Create a resume appropriate for a high school student going to the next steps of their life |
| Define the term small group and list the uses and values of small group communication in an effective organization |
| Actively participate in small group, problem-solution process and present the results to an audience |
| Summarize the communication skills needed by effective team members in a leadership position and why these skills are so important |
| Identify the leader’s responsibilities during a team meeting |
| Formulate a message while writing a business letter |
| Demonstrate proficiency in a job interview |
| **FINANCIAL LITERACY (PELLA-FINANCIAL LITERACY OR LIFE MANAGEMENT** |
| Explain the three basic reasons for saving money |
| Develop a plan for spending and saving that has both long-term and short-term components |
| Evaluate investment alternatives: money markets, bonds, single stocks, mutual funds, annuities and real estate |
| Identify the costs of using various credit |
| Understand that integrity and honesty are important when it comes to negotiating with others |
| Analyze the components of an employer benefits package |
| Differentiate between term and cash life insurance |
| Describe factors affecting take-home pay |
| **HEALTH-CPR-PELLA-HEALTH)** |
| CPR Certification |
| Identify situations that cause stress |
| Identify stress management techniques |
| List ways you can personally conserve resources or reduce pollution |
| Describe how the skills of communication, cooperation and compromise are essential for healthy relationships |
| Identify what is and is not sexual harassment |
| **APPRENTICESHIP SPECIFIC SKIILLS** |
| **PELLA - CNA** |
| \*\* Competencies listed on previous pages |
| **PELLA – ADVANCED CNA** |
| \*\* Competencies listed on previous pages |

**Certified Nursing Assistant I**

O\*NET Code: 31-1014.00 RAPIDS Code: 0824C

**Federal and State Certification: Authorizing Statute: Code of Iowa 441, Chapter 81: Requirements for License:** Though not licensed in Iowa, an individual wishing to become a CNA must either enroll themselves or be sponsored by their employer to take the 80-hour course and competency tests provided by a testing site (usually the community colleges). After they have completed the course and passed both the skills and written competency tests, their name is automatically placed on the Iowa Nurse Aide Registry and they are issued a 6-digit ID number.

|  |
| --- |
| **Course Titles** |
| Unit 1- Characteristics and functions of an effective nurse aide. |
| Unit II- Responsibilities in maintaining a safe environment. |
| Unit III- Assist residents in achieving personal hygiene needs. |
| Unit IV- Methods of assisting resident in meeting nutritional needs. |
| Unit V- Provide routine care procedures; vital signs, height and weight and intake and output. |
| Unit VI- Emphasizes needs of residents with special conditions. |

Hours of Job Related Education **80-Hour Nurse Aide Class**

# **Certified Nursing Assistant, *Advanced***

# O\*NET Code:31-1014.00 RAPIDS Code: 0824A

This Course is designed to be given either in conjunction with the following approved 80-hour Nurse Aide Course. The 75-hour Nurse Aide course meets OBRA (Nursing Home Reform) requirements for nurse aides who work in long term care. Certified Nursing Assistant Advanced provides the Apprentice with content emphasizing the knowledge, attitude and skills necessary for providing patient care in the acute setting.

The Certified Nurse Assistant Advanced course requires an additional 45 hours of classroom and laboratory, and an additional 30 hours of clinical for a total of 75 hours. The Clinical should be in an acute care setting.

|  |
| --- |
| **Course Titles** |
| Differentiates between the procedure for providing care in acute and long term care. |
| Practices safety measures in providing patient care in acute care setting. |
| Performs special procedures safely |

Hours of Related Training Instruction **75 Hours**

# **Certified Nursing Assistant, Dementia Specialty**

# O\*NET Code: 31-1014.00 RAPIDS Code: 0824-D

|  |
| --- |
| **Course Titles** |
| Alzheimer’s disease and related dementias: stages, early signs, treatments, physical changes. |
| Developing a therapeutic environment for the cognitively impaired resident |
| Support and resources for family & caregivers |
| Psychoactive medications in dementias and cognitively impaired adults |
| Role of the CNA, Dementia Specialist as part of the healthcare team |

Approximate Hours of Job Related Education **62 –Hours**

***Certified Nursing Assistant, Geriatric Specialty***

O\*NET Code: 31-1014.00 RAPIDS Code: 0824G

|  |
| --- |
| **Course Titles** |
| General concepts on aging and body system changes  Describes the aging process and common myths of aging.  Identifies developmental tasks associated with the aging process.  Identifies the role of elderly in the home and community, including cultural and religious aspects.  Identifies major health problems found in the aging process.  Identifies major physical system changes in the aging process:   * Respiratory system—COPD, bronchitis, asthma, TB.   Cardiac system—CHF, MI, atherosclerosis, angina, hypertension, pacemakers   * Urinary system—various types of incontinence, UTI’s and identifies appropriate indications for catheters. * Metabolic system—diabetes, dialysis issues and kidney dysfunction. * Integumentary system—skin tears, skin ulcers(stasis vs. pressure) shingles, lice/scabies. * Nervous system—CVA, TIA, Parkinson’s disease, spinal cord injuries, cerebral palsy. * Gastrointestinal system—diverticulitis, ulcers, hernias, gall bladder disease. * Musculoskeletal system—fractures, osteoporosis, arthritis and contractures. * Reproductive system—AIDS, benign prostatic hypertrophy, prolapsed uterus, post menopause. * Sight and hearing: cataracts, glaucoma, hearing loss. |
| Resident assessment process and the specialty nurse assistant role in care planning and interventions |
| Cognition and mental health & behavioral manifestations |
| Medication use in the geriatric population |

Approximate Hours of Job Related Education **88 -Hours**­­­­­­­­­­­­­­­­­­

***Certified Nursing Assistant, Restorative Specialty***

O\*NET Code: 31-1014.00 RAPIDS Code: 0824R

|  |
| --- |
| **Course Titles** |
| Role of restorative as part of the healthcare team |
| Muscles, joints, common disorders, conditions & changes in geriatric populations |
| Restorative dining, swallowing problems & therapeutic Interventions |
| Adaptive devices and therapeutic interventions in Activities of Daily Living skills |
| Communicating challenges and interventions for aphasia and other disorders |
| Bowel & bladder changes, conditions, & interventions |
| Pain management and use of the pain scale |

Approximate Hours of Related Training Instruction **88 –Hours**

# ***Certified Nursing Assistant, Medication Aide Specialty***

O\*NET Code:  31­1012.00 RAPIDS Code:  0824MA

Description: This class is for certified nursing assistants and residential aides working in LTC or Residential facilities. Successful completion qualifies the participants to pass medications according to the standards of the State Department of health. Applicant must be employed at least six months in sponsoring facility, be recommended by facility, and must be on the DCW Registry.

|  |
| --- |
| Course Titles |
| Role of the medication aide: Basic competencies, legal aspects and supporting procedures |
| Drugs and med aide activities (storage, packaging, disposal, accounting for meds, PRN meds, medication errors, delegated activities, etc.) |
| Body systems, drug metabolism and related drug families used in treatment |
| Resident rights, abuse, infection control and safety issues related to medications |
| Clinical |

Approximate Hours of Related Training Instruction 40 hours Classroom 10 hours Clinical = **50 –hours**

Appendix A3 - On-the-Job Learning and Education Outline

|  |  |  |
| --- | --- | --- |
| **Cook Hotel & Restaurant (Chef De Parti)** | *O\*Net Code* | *RAPIDS Code* |
| **35-2014.00** | 0663CB |

***Section 1 – On-the-Job Learning [29 CFR 29.5(b)(2)]***

1. During the apprenticeship, the apprentice shall receive work experience and job related education in all phases of the occupation, including safe work practices, necessary to develop the skill and proficiency of a skilled professional.

2. The sponsor or its designated apprenticeship committee must ensure apprentices are rotated throughout the various work processes to ensure a well-rounded professional upon completion of the apprenticeship, and identify what methodology will be used to track progression of experience on-the-job.

3. Such on-the-job learning shall be carried on under the direction and guidance of a qualified professional.

**Apprenticeship Competencies – Technical**

The below on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any particular sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the trade. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.

