



PENNSYLVANIA STANDARDS OF REGISTERED APPRENTICESHIP

DEVELOPED BY

FEIN

Disclaimer: The teacher registered apprenticeship templates were developed with input from the Pennsylvania Apprenticeship and Training Office (ATO) and were designed to incorporate all current regulatory requirements and best practices. However, the Pennsylvania Apprenticeship and Training Council (PATC) may provide additional feedback, recommendations, or requests during the program review and approval process that are not explicitly addressed within these templates. Sponsors should anticipate and be prepared to respond to such requests to ensure successful program registration and compliance.

**APPROVED BY THE APPRENTICESHIP AND TRAINING COUNCIL
FOR THE COMMONWEALTH OF PENNSYLVANIA**

These standards comply with 34 Pa. Code § 81 and 34 Pa. Code § 83 and are tailored to this program sponsor's registered apprenticeship program. These standards do not create new legal requirements or change current legal requirements. The legal requirements related to registered apprenticeship that apply to registered apprenticeship programs are contained 34 Pa. Code § 81 and 34 Pa. Code § 83.

**IN COOPERATION WITH THE NATIONAL APPRENTICESHIP PROGRAM
IN ACCORDANCE WITH THE BASIC STANDARDS OF APPRENTICESHIP
ESTABLISHED BY THE SECRETARY OF LABOR**

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TABLE OF CONTENTS

Forward	3
Definitions.....	4
SECTION 1 Program Administration/Skilled Occupation	8
SECTION 2 Term of Apprenticeship	9
SECTION 3 On-the-Job Training Work Process	10
SECTION 4 Related Technical Instruction	10
SECTION 5 Apprentice Wage Progression	10
SECTION 6 Periodic Review	11
SECTION 7 Ratio.....	11
SECTION 8 Probationary Period.....	11
SECTION 9 Safety and Health Training	11
SECTION 10 Qualifications for Apprenticeship	11
SECTION 11 Apprenticeship Agreement.....	11
SECTION 12 Credit for Previous Experience	12
SECTION 13 Transfer of an Apprentice and Training Obligation	12
SECTION 14 Supervision of Apprentices.....	12
SECTION 15 Certificate of Completion of Apprenticeship	13
SECTION 16 Competency-Based or Hybrid Approach	13
SECTION 17 Registration Agency	13
SECTION 18 Registration, Cancellation, Deregistration, Amendments and Modifications	13
SECTION 19 Termination of Apprenticeship Agreement.....	14
SECTION 20 Equal Opportunity Pledge.....	14
SECTION 21 Affirmative Action Plan.....	14
SECTION 22 Selection Procedures	14
SECTION 23 Adjusting Differences; Complaint Procedure	14
SECTION 24 Maintenance of Records.....	15
SECTION 25 Hours of Work	16
SECTION 26 Responsibilities of the Apprentice	16
SECTION 27 Technical Assistance	16
SECTION 28 Conformance with Federal, State, and Local Laws and Regulations	16
SECTION 29 Collective Bargaining Agreement (Joint Only)	16
SECTION 30 Veterans' Educational Assistance	17
SECTION 31 Eligible Training Provider List.....	17
SECTION 32 Program Sponsor Information	17
SECTION 33 Official Adoption of Registered Apprenticeship Standards	18
Appendix A - Work Process Schedule, Related Technical Instruction & Selection Procedures	
Appendix B - Apprenticeship Agreement (<i>Sponsor use only</i>)	
Appendix C - Affirmative Action Plan (<i>If applicable; not required at Council level</i>)	
Appendix D - Program Summary	
Appendix E - Employer Acceptance Agreement (<i>Group Sponsorship only</i>)	

FOREWORD

Local Standards of Apprenticeship must be developed and registered by each Sponsor that undertakes to carry out an apprenticeship training program. The local Standards of Apprenticeship will be the Sponsor's written plan outlining all terms and conditions for the recruitment, selection, employment, training, and supervision of apprentices as subscribed by the Sponsor, and must meet all the requirements of the Registration Agency.

Title 29, Code of Federal Regulations (CFR), part 29, outlines the requirements for registration of acceptable apprenticeship programs for Federal purposes, and sets forth labor standards that safeguard the welfare of apprentices. Such registration may be by the U. S. Department of Labor, Office of Apprenticeship, or by a State Apprenticeship Agency recognized by the Office of Apprenticeship as the appropriate body in that State for approval of local apprenticeship programs for Federal purposes. Title 29, CFR part 30 sets forth the requirements that equal employment opportunity is required of every registered apprenticeship program. Such requirements apply to the recruitment, selection, employment, and training of apprentices throughout their apprenticeship.

The establishment of local apprenticeship programs under these National Guideline Standards will provide the Sponsor with a skilled and versatile work force at each of its locations by providing apprentices the opportunity to become journeyworkers through an organized and properly supervised program of training, practical experience and related instruction.

DEFINITIONS

APPRENTICE: Any individual employed by the employer meeting the qualifications described in the standards of registered apprenticeship who has signed an apprenticeship agreement with the local program sponsor providing for training and instruction under these standards and who registers with the Registration Agency.

APPRENTICESHIP AND TRAINING OFFICE (ATO): Recognized state office established and operated by Pennsylvania's Department of Labor & Industry that oversees apprenticeship.

APPRENTICESHIP AND TRAINING REPRESENTATIVE (ATR): Commonwealth of Pennsylvania employee designated by ATO to service a registered apprenticeship program. The ATR provides technical assistance for developing standards and registering apprenticeship programs and apprentices with PATC. The representative also ensures local collaboration with various stakeholders such as employers, educational providers, workforce development boards, and Pennsylvania CareerLink® Offices.

APPRENTICE ELECTRONIC REGISTRATION: An electronic registration process that allows for instantaneous transmission of apprentice data into RAPIDS for efficient registration of apprentices that provides program sponsors with a faster turnaround on their submissions and access to their registered apprenticeship program data.

APPRENTICE WAGE SCHEDULE: An apprentice's wage increases as they progress through their training and gain new skills. The wage schedule defines when and how much an apprentice's wages will increase during the apprenticeship program.

APPRENTICESHIP AGREEMENT: The written agreement between the apprentice and the program 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 PATC.

APPRENTICESHIP COMMITTEE: Those persons designated by the program sponsor to act as agents for the program sponsor in the administration of the program. A non-joint committee, which may also be known as a unilateral committee or (if it includes workers' representatives) a group non-joint committee, has employer representatives but does not have a bona fide collective bargaining agent as a participant.

CANCELLATION: Either the deregistration by PATC of a registered apprenticeship program at the request of the program sponsor, the termination of an apprenticeship agreement at the request of an apprentice or formal deregistration proceedings by PATC resulting in the termination of an apprenticeship agreement or program.

CAREER LATTICE: Career lattice registered apprenticeship programs include occupational pathways that move an apprentice laterally or upward within an industry. These programs may or may not include an interim credential leading to the Certificate of Completion of Apprenticeship credential.

CERTIFICATE OF COMPLETION OF APPRENTICESHIP: A nationally recognized credential issued by ATO to those registered apprentices certified and documented as having successfully completed the apprentice training requirements outlined in these standards of registered apprenticeship.

COLLECTIVE BARGAINING AGREEMENT (CBA): The written legal contract between an employer and a union representing the employees that regulates the terms and conditions of employees at work. This includes regulating the wages, benefits, and duties of the employees and the duties and responsibilities of the employer or employers, and often includes rules for a dispute resolution process.

COMPETENCY-BASED PROGRAM: An occupation using an apprenticeship approach that requires successful demonstration of acquired skills and knowledge by an apprentice, as verified by the program sponsor, with an OJT component and RTI. Program sponsors determine the most appropriate approach, subject to approval by PATC.

DIRECTOR: Authorized person legally appointed to manage ATO and supervise the activities of the Pennsylvania Apprenticeship Training Council.

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

EMPLOYER: Any person or organization employing an apprentice, whether or not such person or organization is a party to an apprenticeship agreement with the apprentice. A person, business, or company signatory to this program sponsor's standards that is responsible for providing hours of work, supervision, wages, and/or benefits to apprentices in its employ as registered under these standards.

HYBRID PROGRAM: An occupation using a combined competency and time-based apprenticeship approach that requires the apprentice to complete a specified minimum number of OJT hours, RTI hours and the successful demonstration of competency in the defined subject areas. Program sponsors determine the most appropriate approach, subject to approval by PATC.

INTERIM CREDENTIAL: A credential issued as certification of competency attainment by an apprentice.

JOB BOOK: A Job Book is a tool for tracking an apprentice's mastery of new skills. It spells out detailed competency levels for the skills defined in the apprenticeship program's Work Process, providing a record of their advancement that can help determine when an apprentice receives their scheduled wage increases. Job Books are customizable to each company's specific requirements.

JOINT APPRENTICESHIP COMMITTEE: A committee composed of an equal number of representatives of employers and employees, which has been established by an employer or group of employers and a bona fide collective bargaining agent or agents to conduct, operate or administer a registered apprenticeship program and enter into apprenticeship agreements with apprentices selected for employment under a particular registered apprenticeship program.

JOINT APPRENTICESHIP PROGRAM: A registered apprenticeship program sponsored jointly by an employer and the union(s) that represent the company's workers. Joint programs are governed by a Joint Apprenticeship Committee, and are managed with respect to existing collective bargaining agreements.

JOURNEYWORKER: A worker who has attained a level of skills, abilities, and competencies recognized within an industry as mastery of the skills and competencies required for the occupation. It is what an apprentice is referred to after they successfully complete an apprenticeship program. 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.

MENTORSHIP: Mentorship is an important component to an apprentice's on-the-job learning. Mentors are existing journeyworkers that pass on their skills while guiding their mentees in achieving the competencies defined in the Work Process. The mentor observes and provides feedback on the apprentice's performance of the skills and signs off when the apprentice shows mastery of the demonstrated skills. Mentorship also includes passing on practical soft skills, such as building rapport, team work, and understanding company culture and procedures.

NAICS CODE: The North American Industry Classification System (NAICS) classifies business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. economy. The NAICS industry codes define establishments based on the activities in which they are primarily engaged.

NON-JOINT APPRENTICESHIP PROGRAM: A registered apprenticeship program in which a bona fide collective bargaining agent does not participate or a union sponsored program in which the employer does not participate; it includes an individual non-agent, a registered apprenticeship program sponsored by one employer without the participation of a union; and a group non-joint sponsor, a registered apprenticeship program sponsored by two or more employers without the participation of a union.

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) / ON-THE-JOB TRAINING (OJT): Tasks learned on the job in which the apprentice must become proficient before a completion certificate is awarded. The training is defined in the Work Process and must be through structured, supervised work experience. The terms OJL and OJT are often used interchangeably.

PENNSYLVANIA APPRENTICESHIP AND TRAINING COUNCIL (PATC): The Council established through Pennsylvania's Apprenticeship and Training Act (43 P.S. § 90.4).

PROGRAM SPONSOR: Any person, association, committee, or organization that operates a registered apprenticeship program, irrespective of whether such entity is an employer; and in whose name the program is registered that assumes the full responsibility for administration and operation of the program. In the case of joint programs, the program sponsor is the Joint Apprenticeship and Training Committee (JATC) established to govern the program.

PROVISIONAL REGISTRATION: The one-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 Department of Labor & Industry, as provided for in 34 Pa. Code §§ 81.61- 81.64.

REGISTERED APPRENTICESHIP PARTNERS INFORMATION DATA SYSTEM (RAPIDS): A federal system that provides for the automated collection, retention, updating, retrieval, and summarization of information related to apprentices and registered apprenticeship programs.

REGISTERED APPRENTICESHIP PROGRAM: An apprenticeship program registered with PATC and evidenced by a Certificate of Registration or other appropriate document as meeting the registered apprenticeship standards of PATC.

