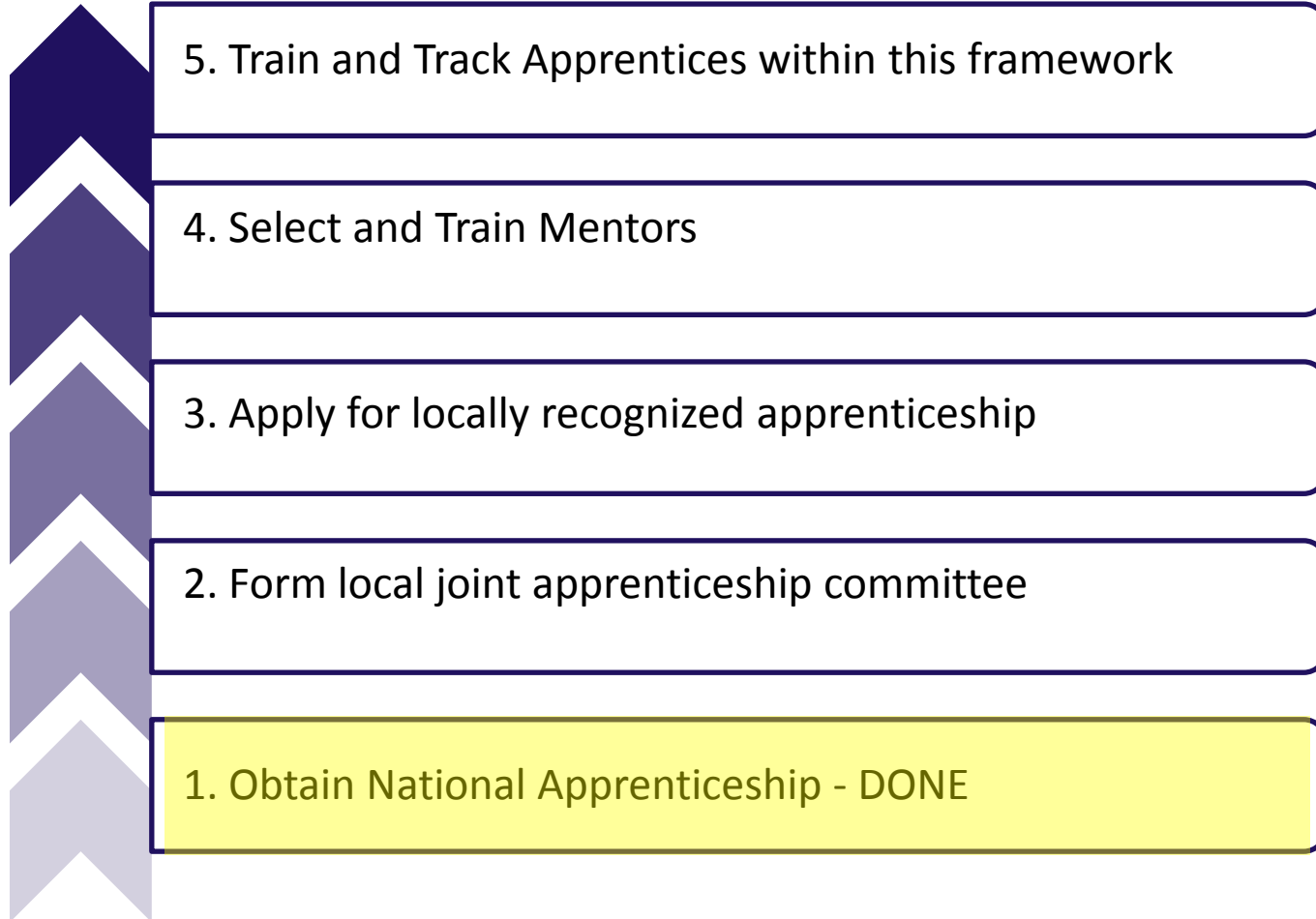


Implementing A Local Apprenticeship Program



Obtain National Apprenticeship

NEW

NATIONAL GUIDELINES FOR
APPRENTICESHIP STANDARDS

DEVELOPED BY

THE PUBLIC TRANSIT INDUSTRY
NATIONAL JOINT APPRENTICESHIP AND
TRAINING COMMITTEE (NJATC)


for the occupation of

TRANSIT ELEVATOR-ESCALATOR MAINTENANCE
TECHNICIAN
(Existing Title: Elevator Repairer)

O*NET-SOC CODE: 47-4021.00
RAPIDS CODE: 0174R

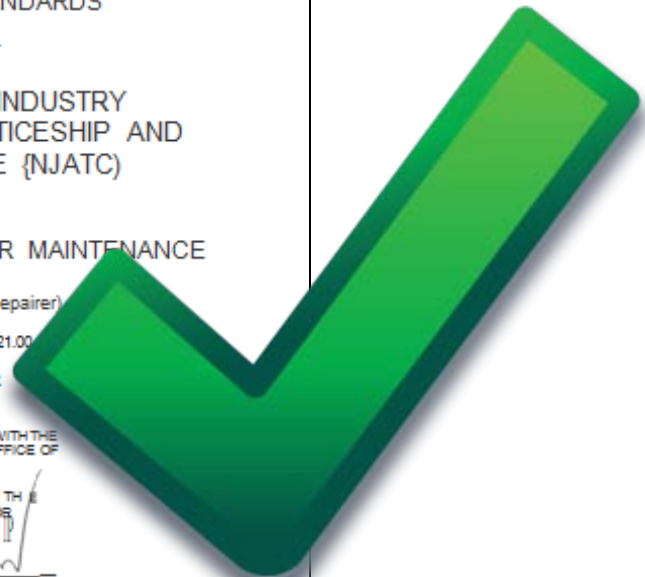
DEVELOPED IN COOPERATION WITH THE
U.S. DEPARTMENT OF LABOR, OFFICE OF
APPRENTICESHIP

