



Registered Apprenticeship Standards

Local Apprenticeship Standards

Cherokee Washington High School

Occupation(s): To all Applicable Occupations within the Standard

O*NET-SOC Code(s): *See Appendix A*

RAPIDS Code(s): *(See Appendix A)*

Developed in Cooperation with the
U.S. Department of Labor
Office of Apprenticeship

Approved by the
U.S. Department of Labor
Office of Apprenticeship

Registered By: Greer Sisson

Signature: *Greer Sisson*

Title: **State Director**
Office of Apprenticeship

Date: **11/23/2022**

Registration Number: **2023-IA-116259**

Check here if these are revised standards



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SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

A. Responsibilities of the sponsor: *Cherokee Washington High School* must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document “Requirements for Apprenticeship Sponsors Reference Guide.”

Sponsors shall:

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these Standards and the document “Requirements for Apprenticeship Sponsors,” and that meets the requirements of 29 CFR § 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- Register all apprenticeship Standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentices’ progress in skills and technical knowledge, and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Provide each apprentice with a copy of these Standards, Requirements for Apprenticeship Sponsors Reference Guide, Appendix A, and any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these Standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated Standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.
- Adhere to Federal, State, and Local Law Requirements -- The Office of



Apprenticeship's registration of the apprenticeship program described in these Standards of Apprenticeship on either a nationwide basis (under the National Program Standards of Apprenticeship) or within a particular State, and the registration of individual apprentices under the same program, does not exempt the program sponsor, and/or any employer(s) participating in the program, and/or the individual apprentices registered under the program from abiding by any applicable Federal, State, and local laws or regulations relevant to the occupation covered by these Standards, including those pertaining to occupational licensing requirements and minimum wage and hour requirements.

The program's Standards of Apprenticeship must also conform in all respects with any such applicable Federal, State, and local laws and regulations. Any failure by the program to satisfy this requirement may result in the initiation of deregistration proceedings for reasonable cause by the Office of Apprenticeship under 29 CFR § 29.8.

B. Minimum Qualifications - 29 CFR §29.5(b)(10)

An apprentice must be at least 16 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation. Please include any additional qualification requirements as appropriate (optional):

The additional qualification requirements as appropriate are listed below:

There is an educational requirement of: Teacher Aide 1: Must have a High School Diploma or Equivalent or obtain a High School Diploma or Equivalent prior to completing the RAP.

K-12 Teacher: Must be certified as a ParaEducator as of January 2023 or have received an AA or BA.

There is a physical requirement of: Teacher Aide 1 and K-12 Teacher: Shall be physically capable of performing the essential functions of the occupation without endangering the health and safety of themselves and/or fellow workers. Applicants shall be allowed to request reasonable accommodation for a disability to meet this standard when applicable.

Other Qualifications: Teacher Aide 1: Must Have Parental Consent if Under the age of 18
Age: Must be at least 16 Years old

K-12 Teacher:

Age: Applicants shall be at least 18 years old and 21 years old in order to receive a Teacher License in the State of Iowa. Applicants must provide evidence of minimum age respecting any applicable State Laws or regulations.

C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)

The apprenticeship program(s) will select an apprenticeship training approach. The approach is notated in Appendix A, APPRENTICESHIP APPROACH.

D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)

Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices *will not* be paid for hours spent attending related instruction classes. The Work Process Schedule and Related Instruction Outline are outlined in Appendix A.

E. Credit for Previous Experience - 29 CFR § 29.5(b)(12)

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to



substantiate the claim. *Cherokee Washington High School* will evaluate the request for credit and make a determination during the apprentice's probationary period.

Additional requirements for an apprentice to receive credit for previous experience (optional):

F. Probationary Period - 29 CFR § 29.5(b)(8) and (20)

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. The probationary period is notated in Appendix A, PROBATIONARY PERIOD.

G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5(b)(7)

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. The ratio is notated in Appendix A, RATIO OF APPRENTICES TO JOURNEYWORKERS.

H. Apprentice Wage Schedule - 29 CFR § 29.5(b)(5)

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. The progressive wage schedule is notated in Appendix A, APPRENTICE WAGE SCHEDULE.

I. Equal Employment Opportunity and Affirmative Action

1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)

Cherokee Washington High School will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

Cherokee Washington High School 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.