REGISTRATION AGENCY: PATC has responsibility for registering apprenticeship programs and apprentices, conducting reviews for compliance with 34 Pa. Code §§ 81 and 83, and conducting quality assurance assessments.

REGISTRATION OF AN APPRENTICESHIP AGREEMENT: The acceptance and recording thereof by PATC as evidence of the participation of the apprentices in a particular registered apprenticeship program.

REGISTRATION OF AN APPRENTICESHIP PROGRAM: The acceptance and recording of such program by the PATC as meeting the basic standards and requirements of PATC for approval of such program. Approval is evidenced by a Certificate of Registration.

RELATED TECHNICAL INSTRUCTION (RTI): An organized and systematic form of instruction designed to provide the apprentice with 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 PATC. Each year of apprenticeship requires a minimum of 144 RTI hours.

STANDARDS OF REGISTERED APPRENTICESHIP: This entire document, including all appendices and attachments hereto, and any future modifications and additions approved by PATC.

STATE APPRENTICESHIP AGENCY: A State Apprenticeship Agency is an agency of a state government that has responsibility and accountability for apprenticeship within the state to register and oversee apprenticeship programs and agreements for federal purposes.

SUPERVISOR OF APPRENTICE(S): An individual designated by the program sponsor to supervise or have charge and direction of an apprentice. The supervisor typically provides mentorship to the apprentice.

SUSPENSION: Layoff of an apprentice due to lack of work, military leave or extended sick leave.

TIME-BASED PROGRAM: An occupation using a traditional, time-based apprenticeship approach that measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of OJT as described in a work process schedule and 144 RTI hours yearly. Program sponsors determine the most appropriate approach, subject to approval by PATC.

TRADE / OCCUPATION ADDITION: A trade addition is an additional occupation added to a sponsor's existing registered apprenticeship program. To register a Trade Addition, an existing sponsor must submit a new Appendix A, Appendix E (*for Group sponsors*), and Appendix G for each new occupation added. Sponsors should also review Appendix D to see if the occupation requires additional selection procedures be added.

TRANSFER: A shift of apprenticeship registration 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 committees or program sponsors.

UNION: Means the union and any of its affiliated Local Unions party to an appropriate labor agreement between the parties.

WORK PROCESS: Describes the on-the-job learning that the apprentice must complete in order to complete their apprenticeship program.

SECTION 1 – PROGRAM ADMINISTRATION/SKILLED OCCUPATION 34 Pa. Code § 81.11; 34 Pa. Code §§ 81.61-81.64; 34 Pa. Code § 83.5(b)(1)

These registered apprenticeship standards have as their objective the training of skills in all phases of the industry for the initial occupation registered and any others registered hereafter by this sponsor. The program sponsor recognizes that in order to accomplish this, there must be well-developed on-the-job training (OJT) combined with related technical instruction (RTI).

This recognition has resulted in the development of these standards of registered apprenticeship. They were developed in accordance with the basic standards recommended by the Pennsylvania Apprenticeship and Training Council (PATC) as a basis from which the program sponsor can work to establish an apprenticeship training program that meets the specific needs of an area.

A one-year provisional approval will be issued for newly registered programs that meet the required standards for program registration, after which program approval will be made permanent, continued as provisional, or rescinded following a review by PATC, as provided for in 34 Pa. Code §§ 81.61- 81.64.

Program sponsors are responsible for the administration of all aspects of the registered apprenticeship program. Program sponsor means any person, association, committee, or organization operating a registered apprenticeship program and in whose name the program is (or is to be) approved and registered.

Responsibilities of the program sponsor:

- A. Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- B. Ensure there are qualified training personnel and adequate supervision on the job.
- C. Ensure that all apprentices are under written apprenticeship agreements.
- D. Review and recommend apprenticeship activities in accordance with this program.
- E. Establish the minimum standards of education and experience required of apprentices.
- F. Register the local apprenticeship standards with PATC.
- G. Hear and resolve all complaints of violations of apprenticeship agreements.
- H. Arrange for periodic evaluation of apprentices' progress in skills and technical knowledge.
- I. Maintain records of all apprentices, showing their education, experience, and progress in learning the occupation.
- J. Certify to ATO that apprentices have successfully completed their registered apprenticeship program.
- K. Notify, within 45 days, ATO of all new apprentices to be registered, credit granted, suspensions for any reason, reinstatements, extensions, completions and cancellations with explanation of causes.
- L. 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 journeyworkers.
- M. 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.

- N. When notified that an apprentice's instruction or on-the-job progress is found to be unsatisfactory, the program 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 journeyworker, the program sponsor will, after the apprentice has been given adequate assistance and opportunity for corrective action, terminate the apprenticeship agreement, as provided in 34 Pa. Code §§ 83.6(8)(9).
- O. The program sponsor will provide each apprentice with continuous employment sufficient to provide the opportunity for completion of his or her registered apprenticeship program. If the program sponsor is unable to fulfill its training and/or employment obligation in conformance with these standards, the program sponsor will, per Section 13 of these standards and with the apprentice's consent, make a good-faith effort to facilitate a transfer of the apprentice to another program sponsor for completion of a registered apprenticeship.

If conditions of business make it necessary to temporarily suspend the period of the registered apprenticeship, apprentices suspended for this reason will be given the opportunity to resume their active registered 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 for breaks in seniority.

Apprenticeship and Training Committees (ATCs):

For employers with employees represented by a bona fide collective bargaining agent(s), the sponsor will establish a Joint Apprenticeship and Training Committee (JATC) to carry out the responsibilities and duties required of a program sponsor as described in these standards of registered apprenticeship. If a JATC is established by the program sponsor, a list of the membership and the areas of expertise they represent must be provided to the Department of Labor & Industry's Apprenticeship and Training Office (ATO).

The ATO recommends that non-unionized program sponsors also utilize the services of an ATC, though a program sponsor may also elect to administer the program without the services of an ATC. Suggested structures and administrative procedures of an ATC include:

- Members of the ATC will be selected by the groups they represent.
- Membership will be composed of an equal number of representatives of the employer(s) and of the employees represented but does not have a bona fide collective bargaining agent(s).
- The ATC will elect a Chairperson and a Secretary and will determine the time and place of regular meetings. Meetings will be held as frequently as needed to effectively manage the program. Written minutes of the meetings will be kept.
- The chairperson and secretary will have the power to vote on all questions affecting the registered apprenticeship.
- The offices of chairperson and secretary will rotate among members of the ATC.

The sponsor establish an ATC to administer the apprenticeship program.

SECTION 2 - TERM OF APPRENTICESHIP – 34 Pa. Code § 83.5(b)(2)

The term of apprenticeship, not less than one year or 2,000 OJT hours, consistent with training requirement as established by industry practice will be time-based, hybrid, or competency-based supplemented by the minimum required 144 hours per year of RTI. The chosen apprenticeship program type and term is outlined in Appendix A.

SECTION 3 – ON-THE-JOB TRAINING WORK PROCESS – 34 Pa. Code § 83.5(b)(3)

During the apprenticeship, the apprentice will receive OJT and RTI in all phases of the occupation necessary to develop the skill and proficiency of a skilled journeyworker. The OJT will be under the direction and guidance of the apprentice's supervisor. The work process schedule that describes this on-the-job learning is included in Appendix A.

SECTION 4 – RELATED TECHNICAL INSTRUCTION (RTI) – 34 Pa. Code § 83.5(b)(4)

Every apprentice is required to participate in coursework related to the job as outlined in Appendix A. A minimum of 144 hours of RTI for each year of the registered apprenticeship program is recommended. Apprentices agree to take such courses as the program sponsor deems advisable. Such instruction may be given in a classroom, through trade, industrial or approved correspondence courses of equivalent value. The program sponsor will secure the instructional aids and equipment it deems necessary to provide quality instruction. In cities, towns, or areas having no vocational schools or other schools that can furnish RTI, the program sponsor may require apprentices to complete the RTI requirement through electronic media or other instruction approved by PATC. The program sponsor will inform each apprentice of the availability of college credit (if applicable).

Any apprentice who is absent from RTI 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 RTI without due cause, the program sponsor will take appropriate disciplinary action and may terminate the apprenticeship agreement after due notice to the apprentice and opportunity for corrective action.

To the extent possible, RTI will be closely correlated with the practical experience and training received on the job. The program sponsor will monitor and document the apprentice's progress in RTI classes. The program sponsor will secure competent instructors whose knowledge, experience, and ability to teach will be carefully examined and monitored. The program sponsor may require the instructors to attend instructor training to meet the requirements of 34 Pa. Code § 83.5(b)(4).

SECTION 5 - APPRENTICE WAGE PROGRESSION – 34 Pa. Code §§ 83.5(b)(5)(i-v)

Apprentices will be paid a progressively increasing schedule of wages and fringe benefits during their registered apprenticeship based on the acquisition of increased skill and competence on the job and in instruction. Before an apprentice is advanced to the next segment of training or to fully proficient or journeyworker status, the program sponsor will evaluate all progress to determine whether advancement has been earned by satisfactory performance in OJT and RTI courses. In determining whether satisfactory progress has been made, the program sponsor will be guided by the work experience and instruction records and reports.

The progressive wage schedule and fringe benefits will be an increasing percentage of the fully proficient or journeyworker wage rate. The progressively increasing schedule of apprentice wage rates shall be expressed in terms of percentages of the journeyworker hourly rate. Such rates shall represent the minimum for each incremental period of registered apprenticeship. For joint programs, the journeyworker wage rate is established in the CBA.

The entry wage shall not be less than the state minimum wage, where applicable, unless a higher wage is required by other applicable federal law, state law or respective regulations. Modification of wage progression or journeyworker wage shall be promptly reported to ATO. The percentages that will be applied to the applicable fully proficient or journeyworker rate are shown on the attached Work Process Schedule (Appendix A). In no case, will the starting wages of apprentices be less than that required by any minimum wage law that may be applicable.

SECTION 6 – PERIODIC REVIEW – 34 Pa. Code § 83.5(b)(6)

There will be a periodic review and evaluation of the apprentice's performance on the job and in instruction, and appropriate progress records will be maintained.

SECTION 7 – RATIO – 34 Pa. Code § 83.5(b)(7)

The program sponsor shall establish a numeric ratio of apprentices to fully proficient workers (journeyworkers) consistent with proper supervision, training, safety, and continuity of employment throughout the apprenticeship. The standard PATC ratio for non-joint programs shall be one apprentice employed for the first, second, third and fourth journeyworker regularly employed; two apprentices for the fifth, sixth, seventh, eighth and ninth journeyworker regularly employed; three apprentices for the tenth, eleventh, twelfth, thirteenth and fourteenth journeyworker regularly employed, and so on in units of five journeyworker regularly employed. For joint programs, the ratio of apprentices to journeyworkers is established in the applicable CBA.

The ratio of apprentices to fully proficient workers (journeyworkers) will be as noted in the attached Work Process Schedule (Appendix A). Exemptions to PATC's standard ratios may be granted upon written request and approval of PATC. The ratio language must be specific and clearly described as to its application to the jobsite, workforce, department, or plant.

SECTION 8 - PROBATIONARY PERIOD – 34 Pa. Code § 83.5(b)(8)

Every applicant selected for apprenticeship will serve a probationary period. The probationary period cannot exceed 25 percent of the length of the program or one year, whichever is shorter. The probationary period is noted in Appendix A.

During the probationary period, either the apprentice or the program 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 OJT and RTI, and any disciplinary action taken during the probationary period. 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.

SECTION 9 - SAFETY AND HEALTH TRAINING – 34 Pa. Code § 83.5(b)(9)

All apprentices will receive instruction in safe and healthful work practices both on the job and in 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 10 - QUALIFICATIONS FOR APPRENTICESHIP – 34 Pa. Code § 83.5(b)(10)

Applicants will meet the minimum qualifications noted in Appendix A. These qualification standards and the score required on any standard for admission to the applicant pool, must be directly related to job performance, as shown by a statistical relationship between the score required for admission to the pool and performance in the registered apprenticeship program.