APPROVED AND CERTIFIED BY THE
U.S. DEPARTMENT OF LABOR,
OFFICE OF APPRENTICESHIP

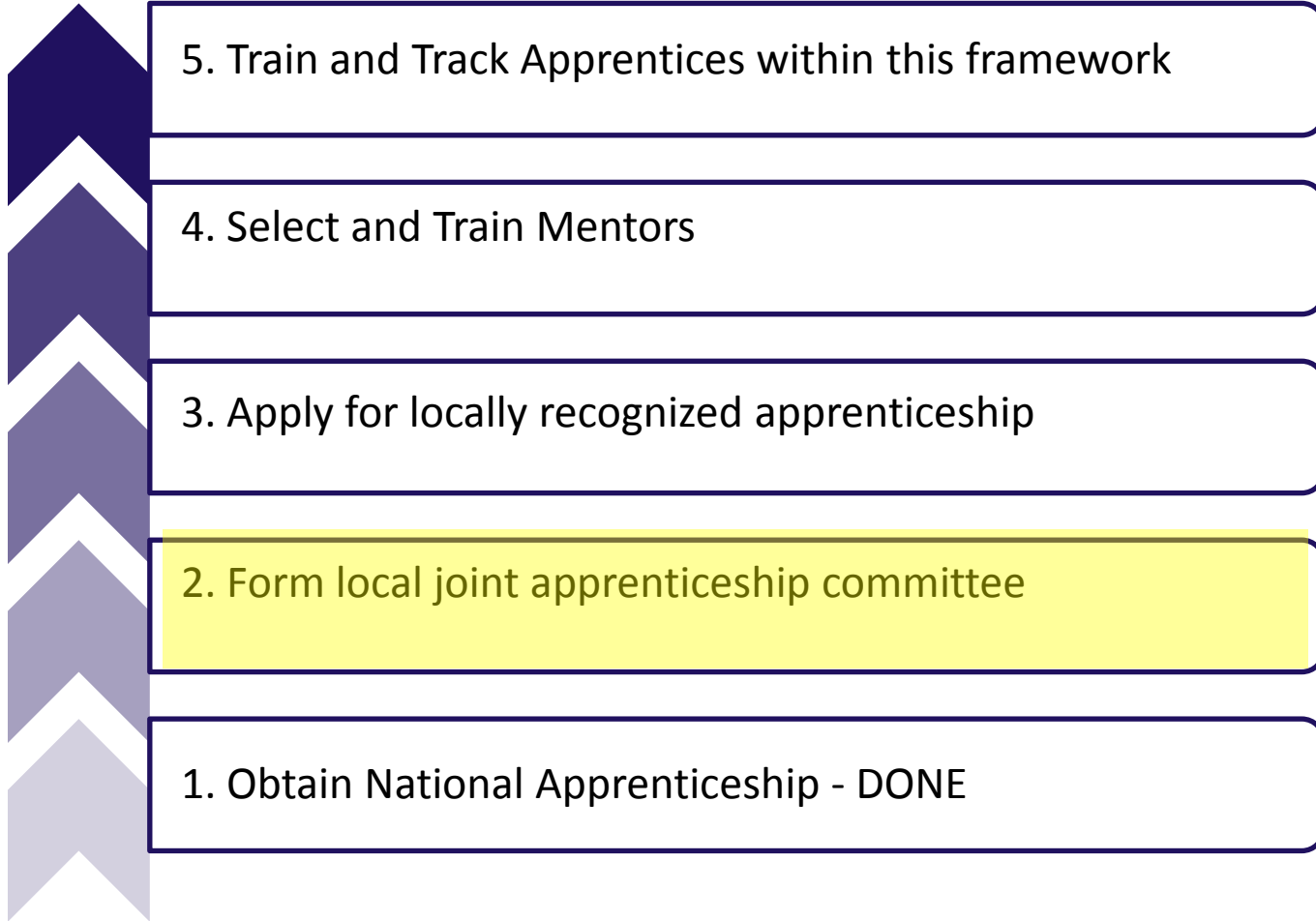
BY: 
JOHN J. LADD, ADMINISTRATOR
OFFICE OF APPRENTICESHIP

CERTIFICATION DATE: 11/13/01

CERTIFICATION NUMBER: C-201101



Implementing an Apprenticeship



Forming a JATC

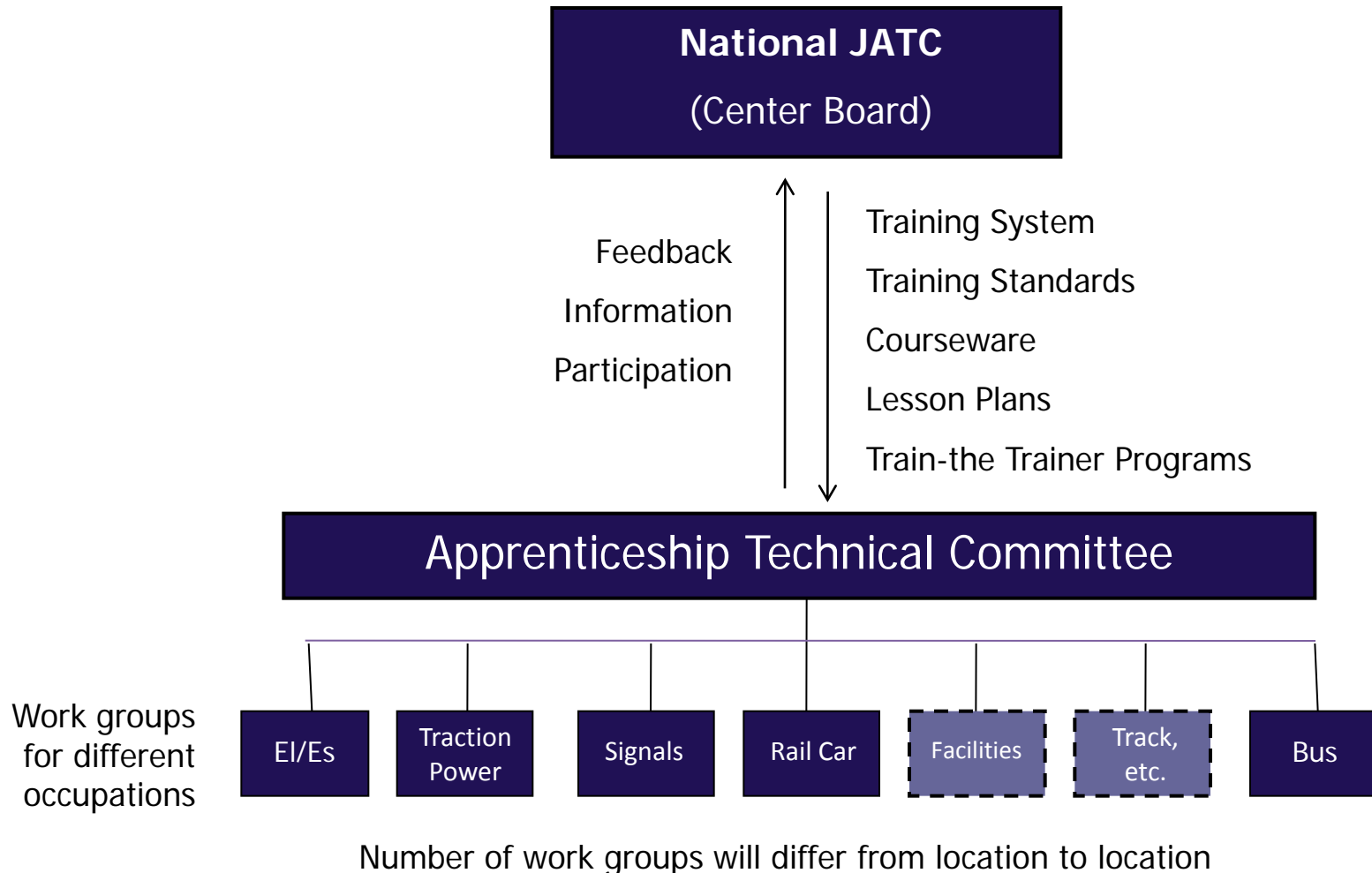
- Equally weighted **Labor** and **Management**
- Appoint **co-chairs**
- Set Ground Rules
- List of **Members** and their **expertise** must go to Registration Agency



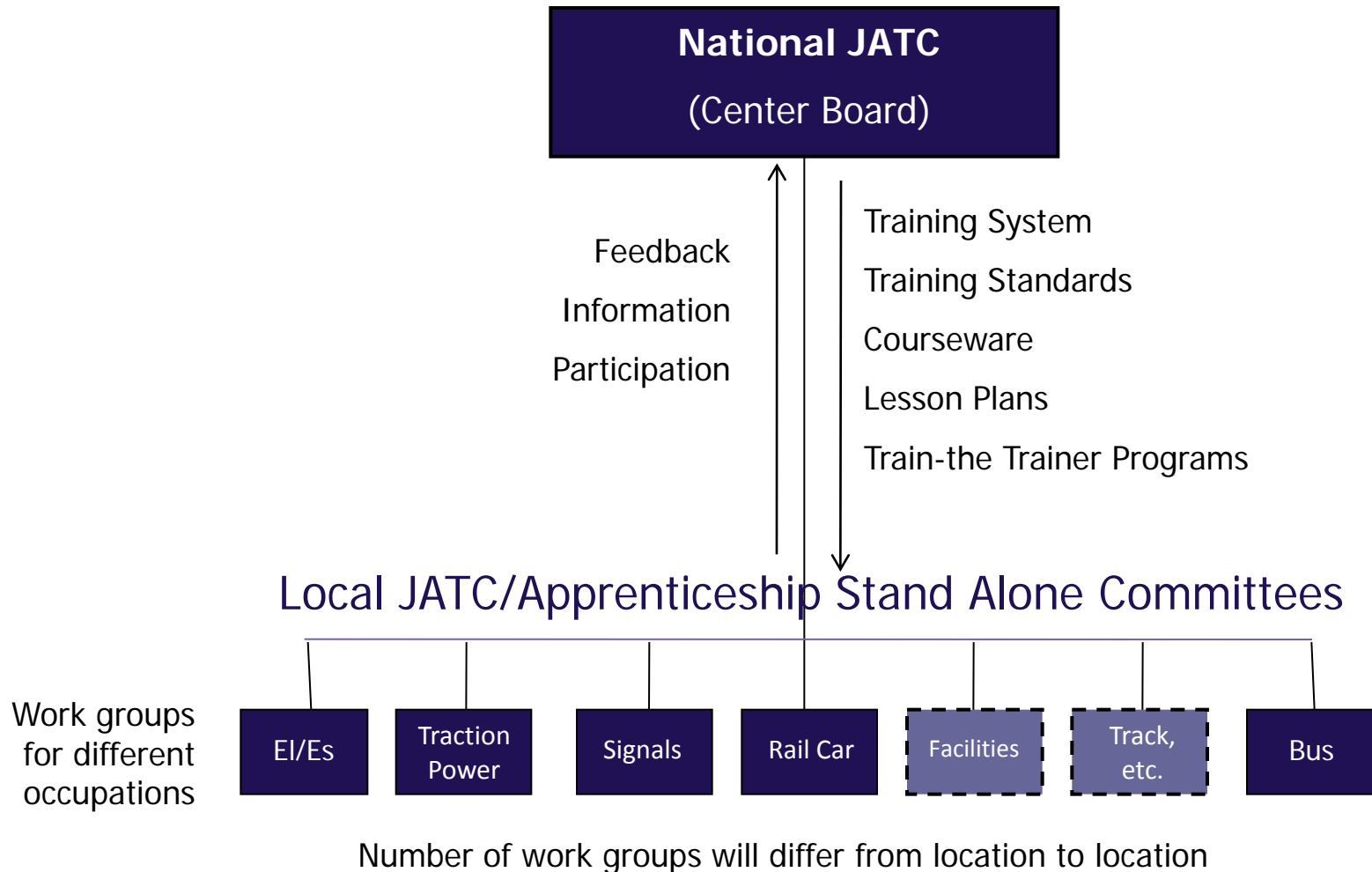
Joint Apprenticeship Committees

1. Review and modify **National Apprenticeship** for local use
2. Draft **documents** for apprenticeship:
 - **Affirmative Action**
 - **Contract Language**
 - **Wage Schedule**
3. Recruit and Orient Apprentices
4. Ongoing work with Apprentices and Program