The equal opportunity pledge applies to the following additional protected bases (as applicable per the sponsor's state or locality):

2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4-30.9

Cherokee Washington High School acknowledges that it will adopt an affirmative action plan in accordance with 29 CFR §§ 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5th) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

3. Selection Procedures - 29 CFR § 30.10

Every sponsor will adopt 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, SELECTION PROCEDURES.



J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or Standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:

- 1. Complaints regarding discrimination.** Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within **300** days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

***U.S. Department of Labor, Office of Apprenticeship
200 Constitution Ave. NW, Washington, DC 20210
Telephone Number: (202) 693-2796
Email Address: ApprenticeshipEEOcomplaints@dol.gov
Point of Contact: Director, Division of Registered Apprenticeship and Policy
Attn: Apprenticeship EEO Complaints***

You may also be able to file complaints directly with the EEOC, or State fair employment practices agency.

- 2. Other General Complaints.** The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within *15* days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within *30* days of receiving the written notification:

Name: Kimberly Lingenfelter

Address: 600 W Bluff St

Cherokee, IA 51012

Telephone Number: (712) 225-6767

Email Address: klingenfelter@ccsd.k12.ia.us

Any complaint described above that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency provided below in Section K.

K. Registration Agency General Contact Information 29 CFR § 29.5(b)(17)

The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below:

Name: Kyle Whitaker

Address: 210 Walnut St Room 715

Des Moines, Iowa, 50309

Telephone Number: (515) 348-3833

Email Address: whitaker.kyle.m@dol.gov



L. Reciprocity of Apprenticeship Programs 29 CFR § 29.13(b)(7)

States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.

Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

SECTION II - APPENDICES AND ATTACHMENTS

- Appendix A** – *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*
- Appendix B** – *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed after registration)*
- Appendix C** – *Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))*
- Appendix D** – *Employer Acceptance Agreement (For programs with multiple-employers only)*



SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)

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 (and described in greater detail at the VA's website at: <https://www.va.gov/education/eligibility>) 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 an 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.

NOTE: The aforementioned requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.



SECTION IV - SIGNATURES

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provisions of the foregoing Apprenticeship Standards formulated and registered by *Cherokee Washington High School*, on this 22nd day of November, 2022

The signatories acknowledge that they have read and understand the document titled "Requirements for Apprenticeship Sponsors Reference Guide" and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

Kimberly Lingenfelter

Signature of Sponsor (designee)

Signature of Sponsor (designee)

Kimberly Lingenfelter

Printed Name

Printed Name



Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE



Appendix A
WORK PROCESS SCHEDULE
K-12 Teacher

O*NET-SOC CODE: 25-2022.00 RAPIDS CODE: 3024CB

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

1. APPRENTICESHIP APPROACH

Competency-Based

2. TERM OF APPRENTICESHIP

Apprentices will receive training in the work experience as listed below. The following are the work processes the apprentice will learn and be able to perform on-the-job. The term of the occupation is based on the apprentice's demonstration of the mastery of the competencies as specified and estimated to complete in approximately 3 years.

3. RATIO OF APPRENTICES TO LICENSED TEACHER

The apprentice to Licensed Teacher ratio is: 1 Apprentice(s) to 1 Licensed Teacher(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly Licensed Teacher wage rate, which is: \$16.11.

Name: **K-12 Teacher**

Period	Wage (Hourly)	Description
1st	\$13.00	1st year
2nd	\$13.50	After 1st Year
End Wage	\$16.11	Completion



5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 160 hours .

6. SELECTION PROCEDURES

The sponsor has adopted the following selection procedures, consistent with the requirements set forth in 29 CFR § 30.10(b) The sponsor will select apprentices by any method, including its present selection method, provided that the sponsor meets the requirements listed in 29 CFR § 30.10.

Candidates will be selected through a screening process that includes an application and group or individual interview. Candidates will be reviewed and selected based on qualifications related to the position. Employment decisions will be based on merit, regardless of race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition, genetic information, gender identity, sexual orientation, military status, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and prohibited.

The Sponsor will work with community-based organizations; educational institutions, such as community colleges, technical schools, and high schools; workforce organizations; or other partners to create appropriate outreach and positive recruitment efforts that would reasonably be expected to increase underrepresented population participation in the apprenticeship. The Sponsor will identify the steps it intends to ensure that the opportunity is accessible. The Sponsor will undertake a significant number of activities to enable it to meet its obligations under 29 CFR § 30.4(c).

7. WORK PROCESS OUTLINE

WORK PROCESS SCHEDULE K-12 TEACHER

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

The below on-the-job–learning (OJL) work process competencies are intended as a guide. In all cases, the apprentice is to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning and Instruction. In addition, the apprentice will perform training and tasks under the supervision of a mentor.