SECTION 11 - APPRENTICESHIP AGREEMENT – 34 Pa. Code § 83.5(b)(11); 34 Pa. Code § 83.6

After an applicant for apprenticeship has been selected, but before employment as an apprentice or enrollment in 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 (RAPIDS), using the Apprentice Electronic Registration (AER) process by the program sponsor and the apprentice and approved by and registered with

PATC. Such agreement will contain a statement making the terms and conditions of these standards a part of the agreement as though expressly written therein. Sponsors must maintain a copy of all Apprentice Agreements in their records, and make them available for review to the ATO upon request.

Prior to signing the apprenticeship agreement, each selected applicant will be given an opportunity to read and review these standards, the program sponsor's written rules and policies, and the apprenticeship agreement. Within 45 days of the execution of each apprenticeship agreement, all the information required for registering the apprentice will be updated appropriately in the RAPIDS database and any other necessary records system.

SECTION 12 - CREDIT FOR PREVIOUS EXPERIENCE – 34 Pa. Code § 83.5(b)(12)

The program sponsor may grant credit toward the term of apprenticeship to new apprentices. Credit will be based on demonstration of previous skills or knowledge equivalent to those identified in these standards. Credit for previous experience shall be awarded without regard to race, color, religion, national origin sex, sexual orientation, disability, genetic information, or age (40+).

Apprentice applicants seeking credit for previous experience gained outside the supervision of the program sponsor must submit the request at the time of application and furnish such records and affidavits to substantiate the claim. An applicant who is a veteran and who wishes to receive consideration for military training and/or experience must submit a DD-214. Applicants requesting credit for previous experience who are selected into the registered apprenticeship program will start at the beginning wage rate. The request for credit will be evaluated and a determination made by the program sponsor during the probationary period, when actual on-the-job and 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.

An apprentice granted credit will be advanced to the wage rate designated for the period to which such credit accrues. ATO will be advised of any credit granted and the wage rate to which the apprentice is advanced. The granting of advanced standing will be uniformly applied to all apprentices.

SECTION 13 - TRANSFER OF AN APPRENTICE AND TRAINING OBLIGATION – 34 Pa. Code § 83.5(b)(13)

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

- 1) The transferring apprentice must be provided a transcript of RTI and OJT 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.

The apprentice must receive credit from the new program sponsor for the training already satisfactorily completed.

SECTION 14 – SUPERVISION OF APPRENTICES – 34 Pa. Code § 83.5(b)(14)

No apprentice shall work without proper or adequate supervision of the journeyworker.

For the purpose of these registered apprenticeship standards, adequate or proper supervision of the apprentice means the apprentice is under the supervision of a fully qualified journeyworker or supervisor at all times who is responsible for making work assignments, providing OJT, and ensuring safety at the worksite.

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 15 - CERTIFICATE OF COMPLETION OF APPRENTICESHIP – 34 Pa. Code § 83.5(b)(15)

Upon satisfactory completion of the requirements of the registered apprenticeship program as established in these standards, the program sponsor will so certify to ATO and request the awarding of a Certificate of Completion of Apprenticeship to the completing apprentice(s). Such requests may be completed electronically using RAPIDS or in writing accompanied by the appropriate documentation for both OJT and the RTI as may be required by ATO.

SECTION 16 – COMPETENCY-BASED OR HYBRID APPROACH

Program standards that utilize the competency-based or hybrid approach for progression through a registered apprenticeship and that choose to issue interim credentials must clearly identify the interim credentials, demonstrate how these credentials link to the components of the apprenticeable occupation, and establish the process for assessing an individual apprentice's demonstration of competency associated with the particular interim credential. Further, interim credentials must only be issued for recognized components of an apprenticeable occupation, thereby linking interim credentials specifically to the knowledge, skills, and abilities associated with those components of the apprenticeable occupation.

SECTION 17 – REGISTRATION AGENCY – 34 Pa. Code § 83.5(b)(16)

The Registration Agency for these program standards is the Pennsylvania Apprenticeship and Training Council (PATC).

SECTION 18 - REGISTRATION, CANCELLATION, DEREGISTRATION, AMENDMENTS AND MODIFICATIONS – 34 Pa. Code § 83.5(b)(17); 34 Pa. Code § 81.82; 34 Pa. Code § 83.7

These standards will, upon adoption by the program sponsor, be submitted to PATC for approval. Such approval will be acquired before implementation of the program. If the program is approved, PATC will authorize the ATO Director to register the program and issue a Certificate of Registration as evidence of registration.

The program sponsor reserves the right to discontinue at any time the registered apprenticeship program set forth herein. The program sponsor will notify ATO within 45 days in writing of any decision to cancel the program.

PATC and ATO may initiate deregistration of these standards for failure of the program sponsor to abide by the provisions herein. Such deregistration will be in accordance with PATC's regulations and ATO's procedures.

The program sponsor will notify each apprentice of the cancellation of the program and the effect of same. If the registered apprenticeship program is cancelled at the program sponsor's request, the program sponsor will notify the apprentice(s) within 15 days of the date of ATO's acknowledgment of the program sponsor's request. If PATC or ATO orders the deregistration of the registered apprenticeship program, the program sponsor will notify the apprentice(s) within 15 days of the effective date of the order. This notification will conform to the requirements 34 Pa. Code § 83.5(b)(17); 34 Pa. Code § 81.82; 34 Pa. Code § 83.7.

These standards may be amended or modified at any time by the program sponsor (or by joint agreement by the employer and union in the JATC) provided that no amendment or modification adopted will alter any apprenticeship agreement in force at the time without the consent of all parties. Such amendment or modification will be submitted to ATO Director for PATC approval and registration prior to being placed in effect. A copy of each amendment or modification adopted will be furnished to each apprentice to whom the amendment or modification applies.

SECTION 19 – TERMINATION OF APPRENTICESHIP AGREEMENT – 34 Pa. Code § 83.5(b)(19)

During the probationary period, either the apprentice or the program 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 OJT and RTI, and any disciplinary action taken during the probationary period.

After the probationary period, the apprenticeship agreement may be cancelled at the request of the apprentice or may be suspended or cancelled by the program sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. In such cases, the program sponsor will provide written notice to the apprentice and to ATO of the final action taken.

SECTION 20 - EQUAL OPPORTUNITY PLEDGE – 34 Pa. Code § 81.11; 34 Pa. Code § 83.5(b)(20); Title 29 CFR 29.5(b)(21) and 30.3(c)(1)

The program sponsor will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years old or older. The program 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 and equal employment opportunity regulations of the Commonwealth of Pennsylvania.

SECTION 21 – AFFIRMATIVE ACTION PLAN - 34 Pa. Code § 81.15; Pa. Code §§ 81.21-81.26; Title 29 CFR 29.5(b)(21) and 30.4-30.9

Programs with five or more registered apprentices are required to adopt an affirmative action plan (Appendix C) within two years of program registration, which will become part of these standards of registered apprenticeship. For programs where employers have fewer than five apprentices, these plans are not required, and the employer may continue to select apprentices in conformance with its current human resources and equal employment opportunity hiring policies.

SECTION 22 –SELECTION PROCEDURES - 34 Pa. Code §§ 81.31 – 81.35; Title 29 CFR 29.5(b)(21) and 30.10

Every sponsor will adopt non-discriminatory selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). The selection procedures for each occupation for which the sponsor intends to train apprentices are notated in Appendix A

SECTION 23 - ADJUSTING DIFFERENCES; COMPLAINT PROCEDURE – 34 Pa. Code § 83.5(b)(21); 34 Pa. Code § 81.71; 34 Pa. Code § 83.10

The program sponsor will have full authority to enforce these standards. Its decision will be final and binding on the employer, the program sponsor, and the apprentice, unless otherwise noted below.

If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the registered 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:

The program 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. For joint sponsors, this includes for issues regarding wages, hours, working conditions, and other issues covered by the CBA. The program 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 ATO for an interpretation of any

provision of these standards over which differences occur. The name, address, phone number and email of the appropriate authority to receive, process, and dispose of complaints is:

Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, and disability. with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of a registered apprenticeship program may, personally or through an authorized representative, file a complaint with PATC or, at the apprentice or applicant's election, with the private review body established by the program sponsor (if applicable).

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.

The complaint must be filed no later than 180 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 PATC 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 ATO for good cause shown.

The program sponsor shall provide written notice of its complaint procedure to all applicants for apprenticeship and all apprentices.

SECTION 24 - MAINTENANCE OF RECORDS – 34 Pa. Code § 83.5(b)(18,22); 34 Pa. Code §§ 81.51-81.54; Title 29 CFR 30.12

Program sponsors are 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 OJT;
- RTI 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.

Sponsor is required to keep each apprentice's status updated in RAPIDS - e.g., registered, reinstated, extended, modified, granted credit, completed, transferred, suspended, canceled - and maintain records of the reasons therefore.

Program sponsors will also maintain all records relating to apprenticeship applications (whether selected or not), including, but not limited to, the program sponsor's outreach, recruitment, interview, and selection process. Such records will clearly identify the race, sex and ethnicity (Hispanic or Latino/non-Hispanic or Latino) and when known, disability status of each apprentice and where possible, also identified for each apprenticeship applicant and must include, among other things, the basis for evaluation and for selection or rejection of each applicant.

All such records are the property of the program sponsor and will be maintained for a period of five years from the date of last action. They will be made available to ATO or PATC upon request.

SECTION 25 - HOURS OF WORK

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

SECTION 26 - RESPONSIBILITIES OF THE APPRENTICE

Apprentices, having read these standards formulated by the program sponsor, agree to all the terms and conditions contained herein and agree to abide by the program sponsor's rules and policies, including any amendments, and to serve such time, perform such manual training, and study such subjects as the program sponsor may deem necessary to become a skilled journeyworker.

In signing the apprenticeship agreement, apprentices assume the following responsibilities and obligations under the registered apprenticeship program:

- A. Perform diligently and faithfully the work of the occupation and other pertinent duties assigned by the program sponsor in accordance with the provisions of these Standards.
- B. Respect the property of the employer and abide by the working rules and regulations of the employer, union and/or ATC/JATC.
- C. Attend and satisfactorily complete the required hours in the OJL and in related instruction in subjects related to the occupation as provided under these Standards.
- D. Maintain and make available such records of work experience and training received on the job and in instruction as may be required by the program sponsor.
- E. Develop and practice safe working habits and work in such a manner as to ensure his/her personal safety and that of fellow workers.
- F. Work for the employer to whom the apprentice is assigned for the duration of the apprenticeship, unless the apprentice is reassigned to another employer or the apprenticeship agreement is terminated by the sponsor.

SECTION 27 - TECHNICAL ASSISTANCE

Technical assistance, such as that from ATO, the U.S. Department of Labor's Office of Apprenticeship, and vocational schools, may be requested to advise the program sponsor.

The program sponsor is encouraged to invite representatives from industry, education, business, private organizations, and public agencies to provide consultation and advice for the successful operation of its training program.

SECTION 28 - CONFORMANCE WITH FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS

No section of these standards of registered apprenticeship shall be construed as permitting violation of any federal, state, or local law or regulation.

SECTION 29 – COLLECTIVE BARGAINING AGREEMENT (Joint Only)

No provisions in these Standards will be construed as permitting violation of any applicable, State or Federal laws or regulations. Nothing in these Standards will be interpreted as being inconsistent with an existing or subsequent Collective Bargaining Agreement (CBA) establishing higher standards, or meant to interfere with or abridge management's rights as vested to them under the CBA.