Suggested Training & Apprenticeship Structure #1



Suggested Training & Apprenticeship Structure #2



Review and Modify Nat'l Apprenticeship

- Review National Apprenticeship Program
- If needed, **modify** program for **local** implementation
- Set minimum **experience** and **education** standards
- Establish **Apprenticeship to Mentor** ratio

Course #	Work Process Schedule and Related Instruction Outline Module - Transit Elevator-Escalator Maintenance Technician	Instructional Time					Total
		Classroom (gross)	Classroom (net)	Classroom developed	OJL	Total OJL+Lab	
100 Level Courses							
	Property specific orientation (including track safety, flagging, emergency evacuation)	8	6	2	0	2	8
100	Orientation and Background	8	6	2	0	2	8
102	Electrical and Job Safety	24	18	6	0	6	24
103	Tools and Material Handling	40	30	10	0	10	40
104	Basic Mathematics	40	30	10	0	10	40
105	Introduction to Electricity	8	6	2	0	2	8
106	Electrical Meters	8	6	2	0	2	8
107	Wiring Technologies and Equipment	24	18	6	0	6	24
108	Direct Current (DC) Fundamentals	40	30	10	0	10	40
109	Alternate Current (AC) Fundamentals	40	30	10	0	10	40
110	Basic Hydraulic and Pneumatic Theory & Applications	24	18	6	0	6	24
111	Basic Mechanical Theory & Application	40	30	10	0	10	40
	100 Level Total:	304	228	76	0	78	304
200 Level Courses							
200	Overview of Vertical Transportation	24	18	6	110	116	134
201	AC Motors, DC Motors, and Generators	40	30	10	100	100	220

Create and Implement Training Schedule

					W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T		
22																																		
23	Student Name	Student Name	Student Name	OCT	START	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
24	Nick N.	Thomas Li	S. Houser	100-100	D	101 comp	106 comp																											
25	K. Edgecomb	M. Nategh	C. Bailiff	100-100	D							100	101	106																				
26	R. Reed	D. Lopez	M. Lockwood	100-100	D													100	101	106														
27	De La Rosa	Stockton.E	Dorn.B	100-100	D																				100	101	106							
28	Planas.E	Logd.C	DeValt.J	100-100	D																											100		
29						S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	
30	Student Name	Student Name	Student Name	NOV	START	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
31	Rove.T	Swanson.D	Lau.B	100-100	D				100	101	106																							
32	Fernandez.T	Gilmore.B	Atmodjo.E	100-100	D													100	101	106														
33	Canals.J	Lopez.J	Arriaga.S	100-100	D																			100	101	106								
34				100-100	D																													

Training Schedule Example from BART

Local JATC Responsibilities

- Draft Documents for Apprenticeship:
 - A. Wage Schedule
 - B. Affirmative Action Plan

Wage Schedule – Appendix A

3. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on a percentage of the current journeyworker wage rate per the CBA.

Transit Elevator-Escalator Technician Apprenticeship Term:

By Percentage of Journey-level Wage: SAMPLE

for a 36 month program and an hourly wage rate of \$23.75.

(The hourly rate is a composite representative of the current state of the industry.

Local rates will be determined by the CBA.)

Time Period: Percentage of Journey-level : Apprentice

1 st six months	=60%	= \$ 17.25
2 nd six months	= 67%	= \$ 19.26
3 rd six months	=74%	= \$21.28
4 th six months	= 81%	= \$23.29
5 th six months	=88%	= \$25.30
6 th six months	=95%	= \$ 27.31

4. SCHEDULE OF WORK EXPERIENCE (See attached Work Process Schedule)

The NJATC may modify the work processes to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

Affirmative Action Plan

- For Programs that will have 5+ apprentices
- May already be developed by HR Department
 - Obtain
 - Modify as needed
- Other Resources:
 - EEOC
 - Local DOL/OA



Affirmative Action Plan - Appendix C

SECTION I - INTRODUCTION

The JATC enters this Affirmative Action Plan (AAP) with good faith for the purpose of promoting equality of opportunity into its Registered Apprenticeship Program. The JATC seeks to increase the recruitment of qualified women and/or minorities for possible selection into the apprenticeship program in the event women and/or minorities are underutilized in the apprenticeship program. The JATC hereby adopts the following nondiscriminatory pledge and the AAP.

This AAP is a supplement to the Apprenticeship Standards. Any changes made by the JATC will become part of this written AAP, once approved by the Registration Agency.

SECTION II - EQUAL OPPORTUNITY PLEDGE

The JATC commits to the following Equal Opportunity Pledge:

"The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination because of race, color, religion, national origin, or sex. The Sponsor 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."

SECTION III - UTILIZATION AND ANALYSIS, GOALS AND TIMETABLES

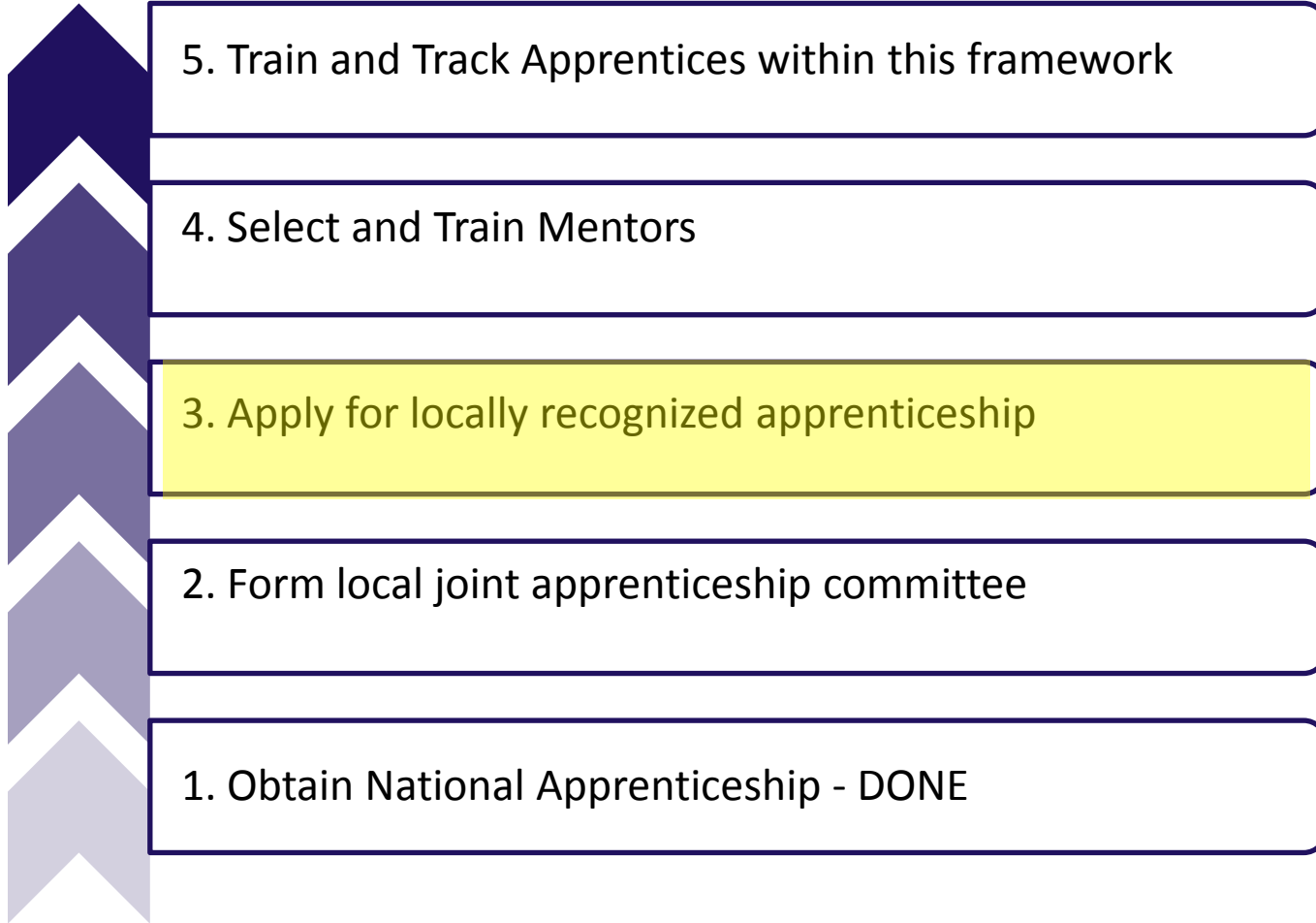
In order to allow positive recruitment and full utilization of minorities and women in the apprenticeship program, the JATC pledges to identify outreach efforts under Section IV which will be undertaken. The purpose of the analysis is to determine the minority's and women's labor force in the JATC's labor market area. Once the labor force is determined, the JATC can determine if deficiencies exist in terms of underutilization of minorities and/or women in the occupations registered with the Registration Agency. See attached Affirmative Action Plan Workforce Analysis Worksheet.)