Ratings are:

**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.

Apprentices need to be “proficient in task” in each category, by each of their nine month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

**Apprentice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Start Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SERV SAFE Certification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Competency Checklist** | **Place a check mark in the box when complete.** | | |  |
|  | **Fundamental Cook** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| **1** | Identification of basic food safety and sanitation and kitchen tour, restaurant safety videos |  |  |  |  |
| **2.** | Demonstration of proper storage procedures |  |  |  |  |
| **3.** | Demonstration of usage of basic kitchen equipment (dish machine,convection oven, gas cooktop, food processor, mixer, immersion blender, blender, microwave, hotel pans, proof box) |  |  |  |  |
| **4.** | Knife skills (Properly and accurately cut all the classical cuts via various mediums: classical cuts: brunoise, battonet, tournee, chiffonade, rondelle, concasse a tomato) |  |  |  |  |
| **5.** | Mise en place of bakery, entree, appetizer, salad, and dessert |  |  |  |  |
|  | **Culinarian** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| **6.** | Standardize recipes by weight and volume |  |  |  |  |
| **7.** | Demonstration of cooking skills including braising, saute, frying, par-boiling, poaching, roasting, grilling, broiling, stewing, steaming, pan frying) |  |  |  |  |
| **8.** | Demonstration of soup and stock cookery (creme, puree, bisque, clear, vegetable, cold, chowder) |  |  |  |  |
| **9.** | Demonstration of thickening agents: roux, blond, white, brown, how to make slurry, and a liaison |  |  |  |  |
| **10.** | Demonstration of sauces and flavorings: 5 classical sauces: Bechamel, Espagnole, tomato, Hollandaise, and Veloute and other sauces coulis and demi-glaze, beurre blanc, au jus, pan-gravies; For flavorings demonstrate and identify the use of the following herbs, spice, mire poix, remade dry seasoning mix, bouquet garni, sachet |  |  |  |  |
|  | **Sous Chef** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
| **11.** | Demonstrate site specific purchasing and receiving skills including critical control points |  |  |  |  |
| **12.** | Batch cookery |  |  |  |  |
| **13.** | Cooking to order (Bistro and fine dining) |  |  |  |  |
| **14.** | Basic menu design |  |  |  |  |
| **15.** | Advanced meat preparations (smoking, meats, sausage, sous vid) |  |  |  |  |

**Date Completed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Apprentice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pella Academy:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Apprenticeship Competencies – Behavioral**

In addition to mastering all of the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies in order to complete the apprenticeship.

Ratings are:

(4) Exceeds targets; (3) Consistently achieves targets; (2) Meets some targets; (1) Not meeting targets; or (N/A) Not applicable.

Apprentices need to receive at least a "3" ranking in each category, by each of their nine month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

**Apprentice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ranking**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| tem # | **Behavioral Competencies** | **4** | **3** | **2** | **1** | **N/A** |
| 1. | Participation in team discussions/meetings |  |  |  |  |  |
| 2. | Focus in team discussions/meetings |  |  |  |  |  |
| 3. | Focus during independent work |  |  |  |  |  |
| 4. | Openness to new ideas and change |  |  |  |  |  |
| 5. | Ability to deal with ambiguity by exploring, asking questions, etc. |  |  |  |  |  |
| 6. | Knows when to ask for help |  |  |  |  |  |
| 7. | Able to demonstrate effective group presentation skills |  |  |  |  |  |
| 8. | Able to demonstrate effective one-on-one communication skills |  |  |  |  |  |
| 9. | Maintains an acceptable attendance record |  |  |  |  |  |
| 10. | Reports to work on time |  |  |  |  |  |
| 11. | Completes assigned tasks on time |  |  |  |  |  |
| 12. | Uses appropriate language |  |  |  |  |  |
| 13. | Demonstrates respect for customers, co-workers and supervisors |  |  |  |  |  |
| 14. | Demonstrates trust, honesty and integrity |  |  |  |  |  |
| 15. | Requests and performs work assignments without prompting |  |  |  |  |  |
| 16. | Appropriately cares for personal dress, grooming and hygiene |  |  |  |  |  |
| 17. | Maintains a positive attitude |  |  |  |  |  |
| 18. | Cooperates with and assists co-workers |  |  |  |  |  |
| 19. | Follows instructions/directions |  |  |  |  |  |
| 20. | Able to work under supervision |  |  |  |  |  |
| 21. | Able to accept constructive feedback and criticism |  |  |  |  |  |
| 22. | Able to follow safety rules |  |  |  |  |  |
| 23. | Able to take care of equipment and work place |  |  |  |  |  |
| 24. | Able to keep work area neat and clean |  |  |  |  |  |
| 25. | Able to meet supervisor's work standards |  |  |  |  |  |
| 26. | Able to not let personal life interfere with work |  |  |  |  |  |
| 27. | Adheres to work policies/rules/regulations |  |  |  |  |  |

Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor/Trainer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Section 2 – Minimum Qualifications for Apprenticeship 29 CFR* § *29.5(b)(1)***

Applicants shall meet the following minimum qualifications:

1. **Age**: Shall be at least 16 years of age.
2. **Education**: Can only enter registered apprenticeship in the junior year. Currently enrolled in Culinary classes at Career Academy of Pella or previously enrolled.
3. **Physical**/**Mental**: Shall be physically capable of performing the essential functions of the occupation without endangering the health and safety of themselves and/or fellow workers. Applicants shall be allowed to request reasonable accommodation for a disability to meet this standard when applicable.
4. **Other:** Applicants will be drug free and agree to submit to random drug testing.
5. **Other:** Shall have parental consent if below the age of 18.

***Section 3 – Term of Apprenticeship 29CFR*§ 29.5(b)(2)**

1. The term of Apprenticeship shall be a period of reasonably continuous employment, including the probationary period as stated on this “Trade Schedule” attached to and made a part of these Standards; plus the required hours per year of related education.

2. The program is premised on competencies demonstrated in lieu of time considerations. However, Title 29, CFR Part 29 requires that time considerations be addressed in the Standards.

3. The term of apprenticeship shall be no less than 2000 hours of reasonably continuous employment and training on the job, supplemented by the required minimum 144 hours of job related education.

4. An Apprentice, who, by exceptional aptitude or as a result of past education and/or practical experience, achieves the desired level of competency in a phase of the Apprenticeship Program in less than the time designated or illustrates existing competency on the initial assessment, may be advanced to the appropriate level.

***Section 4 – Apprentice to Professional Ratio 29 CFR* § *29.5(b)(7)***

1. A numeric ratio of apprentices to fully skilled professionals in the occupation consistent with proper supervision, training, safety, and continuity of employment throughout the apprenticeship except where such ratios are expressly prohibited by collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, employer’s total workforce, department, or plant.
2. The ratio for peer-professional to apprentice will be no greater than 1-1 on any given shift.

***Section 5 – Probationary Period 29 CFR* § *29.5(b)(8) and 29 CFR* § *29.5(b) (20)***

1. The first 500 hours as a registered apprentice shall be considered a Probationary Period if the apprentice is a new hire, as consistent with Career Acdemy of Pella and the Participating Employer(s) policy.
2. During the probationary period either the apprentice or the Sponsor may terminate the Apprenticeship Agreement, without stated cause, by notifying the other party in writing. The records for each probationary apprentice will be reviewed prior to the end of the probationary period. Records may consist of periodic reports regarding progression made in both the OJL and related instruction, and any disciplinary action taken during the probationary period.
3. Any probationary apprentice evaluated as satisfactory after a review of the probationary period will be given full credit for the probationary period and continue in the program.
4. After the probationary period the Apprenticeship Agreement may be canceled at the request of the apprentice, or may be suspended or canceled by the Sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. In such cases, the Sponsor will provide written notice to the apprentice and to the Registration Agency of the final action taken.

***Section 6 – Apprentice Wage Progression 29 CFR §* *29.5(b)(5)***

1. Apprentices shall be paid a progressively increasing schedule of wages for each hour spent on the job during their apprenticeship based on the acquisition of increased skill and competence as the training progresses.

2. Before an apprentice is advanced to the next segment of training or to fully proficient professional, the sponsor will evaluate all progress to determine whether advancement has been earned by satisfactory performance in OJL and in Related Training Instructioncourses. In determining whether satisfactory progress has been made, the sponsor will be guided by the work experience and Related Training Instructionrecords and reports.

3. At no time will the starting wage rate be less than that required by any minimum wage law which may be legally applicable.

4. To qualify for the next level the apprentice must have completed the necessary on-the-job learning (OJL) hours and the related education component, as listed on the *On-the-Job Learning and Related Training Instruction (RTI)* outlinerelated to this occupation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Minimum Starting Wage** | **On-the-Job Learning Benchmark** | **Education Benchmark** |
| 1 | $12.00 | With supervision, begin field training and become familiar with all required competencies | Complete a minimum of 144 hours of Related Training Instructionwith satisfactory progress |
| 2 | $15.00 | With little or no supervision, demonstrate proficiency in all required tasks. | Attend required continuing education offerings |

The current Wage Rate for an employee at the completion requirements of apprenticeship for Cook Hotel & Restaurant (Chef De Parti) is $17.50 per hour.