SECTION 30 – VETERANS’ EDUCATIONAL ASSISTANCE

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program Standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor’s Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below for which current apprentices and/or apprenticeship program candidates may be eligible:

- 1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;
- 2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits a veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and
- 3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

SECTION 31 – ELIGIBLE TRAINING PROVIDER LIST

Your registered apprentices can be eligible for Workforce Innovation and Opportunity Act (WIOA) services which can support costs for the on-the-job training component of apprenticeships programs and pay for the cost of related classroom instruction including tuition, books, supplies, fees, uniforms, tools and other required items. If you would like to potentially take advantage of this source of funding, your apprenticeship program will be included on the Eligible Apprenticeship List housed within PA’s WIOA Statewide Eligible Training Provider List (ETPL). It is available to you at no cost, and your apprenticeship program can potentially be supported by available WIOA funding distributed through your local CareerLink® and Workforce Development Boards. You may state your willingness to be included on the ETPL by indicating so on Appendix A.

SECTION 32 – PROGRAM SPONSOR INFORMATION

Sponsor Organization Name

Sponsor Address

Name of Sponsor Contact

Sponsor Contact Business Address

Same as address above

Title of Sponsor Contact

Sponsor Contact Phone

Sponsor Contact Email

Preferred Communication Type

SECTION 33 - OFFICIAL ADOPTION OF REGISTERED APPRENTICESHIP STANDARDS

These signatures acknowledge the acceptance of these Registered Apprenticeship Standards by the Sponsor, effective on the date of program approval.

Signature of Program Sponsor & Date

Signature of Union Representative & Date
(if applicable)

Printed Name

Printed Name

Registered with the Pennsylvania Apprenticeship and Training Council on (date): _____

Chairman

Secretary

APPENDIX A

WORK PROCESS SCHEDULE, RELATED TECHNICAL INSTRUCTION, & SELECTION PROCEDURES

SPONSOR NAME

FEIN

UNION NAME *(if applicable)*

PROGRAM TYPE

OCCUPATION

O*NET CODE

RAPIDS OCCUPATION CODE

Are you a program sponsor that already has a registered occupation?

RAPIDS PROGRAM ID# *(if sponsor is already registered)*

**Would you like your program added to the Eligible Apprenticeship List housed within
PA's WIOA Statewide Eligible Training Provider List (ETPL)?**

Is this program already registered nationally?

**Are the local apprenticeship standards based on National Guidelines for Apprenticeship
Standards?**

Is this program already registered in a different state?

If YES, with which state?

Will you use a different state for Program and Apprentice Numbers?

If YES, with which state?

**Does the Program Sponsor share apprentices with another Registered
Apprenticeship Program in another U.S. state and/or territory?**

If YES, please provide the program's RAPIDS number.

Is the sponsor a non-profit agency?

Does this program have an inmate program?

Is there a Written School to Apprenticeship (STA) Agreement?

**Group Sponsors Only: Will your
program engage Joint employers?**

Pennsylvania Standards of Registered Apprenticeship

This schedule is attached to and a part of these standards for the above identified occupation.

1. TYPE OF APPRENTICESHIP PROGRAM

Time-based

Competency-based

Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is _____, with an OJT attainment of _____ hours supplemented by _____ hours of related instruction _____.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

No apprentice shall work without adequate supervision of a journeyworker. In the state of Pennsylvania, the required apprentice to journeyworker ratio is:

- 1 apprentice to 1- 4 journeyworkers
- 2 apprentices to 5-9 journeyworkers
- 3 apprentices to 10-14 journeyworkers
- Each additional apprentice requires an additional 5 journeyworkers

The apprentice to journeyworker ratio for joint programs shall be consistent with proper supervision, training, safety, continuity of employment, and applicable provisions in CBAs.

4. WORKFORCE NUMBERS

Total number of journeyworkers within the company

For Group-sponsored programs, accumulate the total number of journeyworkers for all Employer Acceptance Agreements (Appendix E).

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period. The probationary period cannot exceed 25 percent of the length of the program or one year, whichever is shorter. The probationary period shall be _____ hours _____ percent of required competencies.

6. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on a percentage of the current hourly journeyworker entry wage rate, which is no lower than _____ per hour.

The apprentice wage schedule is as follows:

Pennsylvania Standards of Registered Apprenticeship

Period*	% of Journeyworker Wage	Wage Amount in Dollars**	Hours	Competency
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				
13 th				
14 th				
15 th				
16 th				
17 th				
18 th				
19 th				
20 th				
21 st				
22 nd				
23 rd				
24 th				
Journeyworker Entry Wage	100%			

* Use only as many periods as necessary. ** Hourly rate, not including fringe benefits.

For Group-sponsored programs, the above wage schedule sets the minimum standards for group-sponsored employers to adhere to. The Employer Acceptance Agreements (Appendix E) should reflect at minimum of what is set forth in this section.

7. ON-THE-JOB TRAINING (OJT) WORK PROCESS SCHEDULE

Enter details of work process as a separate attachment labeled **Appendix A-1**.

8. RELATED TECHNICAL INSTRUCTION (RTI)

Training will occur

Apprentices be paid for hours spent attending RTI classes.

Enter details and hours of related instruction as a separate attachment labeled **Appendix A-2**. If using third-party vendors for the instruction component of the program, please submit a letter verifying such from all training provider(s) as part of Appendix A-2. On the next page, enter the information of up to three RTI providers that are providing training.

Pennsylvania Standards of Registered Apprenticeship

RTI Provider #1

Provider Type

Name of Provider

FEIN

Address of Provider

Contact Name

Contact Phone

Contact Email

Total Hours of Instruction

Method of Instruction

RTI Provider #2

Provider Type

Name of Provider

FEIN

Address of Provider

Contact Name

Contact Phone

Contact Email

Total Hours of Instruction

Method of Instruction

RTI Provider #3

Provider Type

Name of Provider

FEIN

Address of Provider

Contact Name

Contact Phone

Contact Email

Total Hours of Instruction

Method of Instruction

9. APPRENTICE QUALIFICATIONS & SELECTION PROCEDURES

Applicants to the apprenticeship program for the occupation noted above will meet the following minimum qualifications. These qualification standards and the score required on any standard for admission to the applicant pool, must be directly related to job performance, as shown by a statistical relationship between the score required for admission to the pool and performance in the registered apprenticeship program:

A. Age

Minimum qualifications required by the program sponsor for persons entering the registered apprenticeship program, with an eligible starting age

B. Education

A high school diploma, General Educational Development (GED) equivalency or other high school equivalency credential is _____ Applicant may provide an official transcript(s) for high school and any post-high school education. Applicant may submit the GED certificate or other high school equivalency credential if applicable.

Applications will have the following educational credentials:

C. Physical

Applicants will be physically capable of performing the essential functions of the registered apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.

Applicants will pass the following test on acceptance into the program and prior to being employed:

D. Aptitude Test

All applicants must pass the following test:

In order to “pass the test”, applicants must attain the following:

Pennsylvania Standards of Registered Apprenticeship

Aptitude tests will be validated by the following process or party:

E. Others

Enter details of the **Selection Procedures** for this occupation, or submit as a separate attachment labeled **Appendix A-3**.

10. OFFICIAL ADOPTION OF APPENDIX A

These signatures acknowledge the acceptance of this Work Process and Related Technical Instruction by the Sponsor, effective on the date of program approval.

Signature of Program Sponsor & Date

Signature of Labor & Date *(if applicable)*

Printed Name

Printed Name

Registered with the Pennsylvania Apprenticeship and Training Council on *(date)*: _____

Chairman

Secretary

APPENDIX A-1

WORK PROCESS SCHEDULE – HYBRID-BASED

Sponsor Name			
Occupation Title	7-12 Secondary Teacher		
RAPIDS Occupation Code	91077		
O*NET Code	25-2031.00		
Minimum Term Length	48 months	Maximum Term Length	60 months
<p style="text-align: center;">Teacher Apprenticeship Program - Competency Evaluation Rubric (TAP-CER)</p> <p style="text-align: center;">PERFORMANCE EVALUATION</p> <p>Raters will score the apprentice's competency in each category on a scale of 0-3 and use the comments section in the attached rubrics to elaborate on recommendations for improvement, next steps or completion:</p> <p>0 = Limited or ineffective Performance</p> <p>1 = Demonstrates competencies at the Developing or Beginner Level</p> <p>2 = Demonstrates competencies at the Proficient Level (Passing)</p> <p>3 = Demonstrates competencies at an Exceptional Level</p> <p>N/A = not applicable</p>			

Competency Cluster #1: Planning & Preparation (Domain 1)

Job Skill: Effective teachers leverage their deep understanding of the content and its interconnections within and across disciplines, aligned with insights gained from assessments, to diligently plan and prepare lessons. Competencies in Domain 1 outline how a teacher utilizes content to create instructional outcomes that are rigorous, clear, and standards-aligned, while designing sequenced learning activities that engage all students in an inclusive and supportive educational environment.

	Competency	Method to Measure Competency	Expected Minimum Outcome	Hours Range	
				Min	Max
1.A	Teacher apprentice demonstrates knowledge of content and the structure of the discipline, prerequisite relationships, and content-related pedagogy.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450

1.B	Teacher apprentice demonstrates knowledge of child & adolescent development, the learning process, students' skills, knowledge, and language proficiency, students' interest and cultural heritage, and students' special needs.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
1.C	Teacher apprentice demonstrates the ability to set high-quality instructional outcomes which reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills and lends themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
1.D	Teacher apprentice utilizes appropriately challenging materials aligned with learning outcomes and extends content knowledge & pedagogy.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
1.E	Teacher apprentice designs lessons with a clear and sequenced structure utilizing learning activities that engage students and advance their learning through the content.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
1.F	Teacher apprentice designs student assessments (formative & summative) aligned to instructional outcomes with clear standards and criteria and utilizes the results for future planning.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
			TAP-CER Total Points _____/Domain 1 EPP Skills/Disposition _____/Domain 1	2100	2700

Competency Cluster #2: Classroom Environment (Domain 2)

Job Skill: Effective teachers create structured environments that optimize learning opportunities for all students. They acknowledge and leverage students' identities, strengths, and needs to foster a respectful and safe classroom atmosphere conducive to intellectual risk-taking and maximum use of instructional time. Competencies in Domain 2 outlines the skills and interactions a teacher needs to develop within the classroom environment.

	Competency	Method to Measure Competency	Expected Minimum Outcome	Hours Range	
				Min	Max
2.A	Teacher apprentice creates an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
2.B	Teacher apprentice conveys the educational value of what the students are learning, sets a standard that all students are capable of success if they are prepared to work hard, and encourages students to take pride in their work.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
2.C	Teacher apprentice establishes and monitors routines (transitions, instructional groups) and procedures (distribution of materials & supplies and non-instructional duties) for the smooth operation of the classroom and the efficient use of time.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
2.D	Teacher apprentice effectively sets expectations for positive students behaviors and monitors and responds to student behavior and misbehavior.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
2.E	Teacher apprentice leverages physical classroom space and materials (e.g. technology & furniture) to safely enhance student learning and collaboration in a productive manner.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	200	300
			TAP-CER Total Points _____/Domain 2 EPP Skills/Disposition _____/Domain 2	1600	2100

Competency Cluster #3: Instruction (Domain 3)

Job Skill: Effective teachers design lessons that actively engage all students and align to their diverse learning styles, needs, and readiness levels. They provide specific feedback related to learning goals, empowering students to understand their progress, articulate learning objectives, and take ownership of their educational progress. The competencies in Domain 3 identify the core instructional elements of teaching and learning through clear communication of content, engaging learning activities, and on-going assessment and feedback.