SECTION IV - OUTREACH AND POSITIVE RECRUITMENT

The JATC's AAP includes the following "checked" outreach and positive recruitment efforts that would reasonably be expected to increase minority's and women's participation in apprenticeship by expanding the opportunity of minorities and women to become eligible for apprenticeship selection. Once those efforts have been checked, the JATC will set forth the specific steps they intend to take under each identified effort. The JATC will identify a significant number of activities in order to enable it to meet its obligation under Title 29, CFR part 30.4(c).

- | | | |
|---|----|---|
| A | o | An announcement of specific apprenticeship openings must be disseminated thirty (30) days in advance of the earliest date for application at each interval to the following agencies/organizations: |
| | | <ul style="list-style-type: none"> Registration Agency Women's Organizations/Centers Local Schools Employment Service Centers One Stop Centers Vocational Education Schools Other Organizations/Centers (which can effectively reach minorities and women) Newspapers (which are circulated in the minority community and among women) |
| | | The announcement will include the nature of the apprenticeship, requirements for admission to the apprenticeship, availability of apprenticeship opportunities, sources of apprenticeship applications, and the JATC equal opportunity policy. The period for accepting applications as established by the JATC is: _____ |
| B | o | Participation in annual workshops conducted by employment service agencies for the purpose of familiarizing school, employment service and other appropriate personnel with the apprenticeship program and current opportunities. |
| + | c. | o Cooperation with school boards and vocational educational systems to develop programs for preparing students to meet the standards and criteria required to qualify for entry into the apprenticeship program. |
| D | o | Internal communication of the JATC's equal opportunity policy should be conducted in such a manner to foster understanding, acceptance, and support among the JATC's various officers, supervisors, employees, and members, and to encourage such persons to take the necessary action to aid in meeting its obligation under Title 29 CFR, part 30. |
| E | o | Engaging in programs such as outreach for the positive recruitment and preparation of potential applicants for apprenticeship; where appropriate and feasible, such programs will provide for pre-testing experience and training. In initiating and conducting these programs, the JATC may be required to work with other sponsors and appropriate community organizations. The JATC will also initiate programs to prepare women and encourage women to enter traditionally male programs. |

Implementing an Apprenticeship



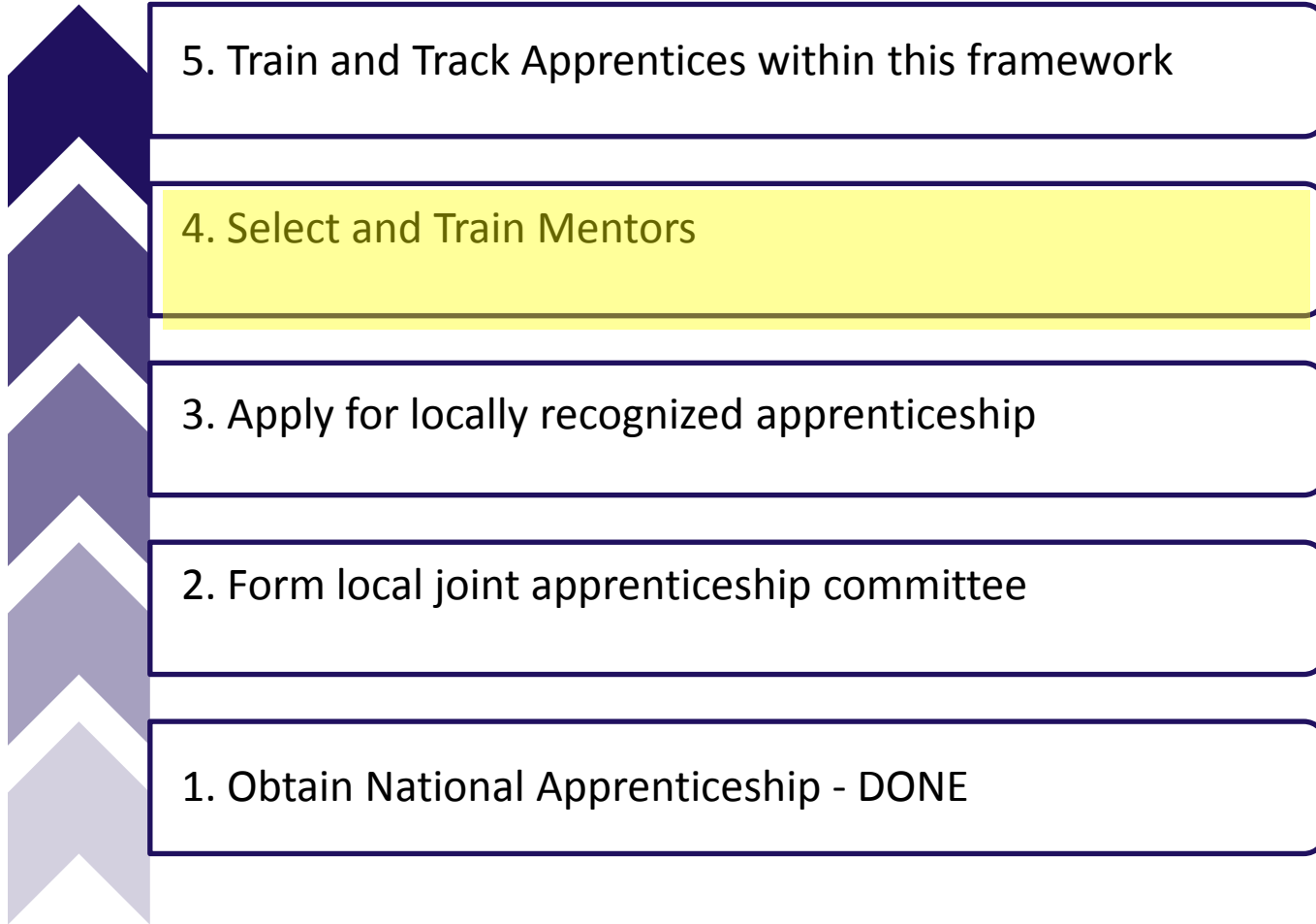
Apply for Local Apprenticeship

- Find out if your state is mandated by state or federal rules
- Get in touch with appropriate representative
 - Discuss any adjustments needed for your location

Document Checklist

- JATC member list
- Training Program with any modifications for local implementation
- Affirmative Action Plan
- Contract Language
- Wage Schedule

Implementing an Apprenticeship



What is a Mentor?

A mentor is a teacher who assigns tasks and reviews performance. A mentor also facilitates personal and professional growth in an individual by sharing knowledge learned throughout the years. The desire to want to share these "life experiences" is characteristic of a successful mentor. In maintenance, a mentor is one who shows a trainee how best to diagnose, maintain, repair and overhaul equipment. Because not all procedures are clearly spelled out in the classroom or in manuals, mentors fill in the missing elements by showing trainees how jobs get done in actual work settings.



Selecting Quality Mentors through Recommendations

- Supervisor and Shop Steward
- Instructor
- Peer
- Self-Nomination
- Use of Incentives?