***Section 7 – Apprenticeship Instructor Qualifications 29 CFR §* *29.5(b)(4)(i)(ii)***

Every Apprenticeship Instructor shall:

(1) Meet the State Dept. of Education’s requirements for a vocational technical instructor in the State of Registration.

or

1. Be a subject matter expert which is defined as an individual who is recognized within an industry as having expertise in a specific occupation.

and

1. Have training in teaching techniques and adult learning styles, which may occur before or after the apprenticeship instructor has started to provide the Related Training Instruction (RTI)

***Section 8- Related Training Instruction 29 CFR § 29.5(b)(4)***

Provider(s): Career Academy of Pella

Address: 210 E. University Street

Pella, IA 50219

Method: Classroom

1. During the term of apprenticeship, each Apprentice is required to complete approximately 234 hours of related training instruction.
2. Each Apprentice’s attendance and progress in related education must be tracked and appropriate records maintained.
3. Time devoted to the Related Training Instructionshall not be considered as part of the on-the-job learning (OJL).
4. Failure on the part of the Apprentice to fulfill their obligation as to the related education and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
5. Related Training Instructioncourses supplement the on-the-job learning and lists courses that provide technical ability.
6. The sponsor will secure competent instructors whose knowledge, experience, and ability to teach will be carefully examined and monitored.
7. The sponsor will secure the instructional aids and equipment it deems necessary to provide quality instruction.
8. Each Apprentice’s attendance and progress in related education must be tracked and appropriate records maintained.
9. Any apprentice who is absent from related instruction will satisfactorily complete all coursework missed before being advanced to the next period of training. In cases of failure of an apprentice to fulfill the obligations regarding related instruction without due cause, the sponsor will take appropriate disciplinary action and may terminate the apprenticeship agreement after due notice to the apprentice and opportunity for corrective action.
10. To the extent possible, related instruction will be closely correlated with the practical experience and training received on the job. The sponsor will monitor and document the apprentice’s progress in related instruction classes.
11. Time devoted to the Related Training Instructionshall not be considered as part of the on-the-job learning (OJL).
12. Failure on the part of the Apprentice to fulfill their obligation as to the related education and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
13. Apprentices “will not” be paid for hours spent attending related instruction classes.
14. The sponsor will inform each apprentice of the availability of college credit through the Registered Apprenticeship College Consortium (RACC).

The course listings outline the related education that supplements the on-the-job learning. It is through the combination of both the on-the-job learning and the related education that the apprentice can reach the skilled level of the occupation. The following is the required course curriculum during the term of apprenticeship.

|  |
| --- |
| **Related Training and Instruction** |
| **Culinary Arts – Basic** |
| MATH (PELLA-CORE MATH 1, 2, 3 OR MATH 1, 2, 3) |
| Arrange, add, subtract, multiply and divide whole numbers |
| Solve practical problems using addition, subtraction, multiplication and division of whole numbers |
| Solve practical problems involving fractions |
| Solve problems using operations with decimal fractions |
| Analyze problems to determine whether they are direct or inverse proportions, set up proportions and solve for unknowns |
| Solve more complex percentage problems in which two of the three parts are not directly given |
| Solve practical applied problems involving tolerances and limits (customary and metric) |
| Solve practical applied customary length, area, volume, capacity and weight problems |
| Solve practical applied metric length, , area, volume, capacity and weight problems |
| Solve formulas by substituting numbers for letters, word statements and diagram values |
| Compute areas of more complex figures that consist of two or more common polygons |
| Read and interpret data from given vertical and horizontal bar graphs |
| Draw and label vertical and horizontal bar graphs using given data |
| Read and interpret data from given circle graphs |
| Read and interpret data from given broken-line, straight-line and curved-line graphs |
| **LANGUAGE ARTS (PELLA-COMMUNICATIONS SKILLS\*)** |
| Prepare and deliver an informative speech |
| Give and accept constructive criticism |
| Identify strategies for different types of conflict |
| Define the term nonverbal communication and explain how it differs in each of the three cultural levels: technical, formal and informal |
| Create a resume appropriate for a high school student going to the next steps of their life |
| Define the term small group and list the uses and values of small group communication in an effective organization |
| Actively participate in small group, problem-solution process and present the results to an audience |
| Summarize the communication skills needed by effective team members in a leadership position and why these skills are so important |
| Identify the leader’s responsibilities during a team meeting |
| Formulate a message while writing a business letter |
| Demonstrate proficiency in a job interview |
| **FINANCIAL LITERACY (PELLA-FINANCIAL LITERACY OR LIFE MANAGEMENT** |
| Explain the three basic reasons for saving money |
| Develop a plan for spending and saving that has both long-term and short-term components |
| Evaluate investment alternatives: money markets, bonds, single stocks, mutual funds, annuities and real estate |
| Identify the costs of using various credit |
| Understand that integrity and honesty are important when it comes to negotiating with others |
| Analyze the components of an employer benefits package |
| Differentiate between term and cash life insurance |
| Describe factors affecting take-home pay |
| **HEALTH-CPR-PELLA-HEALTH)** |
| CPR Certification |
| Identify situations that cause stress |
| Identify stress management techniques |
| List ways you can personally conserve resources or reduce pollution |
| Describe how the skills of communication, cooperation and compromise are essential for healthy relationships |
| Identify what is and is not sexual harassment |
| **APPRENTICESHIP SPECIFIC SKILLS** |
| **FACS OR PROOF OF RESTAURANT EXPERIENCE** |
| Identify basic personal hygiene, safety, and sanitation principles |
| Demonstrate teamwork and collaboration |
| Demonstrate time management and prioritization |
| Work under pressure to produce a quality product through a process |
| Understand how to multitask and pay attention to detail |
| Identify commercial kitchen equipment and demonstrate how to use it safely and properly |
| Identify customer needs |
| Identify professional verbal and written communication |
| Show initiative, motivation, and resiliency |
| **BUSINESS PRINCIPLES AND OWNERSHIP\*** |
|  |
|  |
|  |
|  |
|  |
| **APPRENTICESHIP SPECIFIC SKIILLS** |
| **FOOD PREPARATION Level 1 Classroom Instruction** |
| Compare & Contrast the fundamentals of good personal hygiene.   * List the fundamentals of good personal hygiene. * Practice good personal hygiene. |
| Evaluate kitchen equipment and knives.   * Use utensils, pots and pans and demonstrate safe practices using stoves, mixers and ovens, etc. * Identify types of knives, and their uses. * List proper safety techniques. * Demonstrate proper knife techniques. |
| Summarize garnishes.   * Explain characteristics of garnishes. * Recall procedures for garnish preparations. |
| Interpret salad preparation.   * Identify a variety of common salad greens. * Identify and identify a main dish salad, accompaniment salad and composed salad. * Identify, describe, and prepare a variety of main dish salad, accompaniment salad and composed salad. * Distinguish between plain gelatins and flavored gelatins and describe how to prepare them. |
| Assess the types of salad dressings.   * Describe the purpose of salad dressing. * Compare types of salad dressing and describe the preparation process. * Define emulsion and viscous. |
| Evaluate a variety of fruits, vegetables, starches, legumes and grains.   * Compare fruits, vegetables, starches, legumes and grains. * Recall cleaning procedures. * State color pigments, flavor categories and texture differences. * Define oxidation. * State fruit, vegetable, starches, legumes and grain food preparation. |
| Critique starch cookery.   * Identify parts of wheat kernel. * Define starch terms. * List thickening agents and how to use in preparation of sauces, soups and puddings. * Analyze starch thickened products. * Categorize rice and pasta. * List characteristics of different rice and pastas. * Calculate rice or pasta and water amounts in recipes. * Compare and analyze cooked rice and pasta dishes. |
| Evaluate baking ingredients.   * List types of flour. * Explain role of baking ingredients. * Compare types of leavening agents |
| Identify quick breads.   * Define and describe pate choux, its uses, methods of preparation, baking and finishing. * Describe method of preparation for muffin, pastry, cream puff and biscuits. * Analyze baked quick bread products. |
| Recognize yeast bread preparation.   * Define baking terms. * State procedure for yeast bread preparation. * Identify shapes and characteristics of rolls and breads. * Assess cheese.   List cheese families.   * State varieties and characteristics of each cheese family. * Explain processing of cheese making. * Contrast baked and stirred custard preparation and characteristics. * Explain procedure for preparation of hollandaise sauce. |
| Compare and contrast egg cookery.   * Define egg terms. * List grades of eggs. * Identify the parts of an egg. * Recall methods of preparation of eggs.   Contrast baked and stirred custard preparation and characteristics.  Contrast preparation and characteristics of egg foams, non-dairy foams and gelatin foams |
| Categorize milk and dairy products.   * List types of milk and dairy products. * Discuss characteristics and uses of milk and dairy items. |
| Appraise structure, composition and age of meat.   * Describe meat grading and meat inspection. * State tenderization techniques for meat. * Identify primal cuts for beef and pork. * Identify 20 retail cuts of beef, pork, lamb and veal. * Recall methods of preparation for protein items. * Select proper cooking procedure. * Discuss how to carve meat. * Compare processed meats. |
| Evaluate types of poultry.   * List grades of poultry. * Discuss handling and storage and inspection of poultry. * Differentiate between cooking methods of poultry products. * Discuss how to break down whole poultry products. * State how to carve poultry products |
| Interpret types of finfish and shellfish.   * Define translucent and opaque. * List market forms. * Discuss handling, storage and inspection of fish. * State how to select fresh and frozen fish. * Compare methods of preparation. |
| **FOOD PREPARATION Level I Laboratory** |
| Compare & Contrast the fundamentals of good personal hygiene.   * List the fundamentals of good personal hygiene. * Practice good personal hygiene. |
| Evaluate kitchen equipment and knives.   * Use utensils, pots and pans and demonstrate safe practices using stoves, mixers and ovens, etc. * Identify types of knives, and their uses. * List proper safety techniques. * Demonstrate proper knife techniques. |
| Summarize garnishes.   * Explain characteristics of garnishes. * Recall procedures for garnish preparations. |
| Interpret salad preparation.   * Identify a variety of common salad greens. * Identify and identify a main dish salad, accompaniment salad and composed salad. * Identify, describe, and prepare a variety of main dish salad, accompaniment salad and composed salad. * Distinguish between plain gelatins and flavored gelatins and describe how to prepare them. |
| Assess the types of salad dressings.   * Describe the purpose of salad dressing. * Compare types of salad dressing and describe the preparation process. * Define emulsion and viscous. |
| Evaluate a variety of fruits, vegetables, starches, legumes and grains.   * Compare fruits, vegetables, starches, legumes and grains. * Recall cleaning procedures. * State color pigments, flavor categories and texture differences. * Define oxidation. * State fruit, vegetable, starches, legumes and grain food preparation. |
| Critique starch cookery.   * Identify parts of wheat kernel. * Define starch terms. * List thickening agents and how to use in preparation of sauces, soups and puddings. * Analyze starch thickened products. * Categorize rice and pasta. * List characteristics of different rice and pastas. * Calculate rice or pasta and water amounts in recipes. * Compare and analyze cooked rice and pasta dishes. |
| Evaluate baking ingredients.   * List types of flour. * Explain role of baking ingredients. * Compare types of leavening agents. |
| Identify quick breads.   * Define and describe pate choux, its uses, methods of preparation, baking and finishing. * Describe method of preparation for muffin, pastry, cream puff and biscuits. * Analyze baked quick bread products. |
| Recognize yeast bread preparation.   * Define baking terms. * State procedure for yeast bread preparation. * Identify shapes and characteristics of rolls and breads. |
| Assess cheese   * List cheese families. * State varieties and characteristics of each cheese family. * Explain processing of cheese making. * Contrast baked and stirred custard preparation and characteristics. * Explain procedure for preparation of hollandaise sauce. |
| Compare and contrast egg cookery.   * Define egg terms. * List grades of eggs. * Identify the parts of an egg. * Recall methods of preparation of eggs. * Contrast baked and stirred custard preparation and characteristics. * Contrast preparation and characteristics of egg foams, non-dairy foams and gelatin foams. |
| Categorize milk and dairy products.   * List types of milk and dairy products. * Discuss characteristics and uses of milk and dairy items. |
| Appraise structure, composition and age of meat.   * Describe meat grading and meat inspection. * State tenderization techniques for meat. * Identify primal cuts for beef and pork. * Identify 20 retail cuts of beef, pork, lamb and veal. * Recall methods of preparation for protein items. * Select proper cooking procedure. * Discuss how to carve meat. * Compare processed meats. |
| Evaluate types of poultry.   * List grades of poultry. * Discuss handling and storage and inspection of poultry. * Differentiate between cooking methods of poultry products. * Discuss how to break down whole poultry products. * State how to carve poultry products. |
| Interpret types of finfish and shellfish.   * Define translucent and opaque. * List market forms. * Discuss handling, storage and inspection of fish. * State how to select fresh and frozen fish. * Compare methods of preparation. |