	Competency	Method to Measure Competency	Expected Minimum Outcome	Hours Range	
				Min	Max
3.A	Teacher apprentice effectively utilizes oral and written language to clearly communicate the goals and directions for learning and skillfully provides clear content explanations with appropriate scaffolding.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	550	650
3.B	Teacher apprentice effectively utilizes discussion questions/prompts and techniques to promote high quality critical thinking and engage all students in the contribution to the discussion.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	550	650
3.C	Teacher apprentice fosters deep student engagement by designing intellectually stimulating activities, thoughtfully grouping students, selecting enriching materials, and structuring lessons with clear progression and reflective closure to promote meaningful learning.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	550	650
3.D	Teacher apprentice integrates assessment as a core component of instruction, monitors student understanding through strategic questioning and activities, provides timely and constructive feedback, and empowers students with the skills for self-assessment and progress monitoring, ensuring assessments inform and enhance learning processes.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	550	650

3.E	Teacher apprentice adjusts lessons as needed, making both minor and major modifications mid-course; recognizes and capitalizes on unexpected teachable moments that arise during lessons, showcasing their skill in responding effectively to students' needs; persists in their efforts to support student learning, seeking alternative approaches when students encounter difficulties.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	500	600
			TAP-CER Total Points _____/Domain 3 EPP Skills/Disposition _____/Domain 3	2700	3200

Competency Cluster #4: Professional Responsibilities (Domain 4)

Job Skill: Effective teachers maintain high ethical standards and professionalism, continually seeking to improve their own skills and the practices of their peers through active participation in professional learning communities. They engage in frequent, proactive communication with families, respecting and valuing diverse home languages, cultures, and values, while ensuring comprehensive and accurate documentation that enhances student learning. Competencies in Domain 4 highlight the skills needed for teachers to develop related to their responsibilities in and outside of the classroom.

	Competency	Method to Measure Competency	Expected Minimum Outcome	Hours Range	
				Min	Max

4.A	Teacher Apprentice engages in reflective practice by analyzing and evaluating the impact of their teaching decisions on student learning, using these insights to make informed adjustments for future instruction, and developing this reflective process as a continuous habit for ongoing improvement in teaching effectiveness.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	350	450
4.B	Teacher apprentice maintains accurate records of both instructional outcomes and non-instructional activities, tracks student assignment completion, progress in learning, and logistical details to inform and adjust instructional strategies and ensures effective communication with students and parents.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	250	300
4.C	Teacher apprentice actively facilitates family involvement in their child's education by regularly communicating about the instructional program and student progress, and by providing meaningful opportunities for families to engage with and contribute to the learning process.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	250	300
4.D	Teacher apprentice actively participates in and contributes to the professional community by collaborating with colleagues, sharing strategies, engaging in school-wide initiatives, and assuming leadership roles in an effort to enhance instructional skills and student success across the school.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	250	300
4.E	Teacher apprentice commits to continuous professional growth and leadership by	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points	250	300

	enhancing their content knowledge, pedagogical skills, and technological proficiency, actively seeks feedback from colleagues, and engages in on-going professional development.		[EPP Skills or Disposition Minimum Rating]		
4.F	Teacher apprentice exhibits the highest level of professionalism by prioritizing students' needs above all, conducts themselves with integrity and honesty, advocates for students against traditional practices when necessary, makes decisions centered on student welfare, and adheres to school policies while seeking to reform those that hinder student success.	TAP-CER [EPP Skills or Dispositions Form]	TAP-CER: 2 points [EPP Skills or Disposition Minimum Rating]	250	350
			TAP-CER Total Points _____/Domain 4 EPP Skills/Disposition _____/Domain 4	1600	2000
			TAP-CER Grand Grand Total Points _____/44pts EPP Skills/Disposition Grand Total Points _____/pts	8000	10,000

Teacher Apprenticeship OJT Competency Evaluation Rubric

Teacher Apprentice Name: _____

Mentor Teacher Name: _____

Period/Date(s) of Evaluation: _____

Please rate the apprentice's competency in each category on a scale of 0–3 and use the comments section to elaborate on recommendations for improvement, next steps or completion:

0 = Limited or Ineffective Performance

1 = Demonstrates competencies at the Developing or Beginner Level

2 = Demonstrates competencies at the Proficient Level (Passing)

3 = Demonstrates competencies at an Exceptional level

N/A = not applicable

Competency Cluster 1: Planning & Preparation

1a Demonstrating Knowledge of Content and Pedagogy - Teacher apprentice demonstrates knowledge of content and the structure of the discipline, prerequisite relationships, and content-related pedagogy.

- Artifacts:
 - Lesson & Unit Plans
 - Classroom explanations of content
 - Assessment of apprentice's ability to create lessons that connect prerequisite knowledge and adapt teaching styles to students' learning styles.

Apprentices will demonstrate evidence of proficiency in the following: lesson and unit plans that reflect important concepts in the discipline; accommodates prerequisite relationships among concepts and skills, and accurate answers and feedback to student questions.

0 1 2 3 N/A

Comments/Recommendations: _____

1b Demonstrating Knowledge of Students - Teacher apprentice demonstrates knowledge of child & adolescent development, the learning process, students' skills, knowledge, and language proficiency, students' interest and cultural heritage, and students' special needs.

- Artifacts:
 - Analysis of information gathering about students
 - Evaluation of differentiated instructional practices in lesson and unit plans

Apprentices will demonstrate evidence of proficiency in the following: Utilizing both formal and informal assessments to gather comprehensive information about students, which will be effectively used to tailor instructional planning; Incorporating knowledge of student interests and needs into lesson planning to enhance engagement and learning outcomes; Designing initiatives that invite families to share their

cultural heritage, fostering an inclusive school environment that celebrates diversity; Developing and maintaining a database of students with special needs to ensure accessible and customized educational support.

0 1 2 3 N/A

Comments/Recommendations: _____

1c Setting Instructional Outcomes - Teacher apprentice demonstrates the ability to set high-quality instructional outcomes which reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills and lends themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content.

- Artifacts:
 - Review of learning objectives and outcomes
 - Classroom observations
 - Assessment analysis

Apprentices will demonstrate evidence of proficiency in the following: Designing and implementing learning outcomes that challenge students cognitively, pushing them to engage in higher-order thinking skills appropriate to their grade level; crafting clear statements focused on student learning outcomes, ensuring objectives are measurable and directly linked to curriculum standards; Developing learning outcomes that are central to the discipline and interconnected with concepts from other disciplines, enhancing interdisciplinary learning and application; Differentiating learning outcomes to accommodate the diverse abilities of students, ensuring all students are supported in achieving their potential.

0 1 2 3 N/A

Comments/Recommendations: _____

1d Demonstrating Knowledge of Resources - Teacher apprentice utilizes appropriately challenging materials aligned with learning outcomes and extends content knowledge & pedagogy.

- Artifacts:
 - Assessment of lesson and unit plans to the extent materials and resources are incorporated in their teaching.
 - Classroom observation
 - Student performance and participation

Apprentices will demonstrate evidence of proficiency in the following: Effectively utilizing a diverse range of resources that cater to various learning styles and levels, enriching the curriculum and supporting differentiated learning; Integrating reliable online resources into classroom activities and assignments, ensuring students benefit from current and relevant digital content; Utilizing materials and resources provided by professional organizations to stay updated with the latest educational research and practices, thereby enhancing instructional quality; leveraging community resources to enrich the educational experience, making learning relevant to students' local context and fostering community involvement in education.

0 1 2 3 N/A

Comments/Recommendations: _____

1e Designing Coherent Instruction - Teacher apprentice designs lessons with a clear and sequenced structure utilizing learning activities that engage students and advance their learning through the content.

- Artifacts:
 - Analysis of lesson and unit plans, instructional maps, assessment materials, and instructional materials.
 - Student participation and progress during lesson

Apprentices will demonstrate evidence of proficiency in the following: Designing lessons that directly support instructional outcomes and reflect key concepts of the discipline, ensuring students grasp essential knowledge and skills; Creating instructional maps that clearly indicate the relationships to prior learning, helping students connect new information with existing knowledge; Developing activities that engage students in high-level thinking, such as analysis, evaluation, and creation, to promote deeper understanding and problem-solving skills; Providing opportunities for student choice in learning tasks, which fosters student autonomy and motivation by allowing them to have a role in their own learning process; Crafting structured lesson plans that are well-organized and clearly outline the educational objectives, procedures, and assessments, ensuring a cohesive and effective learning experience.

0 1 2 3 N/A

Comments/Recommendations: _____

1f Designing Student Assessments - Teacher apprentice designs student assessments (formative & summative) aligned to instructional outcomes with clear standards and criteria and utilizes the results for future planning.

- Artifacts:
 - Evaluation of assessments, variety of assessment types, alignment of instructional outcomes, modifications, and evidence of use for future planning.

Apprentices will demonstrate evidence of proficiency in the following: Selecting assessment types that are suitable to the style of the outcome, aligning assessment methods with learning objectives to accurately gauge student understanding; Designing a variety of performance opportunities, allowing students to demonstrate their knowledge and skills in different contexts and formats, which caters to diverse learning styles and preferences; Offering modified assessments for individual students as needed, ensuring all students have equitable opportunities to show their achievements in ways that reflect their learning needs and conditions; Designing formative assessments that are intended to inform decision-making during instruction, enabling the teacher apprentice to make timely adjustments based on student responses and engagement.

0 1 2 3 N/A

Comments/Recommendations: _____

Competency Cluster 2: Classroom Environment

2a Creating an Environment of Respect and Rapport - Teacher apprentice creates an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students.

- Artifacts:
 - Classroom observation
 - Student feedback
 - Self-reflection

Apprentices will demonstrate evidence of proficiency in the following: Facilitating respectful talk among students, ensuring all voices are heard and valued in classroom discussions; Showing respect for students' backgrounds and lives outside the classroom; Exhibiting positive and engaging body language with students, demonstrating openness and approachability through physical gestures and expressions; Utilizing physical proximity effectively to engage and support students; Demonstrating warmth and caring in interactions with students; Consistently practicing politeness in all communications; Providing encouragement to students; Engaging in active listening, showing genuine interest in students' ideas and concerns; Ensuring fairness in all classroom interactions and decisions, treating students equitably.

0 1 2 3 N/A

Comments/Recommendations: _____

2b Establishing a Culture for Learning - Teacher apprentice conveys the educational value of what the students are learning, sets a standard that all students are capable of success if they are prepared to work hard, and encourages students to take pride in their work.

- Artifacts:
 - Classroom observations
 - Student feedback
 - Student performance and participation
 - Self-reflection

Apprentices will demonstrate evidence of proficiency in the following: Exhibiting a strong belief in the value of the educational work, communicating the importance and impact of learning activities; Setting and maintaining high expectations for all students; Actively expecting and recognizing quality in student work, providing specific feedback that guides students towards excellence; Expecting and acknowledging effort and persistence, encouraging a growth mindset where perseverance is valued as much as the final outcome; Demonstrating confidence in students' abilities; Ensuring that all students are expected and encouraged to participate actively in the learning process, fostering an inclusive classroom environment.

0 1 2 3 N/A

Comments/Recommendations: _____

2c Managing Classroom Procedures - Teacher apprentice establishes and monitors routines (transitions, instructional groups) and procedures (distribution of materials & supplies and non-instructional duties) for the smooth operation of the classroom and the efficient use of time.

- Artifacts:
 - Classroom observations
 - Evaluation of lesson plans indicating time allotment, materials, and group assignments
 - Student and colleague feedback

Apprentices will demonstrate evidence of proficiency in the following: Ensuring smooth functioning of all classroom routines, with processes clearly defined and efficiently executed; Minimizing the loss of instructional time by maintaining a focused and orderly classroom environment; Engaging students actively in the management and execution of daily routines, empowering them to take responsibility and leadership roles; Clearly communicating expectations so that students know exactly what to do and where to move during transitions and activities.

0 1 2 3 N/A

Comments/Recommendations: _____

2d Managing Student Behaviors - Teacher apprentice effectively sets expectations for positive student behaviors and monitors and responds to student behavior and misbehavior.