Roles of Instructors/Mentors

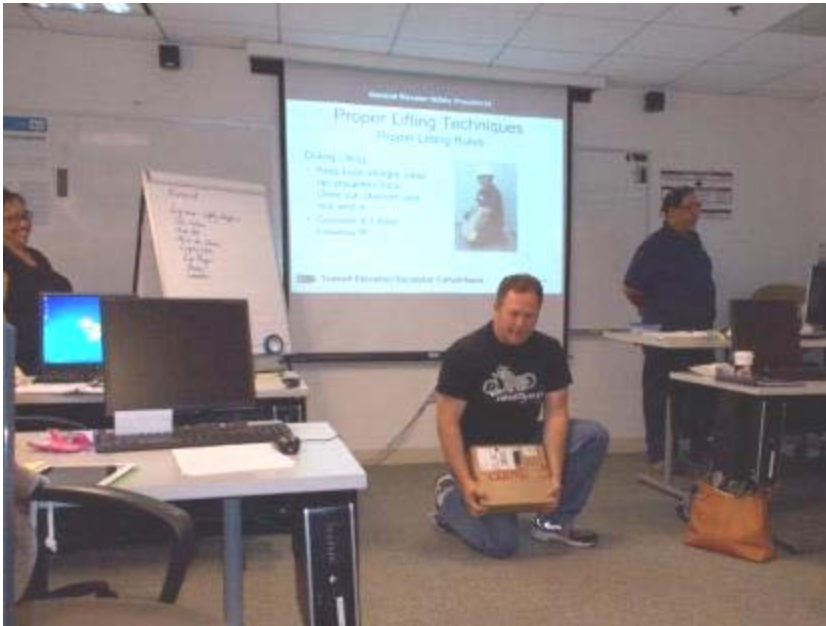
1. Teacher
2. Guide
3. Counselor
4. Advisor
5. Motivator
6. Motivator
7. Door Opener
8. Coach
9. Role Model
10. Referral Agent

Attributes of Successful Instructors

- Supportive
- Patient
- Respected
- People Oriented
- Good Motivator
- Effective Teacher
- Secure In Position
- An Achiever
- Provide Trainee Visibility
- Values the Organization
- Values the Work
- Respects Others

Training Mentors/Instructors

- Develop in house
- Take Advantage of Existing Programs



Classroom Instruction Practice during Train-the-Trainer



Field Based Instruction Practice during Train-the-Trainer

Train-the-Trainer curriculum available through
www.transittraining.net

Training Mentors/Instructors

- Develop in house
- Take Advantage of Existing Programs

**MENTORING FOR
TRANSIT MAINTENANCE MECHANICS**


**TRAIN-THE-TRAINER FOR ON
THE-JOB-TRAINING (OJT)**

**GREATER CLEVELAND
REGIONAL TRANSIT AUTHORITY
AND
AMALGAMATED TRANSIT UNION LOCAL 5602**

Submitted by Stuart Bass,
Keystone Development Partnership



For the Transportation Learning Center



May 2014

GCRTA/ATU Mentoring for Transit

Review the Subject


This is when you summarize what was done. After the review, the trainee does the next step; doing the everyday normal work on his or her own. There may be some coaching off from coaching to independent work for the trainee. It is a good practice to have a formal ending to the coaching and hand off to a work assignment.

It is also a good practice for a mentor to let the trainee know that there is always a next step for the trainee. The final step of OJT might include the location supervisor's approval. Each phase or work location may have a different procedure for ending training. Sometimes, the training may end with a performance test.

The relationship between the mentor and the trainee does not have to end with the training.

**ADAPT THE P.O.P.P.E.R. METHOD
TO FIT YOUR SITUATION**

This teaching process is not set in stone. Each step can be changed depending on the mentor and the trainee. A mentor will have to be flexible to be the best mentor for their trainee. Every trainee has different needs and every mentor has different strengths. As long as the relationship between the mentor and the trainee is based on respect, each person will grow from the experience.



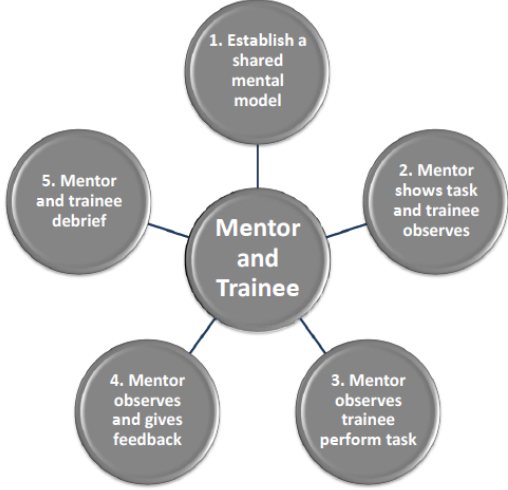
SOME FACTORS ABOUT TRAINING TO CONSIDER

Positive	Negative
Teacher/trainer was patient	Teacher showed favoritism
Students were encouraged to learn	Training was boring
Teacher cared and was fair	Trainer was threatening or intimidating
Trainer let me know how I was doing	Trainer was disorganized
Mentor knew their job	Mentor didn't know the subject
Teacher presented practical real problems	Material was not relevant

Prepared by KDP for Transportation Learning Center May 2014

GCRTA/ATU Mentoring for Transit

FIVE STEPS OF THE MENTORING PROCESS



Adapted from "Mentoring for Maintenance Employees," by Donna Lucas, SEPTA based on *Training on the Job* by Diane Walter

Prepared by KDP for Transportation Learning Center May 2014

Mentoring Guidebook

MENTORING GUIDEBOOK

Transportation Learning Center
November, 2012

PURPOSE & INTRODUCTION

Mentoring provides an excellent training opportunity because experienced person (mentor) with a less experienced trainee's abilities, career development, and professional growth mentoring process requires that the mentor and trainee work work settings to reach specific learning goals and to provide to ensure that goals are reached. With so many highly expert technicians on the verge of retiring, mentoring offers those in opportunity to pass on their vast amount of experience to other highly proficient technicians have what it takes to become those with right attributes to provide excellent on-the-job training settings.

The purpose of this report is to serve as a guidebook, offering transit agencies can use to establish mentoring as a training, guidance, suggestions, and examples to implement or expand mentoring programs. It is based on a generic mentoring guide the USDOT, modified and enhanced to reflect transit maintenance. The guidebook was produced as part of Transportation Research E-7: Initiating a National Joint Transit Industry Rail Vehicle Technician Qualification Program: Building for Success. It has also been done under other grants from the U. S. Department of Transportation Department of Labor.

Information collected in this document is intended to guide the personnel through the mentoring process, defining what it is, the roles and responsibilities during the tutelage period, and that can be adopted to forge a mentoring relationship. It also learning styles and how to cultivate trainee-mentor relationship potential obstacles to mentoring. Finally, guidance is offered sheets that can be used within a structured mentoring program consist of specific learning objectives (e.g., demonstrate uses wrench) that can be developed from common agency jobs or National Training Standards and modified as needed to establish learning activities. A sample Task Sheet adapted from the National

APPENDIX A: MENTOR ATTRIBUTE CHECKLIST

Desired Mentor Attribute	Does the Candidate Have This Attribute? Y/N
Is an extremely knowledgeable technician with exceptional work skills.	
Is considered by peers to be an expert in the field.	
Has earned the respect of his/her peers and the transit agency.	
In addition to having the ability to teach the "skills of the trade," would be willing to manage the trainee's overall learning.	
Sets high standards for themselves.	
Enjoys and is enthusiastic about their work.	
Supports and works within collective bargaining agreements.	
Understands various job classifications and can instruct the trainee not to cross over into the work of other technicians.	
Has willingness to help the trainee take and pass any performance assessments given after the mentoring.	
Continually seeks to update their knowledge and skills.	
Listens to and communicates well with others.	
Likes to help others.	
Exercises good judgment in decisions concerning themselves and the welfare of others.	
Is sensitive to the needs of others, and generally recognizes when others require support, direct assistance or independence.	
Has the ability to support the needs and	

MENTORING TASK CHECKLIST – RAIL

Level 100

Tools & Material Handling

Taken From: Rail Training Standard Module 103 – Tools & Material Handling

NOTE: All tasks may not be applicable, and tasks do not need to be performed in the order listed. Use this task sheet as a guide, tailoring as needed to suit mentoring learning objectives. Add other learning objectives as appropriate to your agency's job tasks.