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| **NRAEF (SERVSAFE) SAFETY AND SANITATION** |
| Assess safe food   * Define foodborne illness. * Describe growth patterns and environmental needs of bacteria. * List and describe symptoms common to food-borne illness and list ways these illnesses can be prevented. * Summarize and define pathogens, bacteria, viruses, parasites, fungi, and biological contaminants. |
| Compare contamination and identify food borne illnesses.   * Summarize and identify biological hazards. * Describe and identify chemical hazards. * Summarize and identify physical hazards. * Identify microorganisms which are related to food spoilage and food-borne illnesses; describe their requirements and methods of growth. * List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented. * List the major causes of food spoilage. |
| Compare & Contrast the fundamentals of good personal hygiene.   * Summarize standards and policies. * Identify management’s responsibility. |
| Analyze and discuss the flow of food.   * List hazards in the flow of food * Monitor time and temperature * Describe purchasing and receiving programs. * Identify proper methods of storage. * Review methods of preparation. * Describe methods of services. * Describe the cooling and reheating of food. * Define food holding. * Describe food serving. |
| Evaluate cleaning and sanitizing procedures.   * Describe types of cleaners and their proper use. * Describe types of sanitizers and their proper use. * Describe and identify different types of dishwashing methods. |
| Critique safe facilities and equipment.   * Describe designing a safe operation. * Describe equipment selection. * Review installing and maintaining kitchen equipment. * Identify MSDS requirements and handling, right-to-know-laws. * Recognize waste disposal and recycling programs. * Identify fire extinguishers and their uses. |
| Judge integrated pest-management programs.   * Describe appropriate measures for insect, rodent and pest control eradication. (IPM program) * Describe food service inspection visits with Pest Control Operator (PCO). |
| Evaluate the crisis management system and the critical control points during which all food handling processes as a method for minimizing the risk of foodborne illness.   * Explain active managerial control. * Review crisis management plans. |
| Choose prevention and emergency management plan.   * Identify and describe a common cause of typical accidents and injuries and outline a safety management plan. |
| Identify food safety regulation and standards   * Describe government regulation of food service operations * Define Inspections procedures |

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| **FOOD PREPARATION II - Classroom Instruction** |
| Assess basic knowledge in food preparation.   * Practice proper safety and sanitation. * List proper weighing and measuring techniques. * Explain recipe conversions. * Demonstrate recipe conversions. |
| Critique the function and use of different knives.   * Identify food production knives. * List proper safety techniques. * Identify proper knife techniques. |
| Compare classical knife cuts.   * List classical knife cuts. * Discuss characteristics and uses of classical cuts. |
| Compare varieties of vegetables.   * Identify different varieties of vegetables. * Analyze differences in cooked vegetables. |
| Evaluate basic stock production.   * Identify white and brown stocks. * List fish and shellfish stocks. * Identify vegetable stocks. * Explain the qualities of a stock. |
| Assess sauce cookery   * Identify the proper procedure for preparing the five Grand sauces. * Differentiate types of non-grand/classical sauces. * List each Grand sauce. * List non-grand/classical sauce. * Explain the quality of the each sauce. |
| Evaluate starch cookery.   * Identify types of rice, pasta and potatoes. * List rice dishes. * List pasta dishes. * List potato dishes. * Explain the quality of each starch dish. |
| Critique preparation of breakfast items and egg cookery.   * Identify a variety of breakfast meats. * Explain the quality of prepared breakfast meats. * Identify egg cookery. * Explain the quality of prepared egg products. * Identify a variety of breakfast batter products * List the quality of prepared breakfast batter products |
| Evaluate meat cookery.   * Identify retail cuts of meat. * Compare and contrast cuts of meat using dry heat method and moist heat method of achieve tenderness. |
| Assess poultry cookery.   * Identify types of poultry. * Explain procedure for cutting up whole chickens. * Identify a poultry dish using moist heat cookery and dry heat cookery. * Explain poultry cooking procedures. |
| Compare fish cookery.   * Identify market forms of fish * Identify types of fish. * Explain the principles of fish cookery. |
| Critique proficiency in preparation of large quantity and convenience food products.   * Identify greens, fruits, vegetables, cheese, and meats of convenience food products. * Discuss recipes of large quantity and convenience foods. * Explain organization and teamwork * Discuss large quantity and convenience food production. |
| Critique and explain Sustainability in the food service industry.   * Discuss through purchasing/procurement. * Explain through waste control * Identify through energy conservation. * Discuss in fabrication * Assess community centered purchasing. * Explain through water conservation. * Identify purchasing “cents.” * Discuss through recycling. * Assess equipment energy use. * Discuss being a leader in sustainable practices. |

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| **FOOD PREPARATION Level II Laboratory** |
| Evaluate basic knowledge in food preparation.   * Practice proper safety and sanitation. * Demonstrate proper weighing and measuring techniques. * Discuss recipe conversions. * Demonstrate proper recipe conversions. |
| Assess the function and use of different knives.   * Identify food production knives. * List proper safety techniques. * Demonstrate knife techniques. |
| Decide proper plate garnishes.   * Select ingredients for vegetable garnishes. * Prepare garnishes. * Discuss characteristics of garnishes. |
| Evaluate varieties of vegetables.   * Identify different varieties of vegetables. * Prepare vegetables using blanch and shock method. * Analyze differences in cooked vegetables. |
| Assess basic stock production.   * Demonstrate and prepare white and brown stocks * Demonstrate and prepare fish and shellfish stocks. * Demonstrate and prepare vegetable stocks. * Analyze the qualities of a stock. |
| Critique sauce cookery.   * Demonstrate the proper procedure for preparing the Grand sauces. * Differentiate types of non-grand/classical sauce. * Prepare each Grand sauce. * Prepare a non-grand/classical sauce. * Analyze the quality of the each sauce. |
| Evaluate starch cookery.   * Identify types of rice, pasta and potatoes. * Prepare rice dishes. * Prepare a pasta dish. * Prepare a potato dish. * Analyze a rice dish. * Analyze the quality of each starch dish. * Compare and contrast preparation of breakfast items and egg cookery. |
| Identify and prepare a variety of breakfast batter products.   * Evaluate the quality of prepared breakfast batter products. * Identify and prepare a variety of breakfast meats. * Evaluate the quality of prepared breakfast meats. * Explain egg cookery. * Prepare an omelet. * Prepare fried, poached and basted egg products. * Analyze the quality of prepared egg products. |
| Evaluate and explain meat cookery.   * Identify retail cuts of meat. * Select cuts of meat to be prepared. * Prepare and analyze cuts of meat using dry heat method and moist heat method to achieve tenderness. |
| Assess and demonstrate poultry cookery.   * Identify types of poultry. * Demonstrate procedure for cutting up whole chickens. * Prepare a poultry dish using moist heat cookery and dry heat cookery. * Evaluate poultry cooking procedures. |
| Evaluate and demonstrate fish cookery.   * Identify market forms of fish * Identify types of fish. * Prepare a fin fish dish. * Explain the principles of fish cookery. |
| Assess proficiency in preparation of large quantity and convenience food products.   * Identify greens, fruits vegetables, cheeses, and meats of convenience. * Prepare assigned recipes of large quantity and convenience foods. * Demonstrate organization and team work. * Analyze and evaluate large quantity and convenience food production. |