- Artifacts:
 - Classroom observations of handling behavior incidents
 - Tracking of behaviors and responses
 - Communication log with students, parents, and school staff

Apprentices will demonstrate evidence of proficiency in the following: Establishing clear standards of conduct that are communicated to students, Demonstrating awareness of student conduct at all times, ensuring a proactive approach to classroom management; Taking preventive actions when necessary to address potential issues before they escalate, maintaining a positive learning environment; Ensuring fairness in handling student behaviors, with consistent and equitable treatment for all students; Maintaining a classroom atmosphere where misbehavior is minimal due to effective management and clear expectations; Actively reinforcing positive behavior, encouraging a positive and respectful classroom culture through recognition and rewards.

0 1 2 3 N/A

Comments/Recommendations: _____

2e Organizing Physical Space - Teacher apprentice leverages physical classroom space and materials (e.g. technology & furniture) to safely enhance student learning and collaboration in a productive manner.

- Artifacts:
 - Classroom Observations

- Evidence of Technology Integration in Lesson and Unit Plans
- Physical Layout of Room
- Feedback from Students and School Staff

Apprentices will demonstrate evidence of proficiency in the following: Creating an inviting classroom atmosphere that encourages a positive and engaging learning environment; Ensuring a safe environment where all safety protocols are followed and students feel secure to focus on learning; Providing accessibility for all students, with accommodations in place to ensure that every student can participate fully in classroom activities; Arranging furniture and physical space in a manner that is conducive to the planned learning activities, maximizing interaction and engagement; Effectively utilizing physical resources, including computer technology, to enhance learning outcomes for students and facilitate efficient teaching practices by the teacher apprentice.

0 1 2 3 N/A

Comments/Recommendations: _____

Competency Cluster 3: Instruction

3a Communicating with Students - Teacher apprentice effectively utilizes oral and written language to clearly communicate the goals and directions for learning and skillfully provides clear content explanations with appropriate scaffolding.

- Artifacts:
 - Classroom observations
 - Review of lesson and unit plans, instructional materials
 - Feedback from students and school staff

Apprentices will demonstrate evidence of proficiency in the following: Clearly articulating the purpose of each lesson, ensuring that students understand the learning objectives and relevance to their educational goals; Providing clear and specific directions and procedures for lesson activities, allowing students to engage effectively and efficiently with the content; Ensuring the absence of content errors and delivering clear, accurate explanations of concepts, facilitating correct understanding and application by students; Monitoring and assessing student comprehension of content throughout the lesson, making adjustments as necessary to address any misconceptions or confusion; Using correct and imaginative language to enhance communication and engagement, fostering a rich and stimulating learning environment.

0 1 2 3 N/A

Comments/Recommendations: _____

3b Questioning and Discussion Techniques - Teacher apprentice effectively utilizes discussion questions/prompts and techniques to promote high quality critical thinking and engage all students in the contribution to the discussion.

- Artifacts:
 - Classroom Observations • Evaluation of the types of questions included in lesson and unit plans
 - Student participation in answering questions / discussions

Apprentices will demonstrate evidence of proficiency in the following: Formulating and encouraging questions of high cognitive challenge; Posing questions that allow for multiple correct answers or various approaches; Effectively using student responses and ideas to guide and enrich classroom discussions, valuing student input and building on their contributions to enhance learning; Facilitating discussions in which the teacher apprentice steps back from a central, mediating role, empowering students to lead and engage more actively with each other; Achieving high levels of student participation in discussions, ensuring a dynamic and inclusive classroom environment where every student feels encouraged to contribute.

0 1 2 3 N/A

Comments/Recommendations: _____

3c Engaging Students in Learning - Teacher apprentice fosters deep student engagement by designing intellectually stimulating activities, thoughtfully grouping students, selecting enriching materials, and structuring lessons with clear progression and reflective closure to promote meaningful learning.

- Artifacts:
 - Classroom Observations
 - Analysis of Lesson and Unit Plans
 - Evaluation of Instructional Materials and Activities
 - Student Participation and Performance

Apprentices will demonstrate evidence of proficiency in the following: Designing and implementing activities that are aligned with the goals of the lesson, ensuring that all tasks directly support the intended learning outcomes; Creating learning tasks that generate high-level student thinking and are perfectly aligned with the lesson objectives, challenging students to apply and extend their knowledge and skills; Fostering high levels of motivation among students to engage with all tasks, maintaining their persistence and effort even when faced with challenging activities; Ensuring students are actively "working" and engaging with the material, rather than passively observing the teacher apprentice; promoting a hands-on learning experience where students take ownership of their learning; Maintaining suitable pacing of the lesson that allows for comprehensive coverage of material without feeling rushed or dragging, including adequate time for closure and opportunities for student reflection.

0 1 2 3 N/A

Comments/Recommendations: _____

3d Using Assessment in Instruction - Teacher apprentice integrates assessment as a core component of instruction, monitors student understanding through strategic questioning and activities, provides timely and constructive feedback, and empowers students with the skills for self-assessment and progress monitoring, ensuring assessments inform and enhance learning processes.

- Artifacts:
 - Observation of response to use of assessment during instruction
 - Analysis of assessments and feedback to students

- Student and teacher apprentice tracking of assessment results

Apprentices will demonstrate evidence of proficiency in the following: Consistently paying close attention to evidence of student understanding throughout the lesson, adapting teaching methods and content delivery based on student responses; Skillfully posing specifically crafted questions designed to elicit evidence of student understanding, ensuring these questions effectively probe students' comprehension and thinking; Actively circulating during class activities to monitor student learning and provide timely, constructive feedback that supports and guides students' progress; Encouraging students to assess their own work against established criteria, fostering self-assessment skills and promoting a deeper understanding of lesson objectives and quality standards; Utilizing formative and summative assessments to adjust instructional practices and sequences.

0 1 2 3 N/A

Comments/Recommendations: _____

3e Demonstrating Flexibility & Responsiveness - Teacher apprentice adjusts lessons as needed, making both minor and major modifications mid-course; recognizes and capitalizes on unexpected teachable moments that arise during lessons, showcasing their skill in responding effectively to students' needs; persists in their efforts to support student learning, seeking alternative approaches when students encounter difficulties.

- Artifacts:
 - Classroom Observation
 - Analysis of adjustments made to lesson and unit plans over time
 - Student and staff feedback on teacher apprentice flexibility and responsiveness

Apprentices will demonstrate evidence of proficiency in the following: Incorporating student interests and relevant events of the day into lessons, ensuring that content is engaging and connected to students' real-world experiences; Making visible adjustments to teaching strategies and lesson plans in response to signs of student misunderstanding, adapting instruction to meet students' learning needs effectively; Actively seizing on teachable moments that arise during class, using spontaneous opportunities to deepen understanding and reinforce learning in a meaningful context.

0 1 2 3 N/A

Comments/Recommendations: _____

Competency Cluster 4: Professionalism

4a Reflecting on Teaching - Teacher Apprentice engages in reflective practice by analyzing and evaluating the impact of their teaching decisions on student learning, using these insights to make informed adjustments for future instruction, and developing this reflective process as a continuous habit for ongoing improvement in teaching effectiveness.

- Artifacts:
 - Self-Reflection Journal
 - Suggested adjustments made to lesson and unit plans

- Feedback provided by mentor teacher, peers, or other school staff

Apprentices will demonstrate evidence of proficiency in the following: Providing accurate reflections on each lesson, clearly identifying what was successful and what areas need improvement, based on objective analysis and student feedback; Citing specific adjustments to teaching practices, drawing from a diverse repertoire of strategies to address different learning needs and challenges encountered during lessons.

0 1 2 3 N/A

Comments/Recommendations: _____

4b Maintaining Accurate Records - Teacher apprentice maintains accurate records of both instructional outcomes and non-instructional activities, tracks student assignment completion, progress in learning, and logistical details to inform and adjust instructional strategies and ensures effective communication with students and parents.

- Artifacts:
 - Evaluation of record-keeping practices (including lesson plans, student progress, and other non-instructional activities).
 - Feedback from students, parents, and peers.

Apprentices will demonstrate evidence of proficiency in the following: Establishing and managing routines and systems that effectively track student completion of assignments, ensuring accurate and timely monitoring of task fulfillment; Implementing robust systems to monitor and report on student progress against instructional outcomes, providing clear, data-driven insights into student learning and development; Maintaining accurate non-instructional records, such as attendance and behavioral logs, through systematic processes that ensure reliability and compliance with educational standards.

0 1 2 3 N/A

Comments/Recommendations: _____

4c Communicating with Families - Teacher apprentice actively facilitates family involvement in their child's education by regularly communicating about the instructional program and student progress, and by providing meaningful opportunities for families to engage with and contribute to the learning process.

- Artifacts:
 - Communication Logs
 - Email/Electronic Correspondence
 - Family Surveys
 - Family Events (e.g. Parent-Teacher Conferences, Open Houses, etc.)

Apprentices will demonstrate evidence of proficiency in the following: Sending home frequent and culturally appropriate information about the instructional program and student progress, ensuring that all communications are accessible and relevant to diverse family backgrounds; Establishing and maintaining effective two-way communication between the teacher apprentice and families, facilitating open dialogues

that promote collaboration and support student learning; Providing frequent opportunities for families to engage in the learning process, organizing activities and events that encourage parental involvement and foster a supportive learning community.

0 1 2 3 N/A

Comments/Recommendations: _____

4d Participating in a Professional Community - Teacher apprentice actively participates in and contributes to the professional community by collaborating with colleagues, sharing strategies, engaging in school-wide initiatives, and assuming leadership roles in an effort to enhance instructional skills and student success across the school.

- Artifacts:
 - Review of participation in school activities
 - Documentation of shared resources and strategies
 - Observation in collaborative projects

Apprentices will demonstrate evidence of proficiency in the following: Regularly participating with colleagues in sharing and planning sessions aimed at enhancing student success, fostering a collaborative environment focused on educational improvements; Actively engaging in professional courses or communities that emphasize improving practice; Consistently participating in school initiatives, showing involvement and support for school-wide goals and activities that contribute to a positive educational environment; Supporting and participating in community initiatives, extending engagement beyond the classroom to include broader community involvement and support.

0 1 2 3 N/A

Comments/Recommendations: _____

4e Growing & Developing Professionally - Teacher apprentice commits to continuous professional growth and leadership by enhancing their content knowledge, pedagogical skills, and technological proficiency, actively seeks feedback from colleagues, and engages in on-going professional development.

- Artifacts:
 - Participation in professional development
 - Feedback from mentor teacher and colleagues
 - Self-assessment and reflection
 - Continuing education

Apprentices will demonstrate evidence of proficiency in the following: Frequently attending courses and workshops, and regularly engaging in academic reading, demonstrating a commitment to ongoing professional education and staying updated with current educational trends and methodologies; Actively participating in learning networks with colleagues, regularly sharing feedback and best practices to enhance teaching efficacy and collective knowledge within the professional community; Engaging in professional organizations that support academic inquiry, contributing to and benefiting from communities dedicated to the advancement of educational research and practice.

0 1 2 3 N/A

Comments/Recommendations: _____

4f Demonstrates Professionalism - Teacher apprentice exhibits the highest level of professionalism by prioritizing students' needs above all, conducts themselves with integrity and honesty, advocates for students against traditional practices when necessary, makes decisions centered on student welfare, and adheres to school policies while seeking to reform those that hinder student success.

- Artifacts:
 - Observations of professional behavior
 - Feedback from students, parents, and colleagues
 - Compliance with school policies and school initiatives
 - Review of decision-making examples

Apprentices will demonstrate evidence of proficiency in the following: Building a reputation as a trustworthy individual who is frequently sought out as a sounding board by colleagues, reflecting strong interpersonal skills and reliability; Regularly emphasizing the importance of prioritizing students during committee or planning sessions, ensuring that student needs remain the central focus of all educational efforts; Demonstrating unwavering support for students, even in challenging situations or when facing conflicting policies, advocating for student interests and well-being; Actively challenging existing practices when necessary to prioritize student needs, showing a commitment to innovative and student-centered educational approaches; Consistently fulfilling all school district mandates related to policies and procedures, demonstrating compliance and a strong sense of responsibility towards the institutional framework. Apprentices will receive a minimum of a 2 on the evaluation rubric.