Job Task - Learning Objective	Mentor Performs the Task (Trainee Observes)	Mentor Coaches Trainee Through Task	Trainee Performs Task Without Assistance (Mentor Observes)
103 Tools and Material Handling			
Basic Hand Tools			
Hold a rigid rule correctly when measuring an object.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set lock joint transfer-type calipers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify vernier calipers & show how they are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take a measurement with a micrometer caliper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review parts of a combination square.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrenches and Screwdrivers			
Demonstrate steps that must be followed when driving a screw.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate uses of open-end, box-end, socket, socket-head, adjustable, torque, and striking-face wrenches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate two sizes that are important in identifying a socket wrench.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate uses of standard, Phillips, offset, and spiral-ratchet screwdrivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pipetting Tools			
Demonstrate uses of a straight pipe wrench, a Stillson wrench, a chain pipe wrench.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate uses of a pipe wrench.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate why a machinist's vise should not be used for holding pipe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to thread pipe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how to clean a pipe tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Agency Task Sheets – Ex: SEPTA

Elevator Escalator Apprentice Program Task Sheet - SEPTA

Subject	Task	Required Equipment	Work Orders #'s (attached)	Maint. Mgr. Signature
Soldering	Assemble and Solder a Digital logic probe	Reference material as required. IC components, solder and soldering iron All necessary tools and PPE**		
<p style="text-align: center;">NAME _____ ACCOUNT _____ LOCATION _____</p>				

Task Sheet Example - SEPTA

Hands-on Assessment Resources from TCRP-E7 Rail Vehicle Project

NATIONAL RAIL CAR HANDS-ON SKILLS ASSESSMENT

PART 1: TASK APPLICATION FORM

This form is used to request a single hands-on skills assessment under the National Joint Transit Industry Rail Vehicle Technician Qualification Program: *Building for Success*. In this stage of the process labor and management representatives work together with the Transportation Learning Center to develop assessment tasks based on each agency's equipment, procedures and training in a way that remains consistent with national guidelines.

Start by completing as much of the application as possible and then contact the Center for assistance. Once the application has been finalized, the Center will produce a step-by-step worksheet that can be used to administer each hands-on assessment.

Agency Name:

Labor Representative Contact Information:

Name: Telephone: Email:

Management Representative Contact Information:

Name: Telephone: Email:

STEP 1: SELECT HANDS-ON SKILL

Training Standard Reference: **Select from Modules/Learning Objectives 204 – Auxiliary Inverters and Batteries**

Hands-On Skill To Be Demonstrated: **Select from Modules/Learning Objectives Assessing the operation of the auxiliary inverter and battery charger with portable test unit (PTU).**

STEP 2: IDENTIFY TASKS

Table A lists the generic tasks, acceptable performance criteria (steps needed to successfully complete each task), and point structure identified for this assessment by the rail vehicle training committee. Each agency, however, has equipment, training requirements and work procedures that may differ. Because of this you must review the generic material contained in Table A and create your own Table B, modifying the tasks, acceptable performance criteria, and point structure as needed to suit your specific conditions. Also feel free to rearrange the tasks in an order that best suits your needs. Feel free to contact the Transportation Learning Center for assistance in completing Table B.

Preparation of test area:

The couplers are on the train and accessible from under the car. Evaluators select ahead of time three defects from the following list (dependent on property) and create or simulate them on the coupler:

1. Dirty or damaged contact pins or damaged boots
2. Gasket is worn/loose or cover misaligned
3. Draft tube is damaged
4. Coupling/uncoupling mechanism is damaged (in working order)
5. Weight, swing, stop-to-stop, or centering device damaged or misaligned
6. Check torque mechanism
7. Check shear bolts (loosen or remove bolts)
8. Check safety wire, correctly
9. Train line cables are defective - rubbing, chafing, fraying, loose connectors, etc
10. Assembly switch is misaligned
11. Alignment pins are worn

Tools, Equipment, and Materials Required:

Provided to the Candidate:

Apr (night tool, etc.), go-no-go gauge or other required gauges, level, measuring tape, track bar, CDU (manual, local inspection sheet)

Provided by the Candidate:

RFI (lockout/ Tagout equipment)

The Candidate is asked to (This will be read to the candidate, one at a time, in sequence. The next item on the list will be read when the candidate indicates they are ready. Candidate can ask questions, but evaluators can only clarify what has been read out loud, not provide additional information.)

1. Perform all necessary safety procedures and select and wear necessary PPE before beginning anything else. Do this all before you start the job. After you are satisfied that safety has been addressed, continue to follow all applicable safety procedure as you perform the following tasks.
2. Perform a coupler inspection according to local procedures, and verbalize what you are doing, identify what you are looking at and how you are determining if a component is in acceptable working condition. Explain, but do not perform, where and how you would be lubricating and clearing.
3. There are at least three defects on the coupler. Identify these defects during the inspection and tell the evaluators what they are.
4. For each defect found, describe what needs to be replaced or adjusted, and how to do it.

Maximum Time Allowed:

60 minutes (30 minutes after candidate is satisfied vehicle is secured and safety requirements are met)

Scoring and Acceptable Performance:

Perform all tasks safely:

- Proper PPE (safety glasses)

- Verify proper securing of the vehicle (lockout/tag out, etc). Follow all locally required procedures

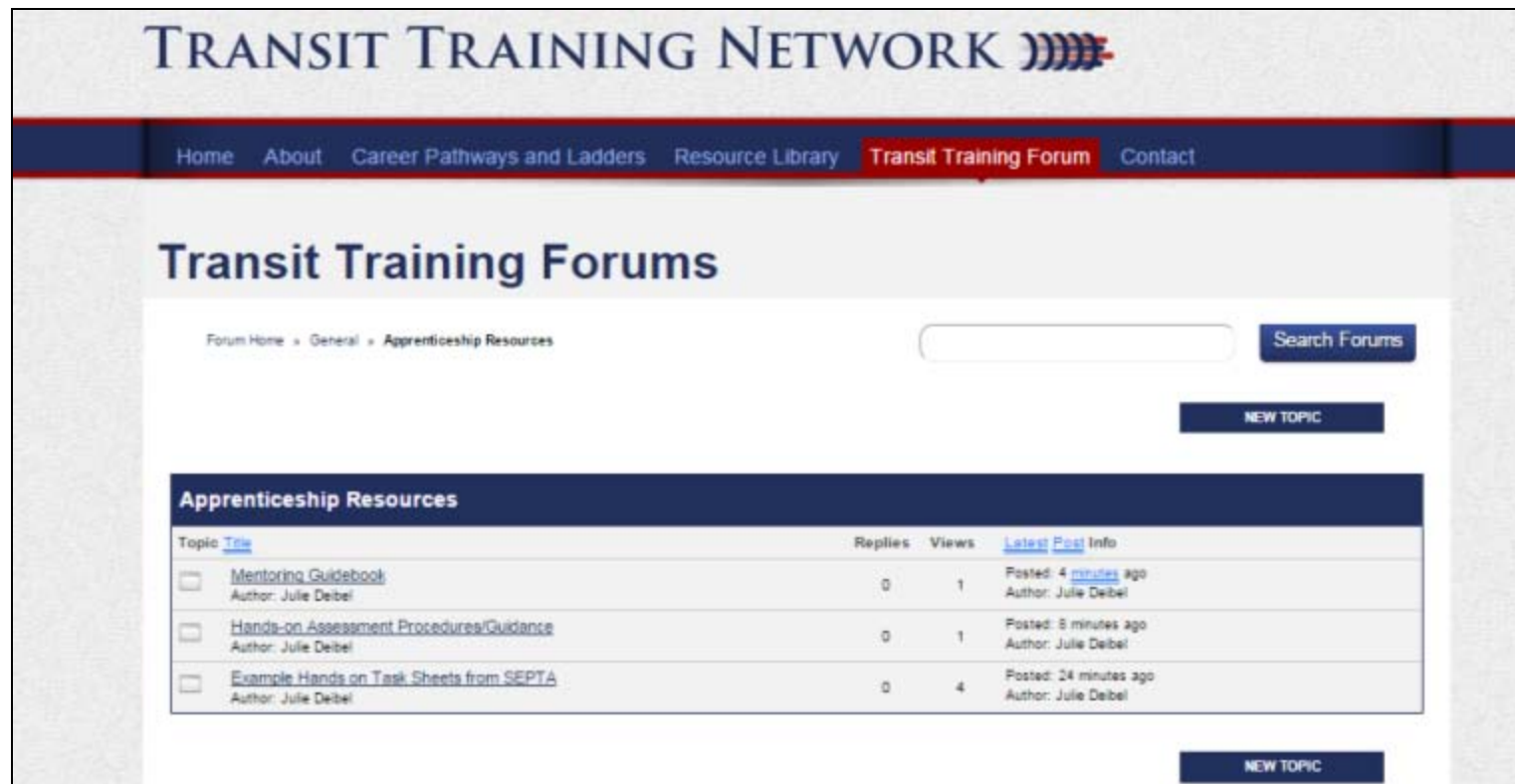
Pass/Fail

Topic: Couplers

Hands-on Testing Scenario: Inspection of Couplers

Completes all inspection tasks based on local requirements and verbalizes what he/she is looking at and what criteria/parameters he/she is using.	25
Identifies defect #1 (Candidate identifies defect and condition)	15
Identifies defect #2 (Candidate identifies defect and condition)	15
Identifies defect #3 (Candidate identifies defect and condition)	15
Explains what needs to be replaced or adjusted for defect #1.	10
Explains what needs to be replaced or adjusted for defect #2.	10
Explains what needs to be replaced or adjusted for defect #3.	10