Ratings are:

Field Training – Apprentice shall be exposed to and assist with task

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Mentor Sign off – Signature of mentor/supervisor who observes proficiency



Multi-Classroom Leader - MCL

Apprentices must meet to be “proficient in task” in each category, before completing the apprenticeship.

	Place a check mark in the box when completed			Completion Date	Mentor Sign off
	Field Training	Demonstrates Fundamentals	Proficient in Task		
Professionalism					
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations.					
Follow the schedule provided for daily routines, including assigned duties and meetings.					
Utilize school system email to respond to all communication from colleagues (principal, MCL, other teachers, college professors, and CMCSS staff) within 24-48 hours.					
Review the Professional Growth and Learning indicator of the TEAM Professionalism rubric and work with MCL to set two goals related to this indicator. Share goals with the building level administrator.					
Utilize FERPA guidelines to ensure the separation of personal and professional relationships.					
Follow the policies and procedures as outlined in the CMCSS, school level handbook, and Agency Code of Ethics.					
Follow expectations for the daily use of time-keeping software.					
Follow expectations for the use of the substitute request system as needed.					
Actively participate in bi-monthly redelivery of faculty professional learning and complete reflections of MCL use of strategies.					
Observe three parent-teacher conferences/meetings; reflect with MCL following the meeting.					
Review the Use of Data indicator on the TEAM Professionalism rubric and work with the mentor teacher to set two goals related to this indicator. Share goals with the building level administrator.					
Actively participate in bi-monthly redelivery of faculty professional learning, plan and implement use of one strategy per nine weeks and receive feedback from MCL.					
Pre-plan and role play the content of three parent-teacher conferences with MCL and actively participate in the scheduled conference; reflect with MCL following the meeting.					



Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Support the teacher in reinforcing the rules and procedures for student learning and behavior in the classroom.					
Follow teacher guidance to identify instructional roles throughout lessons and activities.					
Communicate with students using positive, professional, and compassionate language and tone.					
Review an individualized behavior intervention plan (formal or informal), assist the teacher in collecting student data, and reflect with MCL on next steps.					
Collaborate weekly with MCL to determine instructional roles; reflect on implementation of roles before setting roles for the next week.					
Review the expectations indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with building level administrator.					
In conjunction with MCL, identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with MCL on next steps.					
Review the Managing Student Behavior indicator in the Environment domain of the TEAM General Educator Rubric and work with MCL to set two goals related to this indicator. Share goals with the building level administrator.					



Planning	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Review and make notes on curriculum documents prior to collaboration (i.e. unit starters, standards, lesson plans, etc.).					
Attend and bring required materials to grade level collaboration and staff development.					
Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
Meet with SPED staff to review an IEP for at least one student in your class/grade level prior to attending an IEP meeting each nine weeks.					
Observe each of the following SpEd offerings within your school one time during the school year: skills-based intervention, speech and language, and extended resources.					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.)					
Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit.					
Review the IEP of each student in your class/grade level within the first nine weeks of school; discuss the use of the at-a-glance reports with the MCL.					
Observe an eligibility meeting and the follow-up IEP meeting for that same student.					
Create one school-level assessment per semester and collaborate with the MCL to ensure standard alignment before sharing with the grade level team during common planning.					
Work with MCL to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention.					
Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP or 504's.					



Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Post daily clear learning target.					
Introduce and deconstruct the clear target to the class.					
Effectively distribute materials to and collect materials from students.					
Replicate established transition routines when changing activities during the day.					
Observe two lessons per nine weeks, utilizing the Explicit Direct Instruction (EDI) Observation Tool to take notes about the parts of the lesson observed.					
Reflect on EDI Observations with MCL.					
Collaborate with MCL to write one clear target per week.					
When co-teaching, refer back to the clear target at appropriate times during instruction.					
Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student to student interaction.					
Observe two lessons per nine weeks to track MCL and determine the time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.					
Using the EDI framework, plan and co-teach a unit of study each nine weeks.					
Reflect on the unit of study instruction with MCL.					
Create all of the clear targets for one unit of instruction.					
Effectively refer back to clear target throughout the entire lesson.					
In addition to year two, choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.					
At a minimum of two times per nine weeks, the TR/apprentice will facilitate instruction and receive feedback from MCL on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.					
Using the EDI framework, independently plan and teach a unit of study each nine weeks.					
The TR/apprentice will receive feedback from MCL throughout the unit of study and make instructional adjustments based on feedback.					