0 1 2 3 N/A

Comments/Recommendations: _____

Competency Progress Tracking Guide

Teacher Apprentice Name: _____

Mentor Teacher Name: _____

Directions: At the end of each period of evaluation, use this guide as a benchmark to evaluate the apprentice's progress. Assign a rating (0-3) for each competency based on observed performance, with 0 indicating "Limited or Ineffective Performance" and 3 indicating "Demonstrates competencies at an Exceptional level." Include N/A if the competency was not assessed during that period. By the end of the apprenticeship, the apprentice must meet the minimum proficiency/passing score of 2 or above in each competency. Provide comments and recommendations in the designated section to highlight strengths and areas for growth. The mentor teacher should initial the guide upon completion to validate the evaluation. Submit the completed guide per program guidelines and retain a copy for reference.

Period of Evaluation	2000 OJT Hours	2000 OJT Hours	2000 OJT Hours	2000 OJT Hours
Competency 1: Planning & Preparation				
1a Demonstrating Knowledge of Content and Pedagogy				
1b Demonstrating Knowledge of Students				
1c Setting Instructional Outcomes				
1d Demonstrating Knowledge of Resources				
1e Designing Coherent Instruction				
1f Designing Student Assessments				
Competency 2: Classroom Environment				
2a Creating an Environment of Respect and Rapport				
2b Establishing a Culture for Learning				
2c Managing Classroom Procedures				
2d Managing Student Behaviors				
2e Organizing Physical Space				
Competency 3: Instruction				
3a Communicating with Students				

3b Questioning and Discussion Techniques				
3c Engaging Students in Learning				
3d Using Assessment in Instruction				
3e Demonstrating Flexibility & Responsiveness				
Competency 4: Professionalism				
4a Reflecting on Teaching				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing & Developing Professionally				
4f Demonstrates Professionalism				

Mentor Initials: _____

Comments/Recommendations: _____

Comments/Recommendations: _____

Comments/Recommendations: _____

Comments/Recommendations: _____

APPENDIX A-2

Related Technical Instruction (RTI) Outline

Guidance: Appendix A-2 is a required component of the approved apprenticeship standards and must outline the classroom training/RTI provided to apprentices. **To complete this section, refer to the Pre-Baccalaureate Template for Apprenticeships located after Appendix A-2.** You may add or remove additional course/topics and detail bullets as needed. If the apprenticeship program utilizes a third-party vendor to provide instruction, a letter from the training provider verifying their role must be submitted along with Appendix A-2. Additionally, the content of Appendix A-2 should be developed in collaboration with the Educator Preparation Program (EPP) to ensure that the RTI aligns with certification requirements and meets the needs of the apprenticeship program.

NOTE: RA Sponsors can use this suggested template, or provide their own. If providing the RTI information in a different format, please ensure all the required information is included and properly labeled.

Sponsor Name	
RTI Provider Name	
RTI Provider Address	
RTI Contact Name	
RTI Contact Phone	
RTI Contact Email	
Total Hours of Instruction	

Topic	Guidance: include Educator Preparation Provider/RTI Provider – Course Name and # of credits. Course hours should also be provided.	Hours	
	<ul style="list-style-type: none"> Guidance: In this section include course overview, PDE competencies, assessments, etc./pertinent information from course syllabus. 		
Topic		Hours	
<ul style="list-style-type: none"> 			
Topic		Hours	

PA Registered Apprenticeship Standards

<ul style="list-style-type: none"> • • • • 			
Topic		Hours	
<ul style="list-style-type: none"> • • • • 			
Topic		Hours	
<ul style="list-style-type: none"> • • • • 			
Grant Total Hours: _____			

Pre-Baccalaureate Template for Apprenticeships

Credits	Course/s	Regulation & K-12 Guidelines
	<i>Pre-Candidacy Courses</i>	
6 credits	College Level Mathematics (6cr)	354.23. Academic Preparation
3 credits	College Level English Composition (3cr)	354.23. Academic Preparation
3 credits	College Level English Literature (3cr)	354.23. Academic Preparation
Varies	Additional College-level courses: <ul style="list-style-type: none"> • General Education • Intro education/psychology • Early field experience 	
	<i>Candidacy: Upper-Level Education Courses</i>	
Varies	Research Practice	I. Development, Cognition and Learning
Varies	Content	II. Subject Matter Content and Pedagogy/PA Academic Standards
Varies	Methods/Classroom Management	II. Subject Matter Content and Pedagogy
Varies	Assessment	III. Assessment
3	ELL/ESL	Accommodations and Adaptations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners
6-9 (6 if embedded in another course)	Special Education	Accommodations and Adaptations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners
Varies	Student Teaching (12-weeks minimum)	Field Experiences and Student Teaching

- This template does not guarantee approval of Educator Preparation Program – only PDE can grant Educator Preparation Program approval.
- Applicants need to complete a minimum of 48 credit hours before formal admission into the preparation program (candidacy).
- This template may be modified to include electives and other courses required by the institution and needed for the 120 credit hours or more for a bachelor's degree. Any undergraduate program, even if previously approved as a baccalaureate program, that is modified to include the apprenticeship program or is a new undergraduate program must be reviewed and approved as a baccalaureate program by its current USDOE accepted accreditation entity. Entities must be authorized to offer degrees in the Commonwealth.
- This template may be modified to fit the needs of each individual program utilizing Chapter 354, the K-12 Framework Guidelines, PA Academic Standards for Subject/Content Matter, and

Accommodations and Adaptations for Diverse Students in an Inclusive Setting and Meeting the Needs of English Language Learners

- Professional Ethics (PE), Cultural Awareness (CA), Trauma Aware Mental Health and Wellness Competencies (TA), Technology and Virtual Engagement (TVE) and Structured Literacy (SL) (if required) must be embedded in coursework and addressed as per regulation.

Note: Please place the Letter of Support on RTI Provider Letterhead

ATTN:

Apprenticeship and Training Office

Pennsylvania Department of Labor & Industry, Workforce Development

555 Union Boulevard

Allentown, PA 18109

Subject: Letter of Support for PA Teacher Apprentice Program

Date

Dear PA Apprenticeship and Training Office:

I am honored to express our support for the [Specific Apprenticeship Program Name], an initiative aimed at filling the growing need for skilled professionals in the field of education. As [Your Position] at [Your Institution Name], I am particularly excited about our commitment to serve as the Related Training Instruction (RTI) Provider, and agree to the approved RTI outline for the [Name of Occupation], totaling (# total RTI hours) RTI hours ensuring the program's effectiveness and success.

The [Specific Apprenticeship Program Name] strategically prepares participants by providing them with essential skills, deep knowledge, and practical experiences necessary to excel in teaching. Our commitment at [Your Institution Name] is to provide a rigorous training program that aligns with the highest standards of education, supporting a smooth transition into professional settings.

Program Contributions and Details:

- **Duration and Scope of Training:** As the RTI Provider, we will offer a comprehensive [Duration]-Month training [Hours of Training and length of RTI] (These hours need to match Appendix A, RAPIDS, & Appendix A-2) program designed to develop both foundational and advanced skills. This includes a curriculum founded on educational theories, effective teaching strategies, and best practices in the field of education, which are essential for modern practices in education.
- **PDE Approved Educator Preparation Program:** The Education Prep Program being used for this registered apprenticeship program is, in fact, a PDE-approved educator preparation program, ensuring compliance with the Pennsylvania Department of Education standards.
- **Faculty Involvement and Expertise:** Our experienced faculty will actively engage in delivering this training [where the training will be conducted], leveraging their extensive expertise to ensure that apprentices are not only ready to meet today's demands but are also equipped to grow as educators in their future careers.
- **Commitment to Representation and Belonging:** We recognize the importance of varied perspectives in education and are dedicated to cultivating a learning environment

that reflects the communities we serve. Our aim is to develop a broad and representative group of apprentices through this partnership, enriching the program and the profession as a whole.

- **Community and Industry Engagement:** By partnering with [Partnering Institution or Organization] and [Another Partnering Institution or Organization], we are positioned to bridge the gap between current professional needs and our educational offerings. This collaboration ensures that the apprenticeship program is responsive to the nuances of teaching and learning and is supported by a network of professionals and stakeholders.

In conclusion, [Your Institution Name] is honored to play a pivotal role in the [Specific Apprenticeship Program Name]. We are confident that this program will have a transformative impact on the educational and professional landscapes in [location]. We are committed to providing a robust educational experience that ensures the success of each participant and the continuous advancement of the education.

Please feel free to contact me directly for any further details or to discuss specific aspects of our support for the program. We are eager to begin this exciting collaboration and look forward to contributing to the success of the [Specific Apprenticeship Program Name].

Thank you for the opportunity to support this significant initiative.

Sincerely,

(Please add Signature)

[Your Name]

[Your Position]

[Your Institution Name]

Please feel free to modify any part of this template to better suit the specific circumstances and details of the teacher apprenticeship program your institution is supporting.

IMPORTANT NOTE:

Prior to your program's submission to the PA ATO for approval all EPPs will work with their sponsor to schedule a meeting with PDE to seek official program approval from PDE's Bureau of School Leadership and Teacher Quality. This meeting can be arranged by emailing ra-bsltq@pa.gov. EPPs are also directed to consult the Middle States Commission on Higher Education regarding significant undergraduate program changes. Post-baccalaureate programs do not require consultation with MSCHE. Procure a letter from PDE verifying updated approved program status (if the RTI/EPP currently has a PDE approved program, this updated status will reflect program changes or reviews that may be needed for a new apprenticeship program. This approved program status letter must be submitted to PA ATO as part of your Registered Apprenticeship application.

APPRENTICESHIP AGREEMENT BETWEEN APPRENTICE AND PROGRAM SPONSOR & EMPLOYER

SECTION A: ONLY TO BE COMPLETED BY THE APPRENTICE. PLEASE PRINT CLEARLY.

SECTION B: TO BE COMPLETED BY THE PROGRAM SPONSOR AND EMPLOYER. PLEASE PRINT CLEARLY.

L&L ATO 1/2023

RESPONSIBILITIES OF APPRENTICE

Apprentices, having been provided with and read the apprenticeship standards formulated by the program sponsor, agree to all the terms and conditions contained herein and agree to abide by the program sponsor's rules and policies, including any amendments, and to serve such time, perform such manual training, and study such subjects as the program sponsor may deem necessary to become a skilled journeyworker.

In signing the apprenticeship agreement, apprentices assume the following responsibilities and obligations under the registered apprenticeship program:

- 1) Perform diligently and faithfully the work of the occupation and other pertinent duties assigned by the program sponsor in accordance with the provisions of these Standards.
- 2) Respect the property of the employer and abide by the working rules and regulations of the employer, union and/or ATC/JATC.
- 3) Attend and satisfactorily complete the required hours in the OJL and in related 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 instruction as may be required by the program sponsor.
- 5) Develop and practice safe working habits and work in such a manner as to ensure his/her personal safety and that of fellow workers.
- 6) Work for the employer to whom the apprentice is assigned for the duration of the apprenticeship, unless the apprentice is reassigned to another employer or the apprenticeship agreement is terminated by the sponsor.



Voluntary Disability Disclosure

OMB No. 1205-0223 Expiration Date: 06/30/2024

Please check one of the boxes below:

YES, I HAVE A DISABILITY (or previously had a disability)

NO, I DON'T HAVE A DISABILITY

I DON'T WISH TO ANSWER

Your name: _____

Date: _____

Why are you being asked to complete this form?