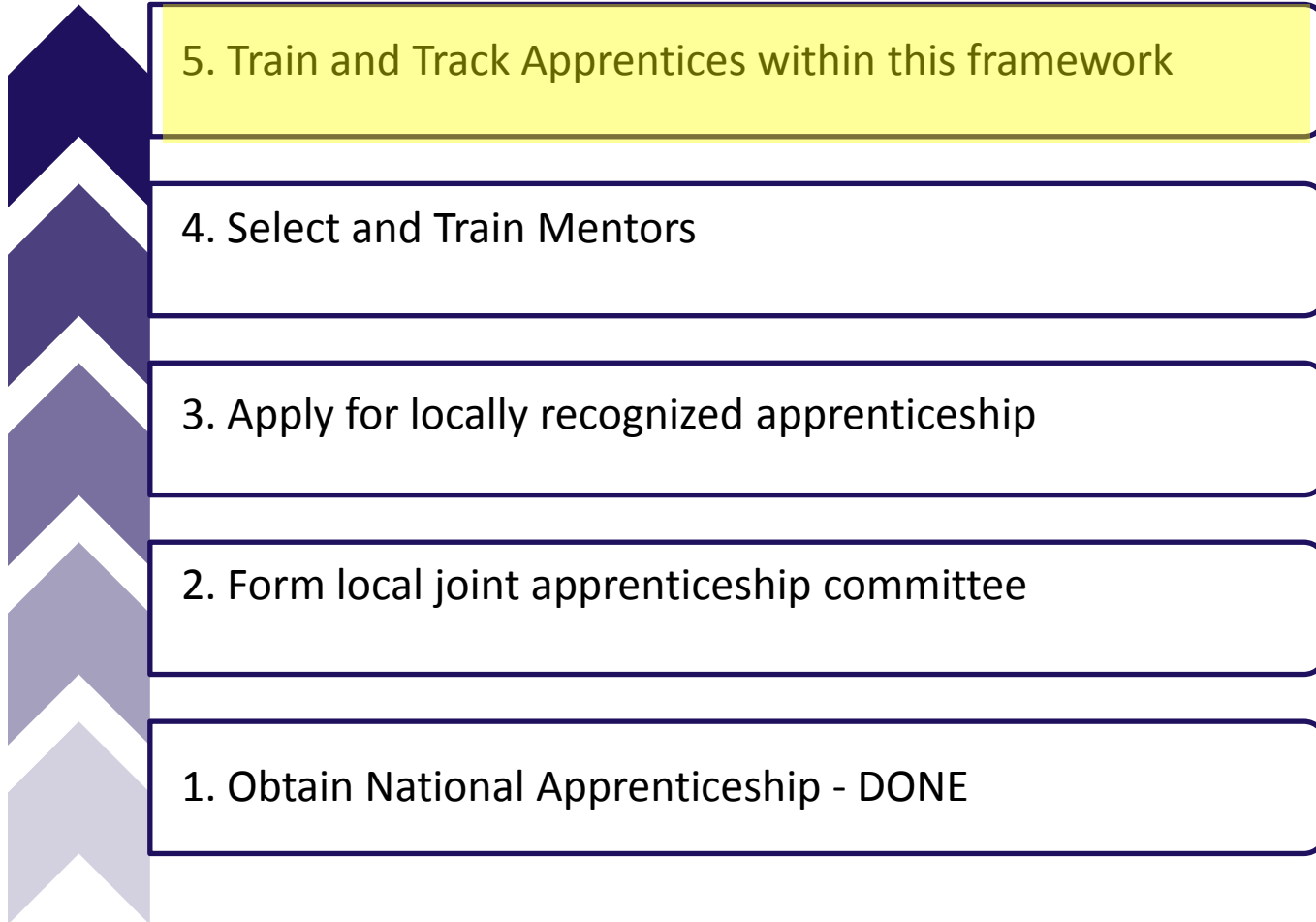
You can **find** or **contribute resources** at www.transittraining.net
under
Transit Training Forum/General/Apprenticeship



The screenshot displays the Transit Training Network website. The header includes the site name and a navigation menu with links for Home, About, Career Pathways and Ladders, Resource Library, Transit Training Forum (highlighted), and Contact. The main content area is titled "Transit Training Forums" and shows a breadcrumb trail: Forum Home > General > Apprenticeship Resources. A search bar and a "Search Forums" button are present. Below the search bar is a "NEW TOPIC" button. The "Apprenticeship Resources" section contains a table with three rows of forum posts, each with a checkbox, a title, author, replies, views, and a timestamp.

Topic	Title	Replies	Views	Latest Post	Info
<input type="checkbox"/>	Mentoring Guidebook Author: Julie Deibel	0	1	Posted: 4 minutes ago Author: Julie Deibel	
<input type="checkbox"/>	Hands-on Assessment Procedures/Guidance Author: Julie Deibel	0	1	Posted: 5 minutes ago Author: Julie Deibel	
<input type="checkbox"/>	Example Hands on Task Sheets from SEPTA Author: Julie Deibel	0	4	Posted: 24 minutes ago Author: Julie Deibel	

Implementing an Apprenticeship



Local JATC Responsibilities: Select and Orient Apprentices

- **Select and Register** Apprentices
 - Dedicated to training program
 - Work safely
 - Respect the workplace
- **Advise** Apprentices on:
 - **Rules**
 - **Policies**
 - **Health and Safety**



Apprenticeship Agreement – Appendix B

APPRENTICESHIP REGISTRATION-SECTION II OMB No. 1205-0223 Est. Iss: 04/30/2015

Warning: This agreement does not constitute a certification under Title 29. The program sponsor and apprentice agree to the terms of the Apprenticeship CFR, Part 8 for the employment of the apprentice on Federally financed or Standards incorporated as part of this Agreement. The sponsor will not discriminate against construction projects. Current certifications must be obtained in the selection and training of this apprentice in accordance with the Equal from the Office of Apprenticeship (OA) or the recognized State Opportunity Standards in Title 29 CFR Part 30, and Executive Order 11246. This Apprenticeship Agency shown below. (Item 24)

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)

2. Date of Birth (Mo., Day, Yr.) 3. Sex (Mark one)
 Male Female

4. Answer Both A and B (Voluntary) (Definitions on reverse)

4. a. Ethnic Group (Mark one)
 Hispanic or Latino
 Not Hispanic or Latino

4. 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

7a. Employment Status (Mark one) New Employee Existing Employee

7b. Career Linkage or Direct Entry (Mark one) (Instructions on reverse)
 Job Corps YouthBuild School-to-Registered Apprenticeship HUD/STEP-UP Direct Entry

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. 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, 3b, and 3c. (Mark one)
 Yes No

Sponsor Name and Address (No. Street, City, County, State, Zip Code)

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

10. Wages: (Instructions on reverse)

10a. Pre-Apprenticeship Hourly Wage \$ _____ 10b. Apprentice's Entry Hourly Wage \$ _____ 10c. Journeyworker's Hourly Wage \$ _____

Check Box
 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 Completion (If applicable)

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)

WAGE PROGRESSION

PROBATIONARY PERIOD

HOURS OF WORK - TERM

CREDIT FOR PREVIOUS EXPERIENCE

RELATED INSTRUCTION RESOURCES

Maintaining Records

- Maintain records – training and assessments
- Certify Completion

REGISTERED APPRENTICESHIP
Do Let's Learn

RAPIDS


Registered Apprenticeship Partners Information Data System

****WARNING**WARNING**WARNING****

This is a U.S. Government computer system, which may only be accessed and used by authorized personnel for official government business. Individuals using this computer system with or without authorization are subject and consent to having their activities monitored and recorded by authorized system personnel. All data contained on this computer system may be monitored, intercepted, recorded, read, copied, or captured and disclosed in any manner by authorized personnel. Anyone using this system expressly consents to such monitoring and is advised that if such monitoring reveals possible evidence of criminal activity, system personnel may provide the evidence of such monitoring to law enforcement officials, and could result in punishment by fine, imprisonment, or both (18 U.S. Code 1030). Unauthorized access or use of this computer system by any person whether authorized or unauthorized, constitutes consent to these terms and may subject violators to criminal, civil, and/or administrative action.