RELATED INSTRUCTION OUTLINE K-12 TEACHER

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in education**. Before moving into a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications**.

The table below outlines coursework that can lead to a bachelor's degree toward teacher certification. Suggested percentage of credit from Related Training Instruction and On-the-job training is included. 510 for elementary or 482 Related Training Instruction hours will be included in the Registered Apprenticeship. The remaining coursework will be used for participants willing to complete more credit toward a teaching degree.

College Classroom Pipeline for Elementary Education

Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)
English Comp I English Comp II Public Speaking	-At least 9 semester hours in literacy development, per IAC 282-13.	90		67% (6)	33% (3)
Statistics and Probability K-8 Teaching Math K-3	-At least 9 semester hours in mathematics per IAC 282-13	90		67% (6)	33% (3)
Modern World History American History II	-At least 9 semester hours in social sciences per IAC 282-13	90		67% (6)	33% (3)
Physical Geology Chemistry w/ Lab	-At least 9 semester hours in science per IAC 282-13	90		67% (6)	33% (3)
Introduction to Art	-Minimum of three credits to include: <ul style="list-style-type: none"> ● Elementary PE & Health ● Elementary Visual Art ● Elementary Performing Art 	30		67% (2)	33% (1)
Intro to Special Education Theories of Learning	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) -Coursework that addresses competency in a professional	120		67% (8)	33% (4)



<p>Instructional Technology</p> <p>Classroom Evaluation Assessment</p>	<p>core curriculum per IAC 79.15(5), including, for example, courses that provide competence in:</p> <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 				
	<p>Pre-student teaching clinical experiences (while employed as a paraeducator)</p>				<p>100% (3)</p>
	<p>Student Teaching (while employed as a paraeducator)</p>				<p>100% 12</p>
<p>Total RTI Hours</p>		<p>510</p>			
<p>Total OJT Hours</p>			<p>Estimated 2-3 years</p>		



College Classroom Pipeline for Secondary Education

Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)
Prerequisite: 10 courses in the content field to be taught.	-Coursework in the Teaching Content Area (30 credit hours minimum)	302		67% (20)	33% (10)
Intro to Special Education Theories of Learning Instructional Technology Classroom Evaluation Assessment	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) -Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 	120		67% (8)	33% (4)
	Reading in the Content Areas	30		67% (2)	33% (1)
	Content Specific Methods	30		67% (2)	33% (1)
	Pre-student teaching clinical experiences (while employed as a paraeducator)				100% (3)



	Student Teaching (while employed as a paraeducator)				100% (12)
Total RTI Hours		482			
Total OJT Hours			Estimated 2-3 years		

*Course number data are available, information displayed includes the Classification of Instructional Programs (CIP) code that best represents the field of study, course, or program. CIP provides a taxonomic scheme that supports the accurate tracking and reporting of educational programs. CIP is developed and maintained by the U.S. Department of Education.



8. Related Training Instruction

1. Buena Vista University
 Brittany Garling: garling@bvu.edu
 610 West 4th St.
 Storm Lake, IA 50588
 800-383-9600

K-12 TEACHER

O*NET-SOC CODE: **25-3099.00** RAPIDS CODE: **3024CB**

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in education**. Before moving into a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications.**

The table below outlines coursework that can lead to a bachelor's degree toward teacher certification.

Suggested percentage of credit from Related Training Instruction and On-the-job training is included. 510 for elementary or 482 Related Training Instruction hours will be included in the Registered Apprenticeship. The remaining coursework will be used for participants willing to complete more credit toward a teaching degree.

College Classroom Pipeline for Elementary Education

Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)
EDU 333 Literature: Birth - Adolescence EDU 335 Teaching Elementary Language Arts EDU 326 Developmental Reading & Language Arts	-At least 9 semester hours in literacy development, per IAC 282-13.	90		67% (6)	33% (3)
MATH 105 College Mathematics with Applications EDU 352 Teaching Math Prek – Grade 3 EDU 353 Teaching Math Intermediate – Middle School	-At least 9 semester hours in mathematics per IAC 282-13	45		33% (3)	67% (6)
History Option Political Science	-At least 9 semester hours in social sciences per IAC	90		67% (6)	33% (3)