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| **INTRODUCTION TO HOSPITALITY (Foods 2)** |
| Assess hospitality and the philosophy of the hospitality and tourism industry.   * Describe the scope of travel and tourism industry. * Describe the history of the Food Service and Tourism Industry. * Evaluate the growth and development of the hospitality and tourism industry * Compare the various cuisine and contributions of leading culinarians |
| Examine the organization, structure and functional areas in various hospitality and tourism organizations as a perspective for later courses in menu planning, purchasing, food productions and service, food and beverage controls..   * Identify professional organizations within the fields; explain purpose and benefits. * Define career opportunities through participation in field trips and guest speakers. |
| Distinguish and evaluate industry trends as they relate to career opportunities and the future of the industry.   * Discuss and evaluate industry periodicals. * Discuss professional ethics practiced in the industry. |
| Examine the management of hospitality and food service organizations.   * Outline the hierarchy in the management system. * Discuss areas of disconnect in communication chains. |

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| **Engineering Technician** | *O\*Net Code* | *RAPIDS Code* |
| **17-3027.00** | **0777CB** |

***Section 1 – On-the-Job Learning (Work Experience) 29 CFR § 29.5(b)(3)***

1. During the Apprenticeship, the Apprentice shall receive work experience and Related Training Instructionin all phases of the occupation, including safe work practices, necessary to develop the skill and proficiency of a skilled professional.

2. The program sponsor or its designated apprenticeship committee must ensure Apprentices are rotated throughout the various work processes to ensure a well-rounded professional upon completion of the Apprenticeship, and identify what methodology will be used to track progression of experience on-the-job.

3. Such on-the-job training shall be carried on under the direction and guidance of a qualified professional.

The following identifies the major work processes in which Apprentices will be trained.

**Apprenticeship Competencies – Technical**

The below on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any particular sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the trade. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.

Ratings are:

**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.

Apprentices need to be “proficient in task” in each category, by each of their nine month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

**Apprentice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Start Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  | Place a check mark in the box when complete. | | |  |
|  | **Design** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Able to effectively review blueprints, specifications and other documentation in preparation for production |  |  |  |  |
|  | Able to complete detailed design of materials, geometry, fits, tolerances, and instructions on dimensional drawings for new and modified parts/assemblies using 3D CAD software |  |  |  |  |
|  | Communicate with quoting department to ensure correct material and minimize lead time needed to process work orders on all new part quotes |  |  |  |  |
|  | Demonstrate ability to maintain notes, design calculations and other documentation (bill of materials, list of design parameters and performance standards,) for future reference using the departmental filing guidelines |  |  |  |  |
|  | Able to revise and update existing drawings to reflect design changes in collaboration with engineers, designers, and/or requestors |  |  |  |  |
|  | Able to follow through project execution with machine shop, welding, assembly, and any other necessary departments |  |  |  |  |
|  | **Manufacturing** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Able to perform basic machining processes accurately within specified tolerances |  |  |  |  |
|  | Able to create and test prototypes and/or new parts for existing machines |  |  |  |  |
|  | Demonstrate ability to consistently and correctly assemble machine components, sub-assemblies, nests and gauges independently |  |  |  |  |
|  | Demonstrate knowledge of welding and basic machine safety |  |  |  |  |
|  | Able to suggest improvements to current production models and processes |  |  |  |  |
| **12** | Able to effectively estimate time, cost, and quality for projects including fabrication of individual components/assemblies and making simple machine modifications. | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Demonstrate knowledge of LEAN manufacturing by implementing its principles throughout projects |  |  |  |  |
|  | **Quality/Measurements** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Demonstrate proficiency in the use of precise measurement equipment such as calipers, micrometers, etc. |  |  |  |  |
|  | Able to inspect machined and purchased components to ensure quality |  |  |  |  |
|  | Able to evaluate components and processes to identify opportunities for improvements in quality and reliability. |  |  |  |  |
|  | **Mechanical** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Able to correctly troubleshoot and repair various mechanical problems |  |  |  |  |
|  | Able to select proper mechanical components for a given application |  |  |  |  |
|  | Demonstrate ability to correctly perform preventative maintenance procedures on existing equipment. |  |  |  |  |
|  | **Electrical** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Able to correctly troubleshoot & repair various electrical problems |  |  |  |  |
|  | Demonstrate ability to read and write electrical schematics and modify electrical control boxes. |  |  |  |  |
|  | Demonstrates knowledge of electrical standards and codes |  |  |  |  |
|  | Demonstrate ability to select, install, and wire standard industrial control components according to project requirements and design intent with minimal support from an electrical designer or engineer |  |  |  |  |
|  | Demonstrate ability to select proper electrical components for a given application. Able to evaluate several options based on technical information and make an informed decision. |  |  |  |  |
|  | Able to correctly maintain existing equipment |  |  |  |  |
|  | **Miscellaneous** | Field Training | Demonstrates Fundamentals | Proficient in Task | Completion Date |
|  | Demonstrate ability to adapt to new technologies through formal training, seminars, publications, mentoring, and/or self-teaching |  |  |  |  |
|  | Demonstrate ability to utilize tools such as Gantt charts, risk analysis, network diagrams, workflow tools, etc. for project management purposes |  |  |  |  |
|  | Able to utilize basic computer programs (Word, spreadsheets, PowerPoint, etc.) to effectively organize, compute, and present information |  |  |  |  |
|  | Demonstrate ability to communicate professionally with peers and mentors to obtain feedback, document the interactions, and implement recommended changes |  |  |  |  |
|  | Able to identify personal strengths that can benefit a problem-solving team |  |  |  |  |
|  | Understand the significance of teamwork and communication |  |  |  |  |

**Date Completed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Apprentice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Career Academy of Pella:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Apprenticeship Competencies – Behavioral**

In addition to mastering all of the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies in order to complete the apprenticeship.

Ratings are:

(4) Exceeds targets; (3) Consistently achieves targets; (2) Meets some targets;   
(1) Not meeting targets; or (N/A) Not applicable.

Apprentices need to receive at least a "3" ranking in each category, by each of their nine month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

**Apprentice Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ranking**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Item # | **Behavioral Competencies** | **4** | **3** | **2** | **1** | **N/A** |
| 1. | Participation in team discussions/meetings |  |  |  |  |  |
| 2. | Focus in team discussions/meetings |  |  |  |  |  |
| 3. | Focus during independent work |  |  |  |  |  |
| 4. | Openness to new ideas and change |  |  |  |  |  |
| 5. | Ability to deal with ambiguity by exploring, asking questions, etc. |  |  |  |  |  |
| 6. | Knows when to ask for help |  |  |  |  |  |
| 7. | Able to demonstrate effective group presentation skills |  |  |  |  |  |
| 8. | Able to demonstrate effective one-on-one communication skills |  |  |  |  |  |
| 9. | Maintains an acceptable attendance record |  |  |  |  |  |
| 10. | Reports to work on time |  |  |  |  |  |
| 11. | Completes assigned tasks on time |  |  |  |  |  |
| 12. | Uses appropriate language |  |  |  |  |  |
| 13. | Demonstrates respect for customers, co-workers and supervisors |  |  |  |  |  |
| 14. | Demonstrates trust, honesty and integrity |  |  |  |  |  |
| 15. | Requests and performs work assignments without prompting |  |  |  |  |  |
| 16. | Appropriately cares for personal dress, grooming and hygiene |  |  |  |  |  |
| 17. | Maintains a positive attitude |  |  |  |  |  |
| 18. | Cooperates with and assists co-workers |  |  |  |  |  |
| 19. | Follows instructions/directions |  |  |  |  |  |
| 20. | Able to work under supervision |  |  |  |  |  |
| 21. | Able to accept constructive feedback and criticism |  |  |  |  |  |
| 22. | Able to follow safety rules |  |  |  |  |  |
| 23. | Able to take care of equipment and work place |  |  |  |  |  |
| 24. | Able to keep work area neat and clean |  |  |  |  |  |
| 25. | Able to meet supervisor's work standards |  |  |  |  |  |
| 26. | Able to not let personal life interfere with work |  |  |  |  |  |
| 27. | Adheres to work policies/rules/regulations |  |  |  |  |  |

Date Completed: Supervisor/Trainer:

***Section 2 – Minimum Qualifications for Apprenticeship 29 CFR* § *29.5(b)(1)***

Applicants shall meet the following minimum qualifications:

1. **Age**: Shall be at least 16 years of age.
2. **Education**: Can only enter registered apprenticeship in the junior year. Currently enrolled in Engineering Assistant Welding classes at Career Academy of Pella or previously enrolled.
3. **Physical**/**Mental**: Shall be physically capable of performing the essential functions of the occupation without endangering the health and safety of themselves and/or fellow workers. Applicants shall be allowed to request reasonable accommodation for a disability to meet this standard when applicable.
4. **Other:** Applicants will be drug free and agree to submit to random drug testing.
5. **Other:** Shall have parental consent if below the age of 18.