****WARNING**WARNING**WARNING****

Agree



<http://www.rapids.doleta.gov>

On-Going Work of the JATC

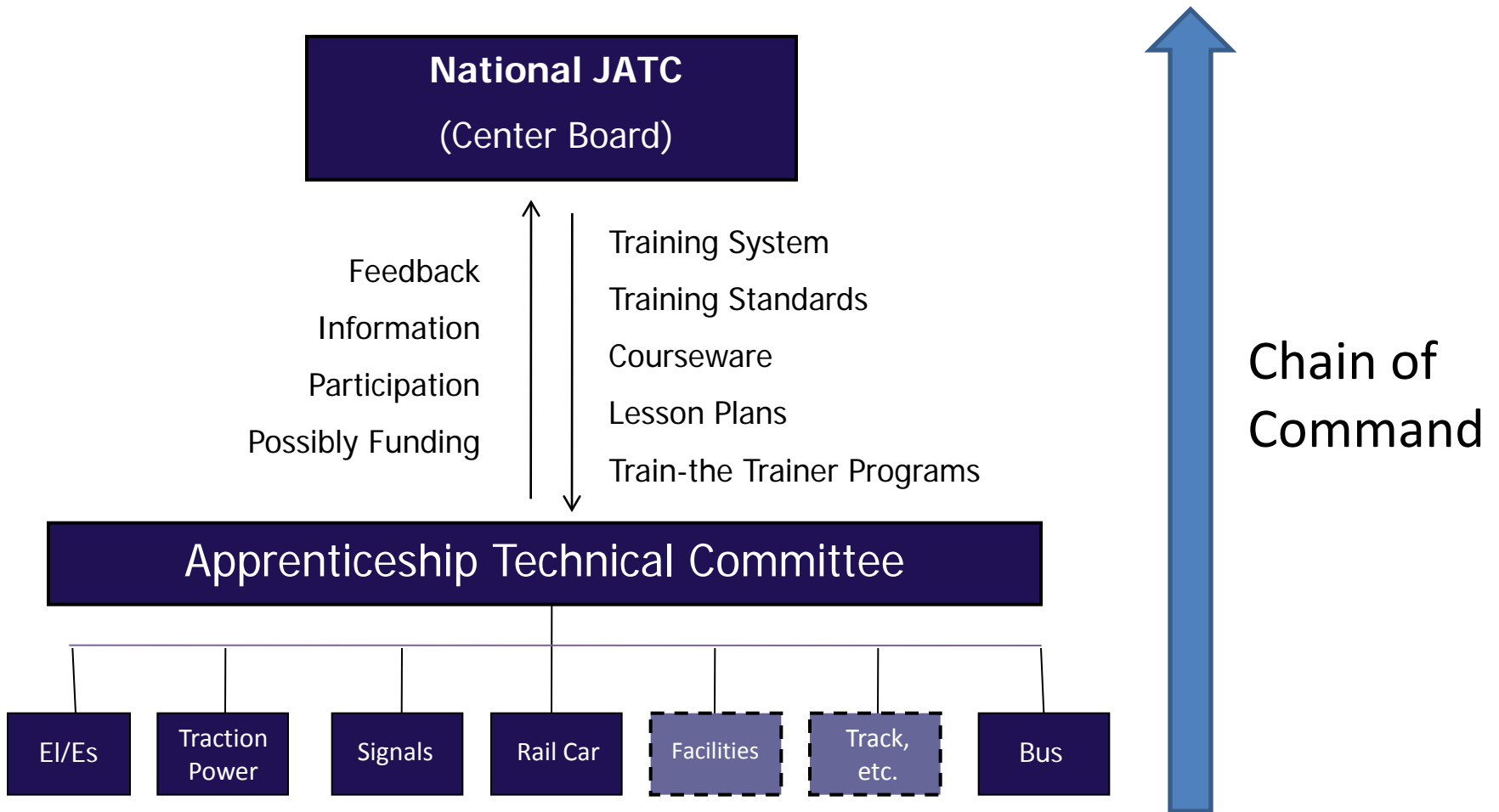
- Act as **Liaison** between Apprentice and Registration Agency on Status, etc.
- Modify Training Program as needed
- Maintain Records
- **Meet bi-annually to review progress**
- Resolve Complaints



Resolve Complaints

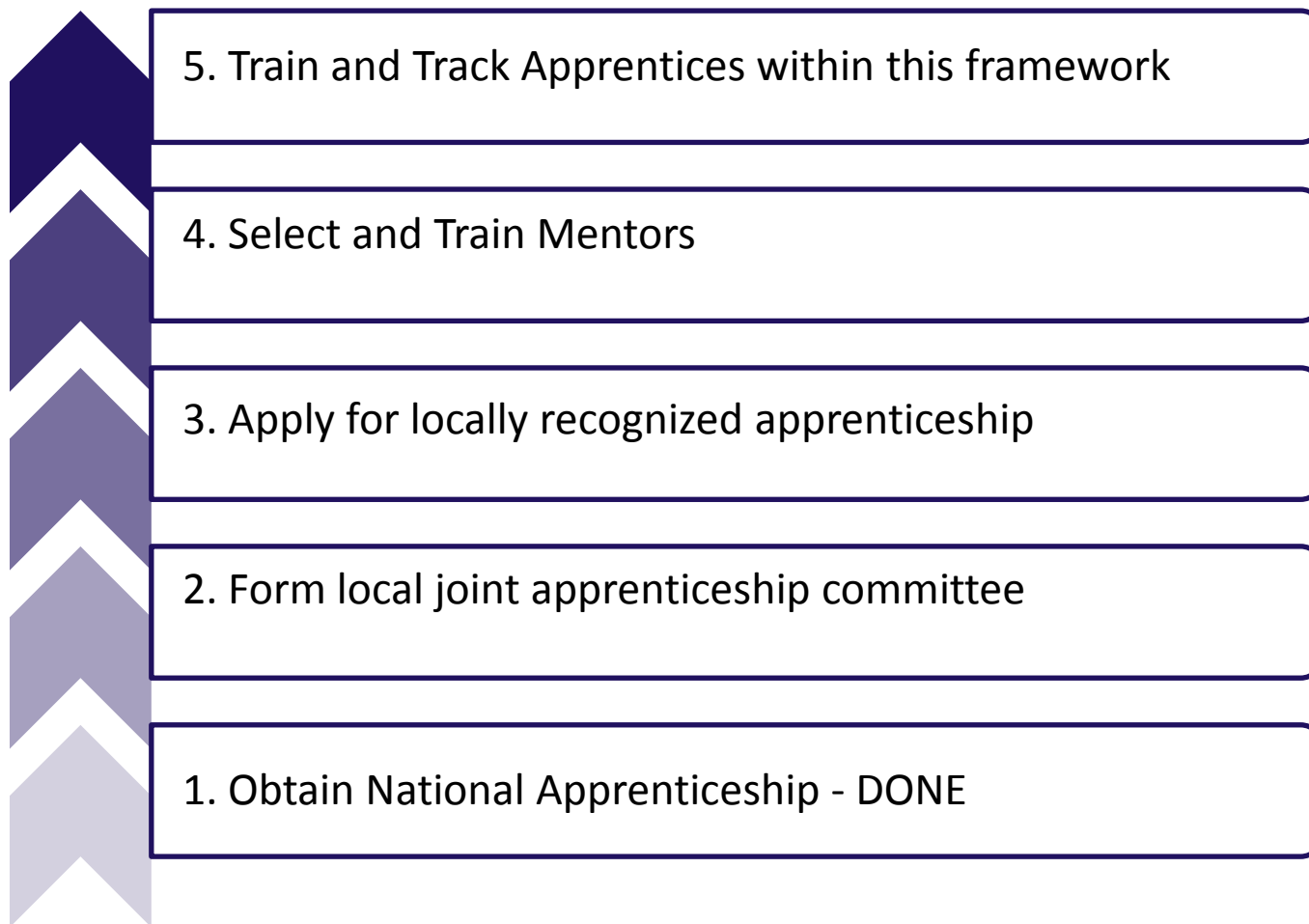
- Local JATC hears all complaints of violations concerning the apprenticeship agreement and registered apprenticeship standards
- If appealed, taken to National JATC
- For Collective Bargaining violations – issue will be resolved by the applicable grievance and arbitration procedures.





Number of work groups will differ from location to location

Implementing A Local Apprenticeship Program



Implementing A Local Apprenticeship Program

For More information, contact Mark Dysart
mdysart@transportcenter.org
240.485.2282

Bay area POC with the Office of Apprenticeship
to develop and register your program:
contact - Harry Dispensa, (415) 625-2230
dispensa.harry@dol.gov