Because we are a sponsor of a registered apprenticeship program and participate in the National Registered Apprenticeship System that is regulated by the U.S. Department of Labor, we must reach out to, enroll, and provide equal opportunity in apprenticeship to qualified people with disabilities.^[1] To help us learn how well we are doing, we are asking you to tell us if you have a disability or if you ever had a disability. Completing this form is voluntary, but we hope that you will choose to fill it out. If you are applying for apprenticeship, any answer you give will be kept private and will not be used against you in any way.

If you already are an apprentice within our registered apprenticeship program, your answer will not be used against you in any way. Because a person may become disabled at any time, we are required to ask all of our apprentices at the time of enrollment, and then remind them yearly, that they may update their information. You may voluntarily self-identify as having a disability on this form without fear of any punishment because you did not identify as having a disability earlier.

How do I know if I have a disability?

You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition. Disabilities include, but are not limited to: blindness, deafness, cancer, diabetes, epilepsy, autism, cerebral palsy, HIV/AIDS, schizophrenia, muscular dystrophy, bipolar disorder, major depression, multiple sclerosis (MS), missing limbs or partially missing limbs, post-traumatic stress disorder (PTSD), obsessive compulsive disorder, impairments requiring the use of a wheelchair, and intellectual disability (previously called mental retardation).

^[1] Part 30 – Equal Employment Opportunity in Apprenticeship. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor's Office of Apprenticeship website at <https://www.apprenticeship.gov/eo>.

APPENDIX D

APPRENTICESHIP PROGRAM OVERVIEW

The following program is submitted for review and approval by the Pennsylvania Apprenticeship and Training Council (PATC).

SPONSOR NAME

UNION NAME (*if applicable*)

PROGRAM TYPE

OCCUPATION

LENGTH OF PROGRAM

EXPECTED # OF APPRENTICES TO ENROLL (*first year*)

INTRODUCTION

The *Apprenticeship Program Overview* provides the PATC with a summary of your apprenticeship program. It includes information the PATC is particularly interested in, including details on your workforce, the program's training provider, and your organization's focus on safety. The document is presented in lieu of a formal and lengthy verbal presentation to the Council. However, sponsors should be prepared to give a brief 2-minute elevator pitch that provides an overview of their new program. The pitch should include information such as details on the occupation, the RTI that will be provided, the competencies that will be taught, and why the training is best provided through an apprenticeship program.

Note: Any responses that exceed the space provided should be included with the registration packet in a document titled *Appendix D Addendum*.

SPONSOR INFORMATION

1. Provide an overview of your organization, school or business.

2. Describe your current workforce needs that this apprenticeship program will help address.

3. Discuss why you want to be a Registered Apprenticeship Sponsor. For example, do you want to formalize your current training? Provide more skills for your current workforce?

4. Describe your organization's history with apprenticeship, and any results/successes to date.

PROGRAM OVERVIEW

5. Provide a brief overview of the program (i.e. details on the occupation, the RTI that will be provided, the competencies and/or job tasks that will be taught, etc.). *Note:* The answer shared for this question will be used to describe the program for various public facing purposes, including the public facing listing of all registered apprenticeship programs.

6. Discuss why this training is best provided through an apprenticeship program. What benefits does the apprenticeship approach offer?

7. What is the perceived community and/or economic impact of this program (i.e. increased supply of skilled labor for a specific sector, help replace an aging workforce in that sector, more underrepresented apprentices recruited, etc.)?

FINANCIAL

8. How is this program funded and what is the long-term plan for sustainability?

9. Are there any costs that the apprentice will be responsible for?

RELATED TECHNICAL INSTRUCTION (RTI)

10. Who is your RTI provider, what will be taught, and how will training be provided?

11. Do apprentices receive third party credentials, i.e. industry certifications, licenses, etc.? If so, please provide the details.

12. Please address the transferability of skills to other employers. In what ways will skills the apprentice is learning be applicable to other employers in your industry or other industries?

ON-THE-JOB TRAINING (OJT)

13. Provide an overview of your workforce. How much experience do your journey workers have, what certifications do they have, and what experience do they have mentoring OJT?

14. If a competency-based program, describe your evaluation criteria for satisfactory competency achievement.

RECRUITMENT

15. What methods of recruitment do you intend to employ?

16. Describe any planned activities to recruit from underrepresented populations (e.g. women, people of color, etc.).

MISCELLANEOUS

17. Discuss your program's focus on safety. For example, what safety procedures are put in place and part of the OJT/RTI, and what certifications are required?

18. Do you plan to partner with a registered pre-apprenticeship program? If so, please provide the details (i.e. any advanced standing given, automatic interviews, etc.).

ADDITIONAL INFO FOR GROUP-SPONSORED PROGRAMS ONLY

19. What employers do you have onboard?

20. How do you decide which employers to work with?

21. How do you ensure your employers are properly overseeing their apprenticeship program?

22. How do you ensure the employers you sign on are following proper safety procedures? How do you monitor this?

EMPLOYER ACCEPTANCE AGREEMENT – Appendix E

Registered Apprenticeship Standards Developed in Cooperation with the Pennsylvania Apprenticeship and Training Council and the Pennsylvania Apprenticeship and Training Office

The undersigned employer hereby subscribes to the provisions of the Registered Apprenticeship Standards for _____ formulated and registered by _____ and agrees to carry out the intent and purpose of said Standards and to abide by the rules and decisions of the program Sponsor established under these Standards. The employer further agrees to allow the Sponsor to access the employer's records to confirm compliance with the terms of the Apprenticeship Standards and requirements of 34 Pa. Code § 81 through 83.11. The employer has been provided a copy of the Standards and has read and understood them, and requests certification to train apprentices under the provisions of these Standards.

The employer hereby guarantees that the apprentice will be assigned to qualified training personnel and receive adequate supervision during the apprenticeship. The training should follow the approved Work Process Schedule and Related Instruction Outline including the rotation of tasks. The employer further agrees to follow the selection procedures per the approved Standards consistent with the requirements set forth in 34 Pa. Code § 81.21-81.35 and 29 CFR § 30.10(b). This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer, or the Registration Agency.

1. EMPLOYER INFORMATION

Name of Employer

FEIN

Employer Address

Contact Name

Contact Phone

Contact Email

2. WORKFORCE NUMBERS

Total number of journeyworkers within the company

3. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on a percentage of the current minimum hourly journeyworker wage rate as shown in the chart below, which is no lower than per hour.

Pennsylvania Group Standards of Registered Apprenticeship

In no case will the starting wages of apprentices be less than that required by a minimum wage law that may be applicable. The percentages that will be applied to the applicable rate are shown below:

Period*	% of Journeyworker Wage	Wage Amount in Dollars**	Hours	Competency
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				
13 th				
14 th				
15 th				
16 th				
17 th				
18 th				
19 th				
20 th				
21 st				
22 nd				
23 rd				
24 th				
Journeyworker Entry Wage	100%			

* Use only as many periods as necessary. ** Hourly rate, not including fringe benefits.

Training will occur

Apprentices be paid for hours spent attending RTI classes.

4. RATIO OF APPRENTICES TO JOURNEYWORKERS

No apprentice shall work without adequate supervision of a journeyworker. In the state of Pennsylvania, the required apprentice to journeyworker ratio is:

- 1 apprentice to 1- 4 journeyworkers
- 2 apprentices to 5-9 journeyworkers
- 3 apprentices to 10-14 journeyworkers
- Each additional apprentice requires an additional 5 journeyworkers

Pennsylvania Group Standards of Registered Apprenticeship

The apprentice to journeyworker ratio for all programs shall be consistent with proper supervision, training, safety, continuity of employment, and applicable provisions in CBAs (*for Joint programs*).

Exemptions to PATC's standard ratios may be granted upon written request and approval of PATC.

This program has been granted an exemption by the PATC.

Date exemption approved (*if applicable*)

Exemption description and approved ratio:

5. QUALIFICATIONS & SELECTION PROCEDURES FOR APPRENTICESHIP

The employer understands that all apprentices must meet the minimum qualifications and follow the selection process outlined in Appendix A of the Registered Apprenticeship Standards.

Additional age, education, physical abilities, aptitude, or other qualification requirements established by the employer include:

Additional selection procedures established by the employer include:

6. JOINT APPRENTICESHIP AND TRAINING COMMITTEE *(For joint programs or employers associated with a union)*

Program sponsors are responsible for the administration of all aspects of a registered apprenticeship program. Sponsors are required to establish a Joint Apprenticeship Training Committee (JATC) to carry out the required responsibilities and duties.

Structure of the Joint Apprenticeship and Training Committee (JATC) – Required

Suggested structures and administrative procedures of a JATC or ATC include:

- Members of the JATC will be selected by the groups they represent.
- Membership will be composed of an equal number of representatives of the employer(s) and of the employees represented but does not have a bona fide collective bargaining agent(s).
- The JATC will elect a Chairperson and a Secretary and will determine the time and place of regular meetings. Meetings will be held as frequently as needed to effectively manage the program. Written minutes of the meetings will be kept.
- The chairperson and secretary will have the power to vote on all questions affecting the registered apprenticeship.
- The offices of chairperson & secretary will rotate among members of the JATC.

Responsibilities of the JATC

- A. Cooperate in the selection of apprentices as outlined in this program.
- B. Ensure that all apprentices are under written apprenticeship agreements.
- C. Review and recommend apprenticeship activities in accordance with this program.
- D. Establish the minimum standards of education and experience required of apprentices.
- E. Register the local apprenticeship standards with Pennsylvania Apprenticeship and Training Council.
- F. Hear and resolve all complaints of violations of apprenticeship agreements.
- G. Arrange evaluations of apprentices' progress in manipulative skills and technical knowledge.
- H. Maintain records of all apprentices, showing their education, experience, and progress in learning the occupation.
- I. Certify to PA's Apprentice and Training Office (ATO) that apprentices have successfully completed their registered apprenticeship program.
- J. Notify, within forty 45 days, ATO of all new apprentices to be registered, credit granted, suspensions for any reason, reinstatements, extensions, completions and cancellations with explanation of causes.
- K. 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

Pennsylvania Group Standards of Registered Apprenticeship

public support of apprenticeship. Keep in contact with all parties concerned, including apprentices, employers, and journeyworkers.

- L. 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.
- M. When notified that an apprentice's instruction or on-the-job progress is found to be unsatisfactory, the program 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 during this determination that the apprentice does not have the ability or desire to continue the training to become a journey worker, the program sponsor will, after the apprentice has been given adequate assistance and opportunity for corrective action, terminate the apprenticeship agreement, as provided in 34 Pa. Code §§ 83.6(8)(9).
- N. The program sponsor will provide each apprentice with continuous employment sufficient to provide the opportunity for completion of his or her registered apprenticeship program. If the program sponsor is unable to fulfill its training and/or employment obligation in conformance with these standards, the program sponsor will, per Section 13 of these standards and with the apprentice's consent, make a good-faith effort to facilitate a transfer of the apprentice to another program sponsor for completion of a registered apprenticeship.

If conditions of business make it necessary to temporarily suspend the period of the registered apprenticeship, apprentices suspended for this reason will be given the opportunity to resume their active registered 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 for breaks in seniority.

7. COLLECTIVE BARGAINING AGREEMENTS *(For joint programs or employers associated with a union)*

Nothing in the standards, this employment agreement or in any apprenticeship agreement will operate to invalidate:

- Any apprenticeship provision in any CBA between employers and employees establishing higher apprenticeship standards; or
- Any special provision for veterans, people of color or women in the standards, apprentice qualifications or operation of the program, or in the apprenticeship agreement, which is not otherwise prohibited by law, executive order or authorized regulation.

8. OFFICIAL ADOPTION

These signatures acknowledge the acceptance of the Sponsor's Registered Apprenticeship Standards.

Signature of Program Sponsor & Date

Printed Name

Signature of Employer & Date

Printed Name

Signature of Labor & Date *(if applicable)*

Printed Name