***Section 3 – Term of Apprenticeship 29 CFR § 29.5(b)(2)***

1. The term of Apprenticeship shall be a period of reasonably continuous employment, including the probationary period as stated on this “Trade Schedule” attached to and made a part of these Standards; plus the required hours per year of related education.

2. The program is premised on competencies demonstrated in lieu of time considerations. However, Title 29, CFR Part 29 requires that time considerations be addressed in the Standards.

3. The term of apprenticeship shall be no less than 2000 hours of reasonably continuous employment and training on the job, supplemented by the required minimum 144 hours of job related education.

4. An Apprentice, who, by exceptional aptitude or as a result of past education and/or practical experience, achieves the desired level of competency in a phase of the Apprenticeship Program in less than the time designated or illustrates existing competency on the initial assessment, may be advanced to the appropriate level.

***Section 4 – Probationary Period*  29 CFR §§ 29.5(b)(8) and 29.5(b)(20)**

1. The first 500 hours as a registered apprentice shall be considered a Probationary Period if the apprentice is a new hire, as consistent with Career Academy of Pella policy.
2. During the probationary period either the apprentice or the Sponsor may terminate the Apprenticeship Agreement, without stated cause, by notifying the other party in writing. The records for each probationary apprentice will be reviewed prior to the end of the probationary period. Records may consist of periodic reports regarding progression made in both the OJL and related instruction, and any disciplinary action taken during the probationary period.
3. Any probationary apprentice evaluated as satisfactory after a review of the probationary period will be given full credit for the probationary period and continue in the program.
4. After the probationary period the Apprenticeship Agreement may be canceled at the request of the apprentice, or may be suspended or canceled by the Sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. In such cases, the Sponsor will provide written notice to the apprentice and to the Registration Agency of the final action taken.

***Section 5 – Apprentice to Professional Ratio 29 CFR § 29.5(b)(7)***

1. A numeric ratio of apprentices to fully skilled professionals in the occupation consistent with proper supervision, training, safety, and continuity of employment except where such ratios are expressly prohibited by collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, employer’s total workforce, department, or plant.
2. The ratio of apprentices employed (on the job site, department, plant, or employer’s total workforce) to fully skilled professionals will be 1:1.

***Section 6 – Apprentice Wage Progression 29 CFR §* *29.5(b)(5)***

1. Apprentices shall be paid a progressively increasing schedule of wages for each hour spent on the job during their apprenticeship based on the acquisition of increased skill and competence as the training progresses.

2. Before an apprentice is advanced to the next segment of training or to fully proficient professional, the sponsor will evaluate all progress to determine whether advancement has been earned by satisfactory performance in OJL and in Related Training Instruction courses. In determining whether satisfactory progress has been made, the sponsor will be guided by the work experience and Related Training Instruction records and reports.

3. At no time will the starting wage rate be less than that required by any minimum wage law which may be legally applicable.

4. To qualify for the next level the apprentice must have completed the necessary on-the-job learning (OJL) hours and the related education component, as listed on the *On-the-Job Learning and Related Training Instruction (RTI)* outlinerelated to this occupation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Minimum Starting Wage** | **On-the-Job Learning Benchmark** | **Education Benchmark** |
| 1 | $12.00 | With supervision, begin field training and become familiar with all required competencies | Complete a minimum of 144 hours of Related Training Instruction with satisfactory progress |
| 2 | $15.00 | With little or no supervision, demonstrate proficiency in all required tasks. | Attend required continuing education offerings |

The current minimum Wage Rate for an employee at the full performance level will be no less than for this occupation which is $17.50 per hour.

*Note: Participating Employers will annotate wages on the Company Participation Agreement.*

***Section 7 – Apprenticeship Instructor Qualifications 29 CFR §* *29.5(b)(4 (i) (ii)***

Every Apprenticeship Instructor shall:

1. Meet the State Dept. of Education’s requirements for a vocational technical instructor in the State of Registration.

or

2. Be a subject matter expert which is defined as an individual who is recognized within an industry as having expertise in a specific occupation.

and

3. Have training in teaching techniques and adult learning styles, which may occur before or after the apprenticeship instructor has started to provide the Related Training Instruction (RTI).

***Section 8- Related Training Instruction 29 CFR § 29.5(b)(4)***

Provider(s): Career Academy of Pella

Address: 210 E. University Street

Pella, IA 50219

Method: Classroom

1. During the term of apprenticeship, each Apprentice is required to complete approximately 450 hours of related education..
2. Each Apprentice’s attendance and progress in related education must be tracked and appropriate records maintained.
3. Time devoted to the Related Training Instruction shall not be considered as part of the on-the-job learning (OJL).
4. Failure on the part of the Apprentice to fulfill their obligation as to the related education and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
5. Related Training Instruction courses supplement the on-the-job learning and lists courses that provide technical ability.
6. The sponsor will secure competent instructors whose knowledge, experience, and ability to teach will be carefully examined and monitored.
7. The sponsor will secure the instructional aids and equipment it deems necessary to provide quality instruction.
8. Each Apprentice’s attendance and progress in related education must be tracked and appropriate records maintained.
9. Any apprentice who is absent from related instruction will satisfactorily complete all coursework missed before being advanced to the next period of training. In cases of failure of an apprentice to fulfill the obligations regarding related instruction without due cause, the sponsor will take appropriate disciplinary action and may terminate the apprenticeship agreement after due notice to the apprentice and opportunity for corrective action.
10. To the extent possible, related instruction will be closely correlated with the practical experience and training received on the job. The sponsor will monitor and document the apprentice’s progress in related instruction classes.
11. Time devoted to the Related Training Instruction shall not be considered as part of the on-the-job learning (OJL).
12. Failure on the part of the Apprentice to fulfill their obligation as to the related education and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
13. Apprentices “will not” be paid for hours spent attending related instruction classes.
14. The sponsor will inform each apprentice of the availability of college credit through the Registered Apprenticeship College Consortium (RACC).

The course listings outline the related education that supplements the on-the-job learning. It is through the combination of both the on-the-job learning and the related education that the apprentice can reach the skilled level of the occupation. The following is the required course curriculum during the term of apprenticeship.

|  |
| --- |
| **Related Training and Instruction** |
| **Engineering Technician– Basic** |
| MATH (PELLA-CORE MATH 1, 2, 3 OR MATH 1, 2, 3) |
| Arrange, add, subtract, multiply and divide whole numbers |
| Solve practical problems using addition, subtraction, multiplication and division of whole numbers |
| Solve practical problems involving fractions |
| Solve problems using operations with decimal fractions |
| Analyze problems to determine whether they are direct or inverse proportions, set up proportions and solve for unknowns |
| Solve more complex percentage problems in which two of the three parts are not directly given |
| Solve practical applied problems involving tolerances and limits (customary and metric) |
| Solve practical applied customary length, area, volume, capacity and weight problems |
| Solve practical applied metric length, , area, volume, capacity and weight problems |
| Solve formulas by substituting numbers for letters, word statements and diagram values |
| Compute areas of more complex figures that consist of two or more common polygons |
| Read and interpret data from given vertical and horizontal bar graphs |
| Draw and label vertical and horizontal bar graphs using given data |
| Read and interpret data from given circle graphs |
| Read and interpret data from given broken-line, straight-line and curved-line graphs |
| **LANGUAGE ARTS (PELLA-COMMUNICATIONS SKILLS\*)** |
| Prepare and deliver an informative speech |
| Give and accept constructive criticism |
| Identify strategies for different types of conflict |
| Define the term nonverbal communication and explain how it differs in each of the three cultural levels: technical, formal and informal |
| Create a resume appropriate for a high school student going to the next steps of their life |
| Define the term small group and list the uses and values of small group communication in an effective organization |
| Actively participate in small group, problem-solution process and present the results to an audience |
| Summarize the communication skills needed by effective team members in a leadership position and why these skills are so important |
| Identify the leader’s responsibilities during a team meeting |
| Formulate a message while writing a business letter |
| Demonstrate proficiency in a job interview |
| **FINANCIAL LITERACY (PELLA-FINANCIAL LITERACY OR LIFE MANAGEMENT** |
| Explain the three basic reasons for saving money |
| Develop a plan for spending and saving that has both long-term and short-term components |
| Evaluate investment alternatives: money markets, bonds, single stocks, mutual funds, annuities and real estate |
| Identify the costs of using various credit |
| Understand that integrity and honesty are important when it comes to negotiating with others |
| Analyze the components of an employer benefits package |
| Differentiate between term and cash life insurance |
| Describe factors affecting take-home pay |
| **HEALTH-CPR-PELLA-HEALTH)** |
| CPR Certification |
| Identify situations that cause stress |
| Identify stress management techniques |
| List ways you can personally conserve resources or reduce pollution |
| Describe how the skills of communication, cooperation and compromise are essential for healthy relationships |
| Identify what is and is not sexual harassment |
| **APPRENTICESHIP SPECIFIC SKIILLS** |
| **PROJECT LEAD THE WAY - PELLA – INTRODUCTION TO ENGINEERING AND DESIGN** |
| Engineering Mindset & Design Process: Successful engineers exhibit specific personal and professional characteristics that lend themselves to the creative, collaborative, and solution-driven nature of the profession |
| Engineering Tools and Technology: The practice of engineering requires the application of mathematical principles and common engineering tools, techniques, and technologies. |
| Technical Sketching and Drawing: Exploring, visualizing and communicating engineering designs and technical information is often accomplished through technical sketches and drawings. |
| Computer-Aided Design (CAD): Software Engineers use computer-aided design software to facilitate the design, documentation,  and communication of solutions to engineering problems. |
| Reverse Engineering: Engineers analyze the visual, functional, and structural elements of existing products for many reasons, including knowledge attainment, product or process improvement, and failure analysis. |
| Collaboration & Communication: Demonstrate an ability to function on multidisciplinary teams. Engineering practice requires effective communication with a variety of audiences using multiple modalities |
| **INDUSTRIAL TECHNOLOGY - PELLA – METAL DESIGN AND MARKETING** |
| Execute safe work practices using course equipment |
| Demonstrate general shop safety |
| Differentiate when to use CAD and CAM |
| Compose complex shapes using CAD |
| Drawing basic shapes using CAD |
| Work as a team to help others assemble projects correctly when more hands are needed |
| **AGRICULTURE – PELLA – FUNDAMENTALS OF WELDING** |
| Demonstrate knowledge of welding and basic machine safety |
| Able to follow through project execution with machine shop, welding, assembly, and any other necessary departments |
| **AGRICULTURE – PELLA – AG STRUCTURES** |
| Able to correctly troubleshoot & repair various electrical problems |
| Demonstrate ability to read and write electrical schematics and modify electrical control boxes. |
| Demonstrates knowledge of electrical standards and codes |
| Demonstrate ability to select, install, and wire standard industrial control components according to project requirements and design intent with minimal support from an electrical designer or engineer |
| Demonstrate ability to select proper electrical components for a given application. Able to evaluate several options based on technical information and make an informed decision. |
| Able to correctly maintain existing equipment |
| **INDUSTRIAL TECHNOLOGY - PELLA – ROBOTICS I** |
| Circuits: Understands the purposes of basic electronics components, circuit theory, schematic symbols and drawings, and evaluates manufacturing feasibility. |
| Design Process: Understands the process of design planning, objective analysis, iteration, and analytic design breakdown. |
| Materials & Their Characteristics: Understands basic mechanical components and measurement units. Also, know the properties of various tools and the physical characteristics of different materials. |
| Systems Thinking: Identifies parts of a robot as part of a larger system. Analyzes block diagrams of abstracted systems and understands the interactions between subsystems. |
| Communication: Communicates clearly with peers, mentors, and others about concepts, goals, decisions, and processes. |
| Collaboration: Works amicably with others to overcome conflicts and differences of opinions to develop work products and solve problems. Recognizes individual strengths and weaknesses and different leadership styles. |

Appendix B

**ETA-671 APPRENTICESHIP AGREEMENT**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program Registration and  Apprenticeship Agreement  Office of Apprenticeship | | | | | | | | **U.S. Department of Labor**  Employment and Training Administration | | | | | | | | | | | | |
| **APPRENTICE REGISTRATION – SECTION II** OMB No. 1205-0223 Expires: 06/30/2018 | | | | | | | | | | | | | | | | | | | | |
| **Warning: This agreement does not constitute a certification under Title 29, CFR, Part 5 for the employment of the apprentice on Federally financed or assisted construction projects. Current certifications must be obtained from the Office of Apprenticeship (OA) or the recognized State Apprenticeship Agency shown below. (Item 24)** | | | | | | | | The program sponsor and apprentice agree to the terms of the Apprenticeship Standards incorporated as part of this Agreement. The sponsor will not discriminate in the selection and training of the apprentice in accordance with the Equal Opportunity Standards in Title 29 CFR Part 30, and Executive Order 11246. This agreement may be terminated by either of the parties, citing cause(s), with notification to the registration agency, in compliance with Title 29, CFR, Part 29 | | | | | | | | | | | | |
| **PART A: TO BE COMPLETED BY APPRENTICE. NOTE TO SPONSOR: PART A SHOULD ONLY BE FILLED OUT BY APPRENTICE.** | | | | | | | | | | | | | | | | | | | | |
| 1. Name (Last, First, Middle) and Address \*Social Security Number     -  -  (No., Street, City, State, Zip Code, Telephone Number) | | | | | | | | Answer Both A and B (Voluntary)  (Definitions on reverse)  4. a. Ethnic Group (Mark one)  Hispanic or Latino  Not Hispanic or Latino  b. Race (Mark one or more)  American Indian or Alaska native  Asian  Black or African American  Native Hawaiian or other  Pacific Islander  White | | | | | | | | 5. Veteran Status (Mark one)  Non-Veteran  Veteran | | | | |
|  | | | | | | | |  | | | | | | | | 6. Education Level (Mark one)  8th grade or less  9th to 12th grade  GED  High School Graduate or  Greater  Post Secondary or Technical  Training | | | | |
| 2. Date of Birth (Mo., Day, Yr.) | | | | 3. Sex (Mark one)  Male  Female | | | |  | | | | | | | |  | | | | |
| 7a. Employment Status (Mark one)  New Employee  Existing Employee  7b. Career Connection (Mark one) (Instructions on reverse)  None  Pre-Apprenticeship  Technical Training School  Military Veterans    Job Corps  Youth Build  HUD/STEP-UP   Career Center Referral School-to-Registered Apprenticeship | | | | | | | | | | | | | | | | | | | | |
| 8. Signature of Apprentice Date | | | | | | | | 9. Signature of Parent/Guardian (if minor) Date | | | | | | | | | | | | |
| **PART B: SPONSOR: EXCEPT FOR ITEMS 6, 7, 8, 10a. - 10c, REMAINDER OF ITEMS REPOPULATED FROM PROGRAM REGISTRATION.** | | | | | | | | | | | | | | | | | | | | |
| 1. Sponsor Program No.  Sponsor Name and Address (No. Street, City, County, State, Zip Code) | | | | | | | | 2a Occupation (The work processes listed in the standards are part of this agreement). | | | | | | | | | 2b Occupation Code:  2b.1. Interim Credentials  Only applicable to Part B, 3.b. and 3.c. (Mark one)  Yes  No | | | |
|  | | | | | | | | 3. Occupation Training  Approach (Mark one)  3a.  Time-Based  3b.  Competency-Based  3c.  Hybrid | | | | | 4. Term  (Hrs., Mos., Yrs.) | | | | 5. Probationary Period  (Hrs., Mos., Yrs.) | | | |
|  | | | | | | | | 6. Credit for Previous  Experience (Hrs., Mos., Yrs.) | | | | | | | 7. Term Remaining  (Hrs., Mos., Yrs.) | | | 8. Date Apprenticeship Begins | | |
| 9a. Related Instruction  (Number of Hours Per Year) | | 9b. Apprentice Wages for Related Instruction  Will Be Paid  Will Not Be Paid | | | | | | | | | 9c. Related Training Instruction Source  Associated Locksmiths of America,  Penn Foster | | | | | | | | | |
| 10. Wages: (Instructions on reverse) | | | | | | | | | | | | | | | | | | | | |
| 10a. Pre-Apprenticeship Hourly Wage $ \_\_\_\_\_\_ 10b. Apprentice’s Entry Hourly Wage $      10c. Journeyworker’s Hourly Wage $ | | | | | | | | | | | | | | | | | | | | |
| Check Box | Period 1 | | 2 | | 3 | 4 | | | 5 | | | 6 | | 7 | | 8 | | | 9 | 10 |
| 10d. Term  Hrs.,  Mos., or Yrs. |  | |  | |  |  | | |  | | |  | |  | |  | | |  |  |
| 10e. Wage Rate  (Mark one) %  or $ |  | |  | |  |  | | |  | | |  | |  | |  | | |  |  |
| 11. Signature of Sponsor’s Representative(s) Date Signed | | | | | | | | | | 13. Name and Address of Sponsor Designee to Receive Complaints  (If applicable) **Leah Morrison, HR Mgr**  **2200 Falls Ave**  **Waterloo, IA 50701**  **CONTACT PHONE: 319-236-1614 CONTACT FAX:319-236-1651**  **CONTACT EMAIL:Leah@MorrisonAccountingTax.com** | | | | | | | | | | |
| 12. Signature of Sponsor’s Representative(s) Date Signed | | | | | | | | | |  | | | | | | | | | | |
| **PART C: TO BE COMPLETED BY REGISTRATION AGENCY** | | | | | | | | | | | | | | | | | | | | |
| 1. Registration Agency and Address | | | | | | | 2. Signature (Registration Agency) | | | | | | | | | | | 3. Date Registered | | |
| 4. Apprentice Identification Number (Definition on reverse): | | | | | | | | | | | | | | | | | | | | |

**Program Definitions and/or Instructions**:

**Part A**

**Item 4.a. Definition - Ethnic Group:**

**Hispanic or Latino.**  A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”

**Item 4.b. Definitions - Race:**

**American Indian or Alaska Native**. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Asian**. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American**. A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” or “Negro” can be used in addition to “Black or African American.”

**Native Hawaiian or Other Pacific Islander**. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**White**. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Item 7b. Instructions:**

Indicate any career connection (definitions follow). Enter “None” if no career connection applies.

**Pre-Apprenticeship.** A program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program which has or have a documented partnership(s) with a Registered Apprenticeship program(s).

**Technical Training School.** Graduates trained in an occupation from a technical training school related to an occupation registered by the program sponsor and who meet the minimum qualifications for Registered Apprenticeship.

**Military Veterans.** Veterans that completed a military technical training school and/or elect to participate in the Building and Construction Trades Helmets to Hardhats Program or trained in an occupation while in the military related to an occupation

registered by the program sponsor and who meet the minimum qualifications for Registered Apprenticeship.

**Job Corps**. Graduates trained in an occupation from a federally funded Job Corps center related to an occupation registered

by the program sponsor and who meet the minimum qualifications for Registered Apprenticeship.

**Youth-Build.** Graduates trained in an occupation from a federally funded Youth-Build program related to an occupation registered by the sponsor and who meet the minimum qualifications for Registered Apprenticeship.

**HUD/STEP-UP.** Applicants who successfully participated in the U.S. Department of Housing and Urban Development Step-Up program and received anapprenticeship experience which meets the minimum qualifications for Registered Apprenticeship.

**Career Center Referral**. Includes career center participants referred to the Registered Apprenticeship Program and/or apprentice(s) that receive workforce system funded services that support their participation in a Registered Apprenticeship program. This may include the use of individual training accounts and/or on-the-job training reimbursements.

**School-to-Registered Apprenticeship.** Program designed to allow high school youth ages 16 - 17 to enter a Registered Apprenticeship program and continue after graduation with full credit given for the high school portion.

**Part B**

**Item 2.b.1. Interim Credentials.** Based on program standards that utilize the competency-based or hybrid training approach, and, upon request of the program sponsor, the credentials are issued as certificates by the Registration Agency. Interim credentials provide certification of competency attainment by an apprentice.

**Item 3. Occupation Training Approach.** The program sponsor decides which of the three training methods to use in the program as follows:

3.a. Time-Based Training Approach - apprentice required to complete a specific number of hours of on-the-job learning (OJL) and related training instruction (RTI).

3.b. Competency-Based Training Approach - apprentice required to demonstrate competency in defined subject areas and does not require any specific hours of OJL or RTI; or

3.c. Hybrid-Training Approach - apprentice required to complete a minimum number of OJL and RTI hours and demonstrate competency in the defined subject areas.

**Item 4. Term (Hrs., Mos., Yrs.).** Based on the program sponsor’s training approach. See Part B, Item 4. Available in the terms of the Apprenticeship Standards.

**Item 5. Probationary Period (Hrs. Mos., Yrs.)** Probation period cannot exceed 25 percent of the length of the program or one year, whichever is shorter.

**Item 7. Term Remaining (Hrs., Mos., Yrs.). Under** Part B, Item 6., Credit for Previous Experience (Hrs., Mos., Yrs.) is determined by the program sponsor. The Term Remaining (Hrs., Mos., Yrs.) in Part B, Item 7., for the apprentice to complete the apprenticeship is based on the training approach indicated in Part B, Item 3. The term remaining is available in the terms of the Apprenticeship Standards.

**Item 10. Wage Instructions:**

10a. Pre-Apprentice hourly wage: sponsor enters the individual’s hourly wage in the quarter prior to becoming an apprentice.

10b. Apprentice’s entry hourly wage (hourly dollar amount paid): sponsor enters this apprentice’s entry hourly wage.

10c. Journeyworkers wage: sponsor enters wage per hour.

10d. Term: sponsor enters in each box the apprentice schedule of pay for each advancement period based on the program sponsor’s training approach. See Part B, Item 3. and is available in the terms of the Apprenticeship Standards.

10e. Percent or dollar amount: sponsor marks one.

***Note:*** *10c. If the employer is signatory to a collective bargaining agreement, the journeyworker’s wage rate in the applicable collective bargaining agreement is identified. Apprenticeship program sponsors not covered by a collective bargaining agreement must identify a minimum journeyworker’s hourly wage rate that will be the basis for the progressive wage schedule identified in Item 10e,of this agreement.*

10d. The employer agrees to pay the hourly wage rate identified in this section to the apprentice each period of the apprenticeship based on the successful completion of the training approach and related instructions outlined in the Apprenticeship Standards. The period may be expressed in hours, months, or years.

10e. The wage rates are expressed either as a percent or in dollars and cents of the journeyworker’s wage depending on the industry.

**Example (Time-based approach) - 3 YEAR APPRENTICESHIP PROGRAM**

**Term Period 1 Period 2 Period 3 Period 4 Period 5 Period 6**

1000 Hrs. 1000 Hrs. 1000 Hrs. 1000 Hrs. 1000 Hrs. 1000 Hrs.

% 55 60 65 70 80 90

**Item 13.** Identifies the individual or entity responsible for receiving complaints (Code of Federal Regulations, CFR, Title 29 part 29.7(k)).

**Part C.**

**Item 4. Definition:** The Registered Apprenticeship Partners Information Data System (RAPIDS) encrypts the apprentice’s social security number and generates a unique identification number to identify the apprentice. It replaces the social security number to protect the apprentice’s privacy.

|  |
| --- |
| \*The submission of your social security number is requested. The apprentice’s social security number will only be used to verify the apprentice’s periods of employment and wages for purposes of complying with the Office of Management and Budget related to common measures of the Federal job training and employment programs for measuring performance outcomes and for purposes of the Government Performance and Results Act. The Office of Apprenticeship will use wage records through the Wage Record Interchange System and needs the apprentice’s social security number to match this number against the employers’ wage records. Also, the apprentice’s social security number will be used, if appropriate, for purposes of the Davis Bacon Act of 1931, as amended, U.S. Code Title 40, Sections 276a to 276a-7, and Title 29 CFR 5, to verify and certify to the U.S. Department of Labor, Wage and Hour Division, that you are a registered apprentice to ensure that the employer is complying with the geographic prevailing wage of your occupational classification. Failure to disclose your social security number on this form will not affect your right to be registered as an apprentice. Civil and criminal provisions of the Privacy Act apply to any unlawful disclosure of your social security number, which is prohibited. |
| The collection and maintenance of the data on ETA-671, Apprentice Registration – Section II Form, is authorized under the National Apprenticeship Act, 29 U.S.C. 50, and CFR 29 Part 29.1. The data is used for apprenticeship program statistical purposes and is maintained, pursuant to the Privacy Act of 1974 (5 U.S.C. 552a.), in a system of records entitled, DOL/ETA-4, Registered Apprenticeship Partners Information Management Data System (RAPIDS) at the U.S. Department of Labor, Office of Apprenticeship,. Data may be disclosed to a State Apprenticeship Agency to determine an assessment of skill needs and program information, and in connection with federal litigation or when required by law. |

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| Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Public reporting burden for this collection of information is estimated to average five minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond is required to obtain or retain benefits under 29 USC 50. Send comments regarding this burden or any other aspect of this collection of information including suggestions for reducing this burden to the U.S. Department of Labor, Office of Apprenticeship, 200 Constitution Avenue, N.W., Room N-5311, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0023.) |

*Participation Agreement*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Welder |  | Certified Nurse Assistant |  | Chef De Parti |  | Engineering Assistant |  |

(Choose one)

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and approved by The Career Academy of Pella Apprenticeship Program. The Employer agrees to carry out the intent and purpose of these apprenticeship standards and to abide by the rules and decisions of The Career Academy of Pella Apprenticeship Program under these Apprenticeship Standards.  The Employer affirms they have been furnished a true copy of the Standards and have read and understood them and do hereby request certification to train apprentices under the provisions of these Standards, with all attendant rights and benefits thereof, until cancelled voluntarily or revoked by the Career Academy of Pella Apprenticeship Program Apprenticeship Program or the Registration Agency.  On-the-job, the apprentice is hereby guaranteed assignment to a skilled and competent Journey worker /mentor and is guaranteed that the work assigned to the apprentice will be rotated so as to ensure training in all phases of the work of this occupation.  This form must be signed and returned to The Career Academy of Pella and placed on file in order for the Employer’s apprentice(s) to be registered as part of the National Apprenticeship system.

Employer Name and Title

Federal Tax ID Number (if applicable):

Address:

City/State/Zip Code:

Phone Number:                                                                                Email:

Journeyworker/Mentor Wage (Apprentice Completion Wage) $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature                                                                             Date:

***Reviewed and Approved by:***

**Career Academy of Pella**

Signature                                                                             Date:

Title:

*All Employer Participation Agreement will be uploaded in RAPID’s 2.0 by the Sponsor*