Option EDU 315 Teaching Elementary Social Studies	282-13				
Earth/Space Science Option Life Science Option EDU 305 Teaching Elementary Science	-At least 9 semester hours in science per IAC 282-13	90		67% (6)	33% (3)
EDU 309 Teaching Elementary Movement and Wellness EDU 310 Teaching Elementary Visual Arts EDU 333 Literature: Birth – Adolescence or EDU 335 Teaching Elementary Language Arts	-Minimum of three credits to include: <ul style="list-style-type: none">● Elementary PE & Health● Elementary Visual Art● Elementary Performing Art	15		33% (1)	67% (2)
EDU 252 Computers and Instructional Technology EDU 110 Foundations of American Education SPED 304 Exceptional Persons EDU 152 Assessment & Psychology EDU 162 Diversity for Teachers EDU 142 Human, Growth, Development & Guidance SPED 462 Individual Behavior & Classroom Management	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) -Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none">● Learner development● Learning differences● Learning environments● Content knowledge● Application of content	210		78% (14)	22% (4)



	<ul style="list-style-type: none"> ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 				
Field Experience I Field Experience II	Pre-student teaching clinical experiences (while employed as a paraeducator)	0			100% (5)
ST Student Teaching in Elementary (two placements – one 8-week in lower elementary; one 8-week in upper elementary)	Student Teaching (while employed as a paraeducator)	0			100% (16)
Total RTI Hours		540			
Total OJT Hours			Estimated 2-3 years		2000



2. [Clarke University](#)

Clarke University - K-12 TEACHER

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in education**. Before moving into a full-time teacher position, the individual will have obtained a bachelor's degree from an accredited institution and complete all state required certifications.

The table below outlines coursework that can lead to a bachelor's degree toward teacher certification.

Suggested percentage of credit from Related Training Instruction and On-the-job training is included. 510 for elementary or 482 Related Training Instruction hours will be included in the Registered Apprenticeship. The remaining coursework will be used for participants willing to complete more credit toward a teaching degree.

Accelerated Teacher Preparation Curriculum - Elementary Education

Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits) university contact hrs for whole course for semester	OJT % (Credits) clinical hrs
EDUC 230 Children's Literature (3) EDUC 330 Clinical: Literacy (3) with Embedded OJT EDUC 331 Curriculum & Instruction in Language Arts (2) EDUC 332 Developmental Reading (3) EDUC 337 Reading Applications (3)	-At least 9 semester hours in literacy development, per IAC 282-13.	224	30	79% (11)	21% (3)
MATH 105 Foundations of Math I (3) MATH 106 Foundations of Math II (3) EDUC 333 Curriculum and Instruction in Math	-At least 9 semester hours in mathematics per IAC 282-13	144	0	100% (9)	0% (0)



(3)					
HIST 107 US History I (3) HIST 113 Ancient Worlds (3) PSYC 121 Child and Adolescent Development (3) EDUC 335 Curriculum and Instruction of Social Studies (3)	-At least 9 semester hours in social sciences per IAC 282-13	192	0	100% (12)	0% (0)
PHYS 101 Introduction to Physical Science (2) and PHYS 101L Introduction to Physical Science Lab (1) BIOL 101 Introduction to Life Sciences (3) EDUC 336 Curriculum and Instruction in Science (3)	-At least 9 semester hours in science per IAC 282-13	144	0	100% (9)	0% (0)
EDUC 364 Curriculum & Instruction in Health (2) EDUC 365 Curriculum & Instruction in Physical Education (2) EDUC 366 Curriculum & Instruction in Art (2) EDUC 367 Curriculum & Instruction in Music and Drama (2)	-Minimum of three credits to include: <ul style="list-style-type: none">● Elementary PE & Health● Elementary Visual Art● Elementary Performing Art	128	0	100% (8)	0% (0)
EDUC 119 Human Relations and Building Inclusive Communities (3) EDUC 202 Introduction to Exceptionalities (3) OR EDUC 200 Foundations of Special Education (3) with Embedded OJT EDUC 125 Educational Psychology (3) EDUC 200 Foundations	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) -Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that	192	30	50% (6)	50%(6)



of Education (3)with Embedded OJT	provide competence in: <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 				
EDUC 330 Clinical: Literacy (1) with Embedded OJT EDUC 334 Clinical: Interdisciplinary (1) with Embedded OJT	Pre-student teaching clinical experiences (while employed as a paraeducator)	32	60	0% (0)	100% (2)
EDUC 432 Student Teaching in Elementary Education (6-12) with Embedded OJT (35/wk x 16 wks) EDUC 499 Student Teaching Capstone (1)	Student Teaching (while employed as a paraeducator)	25	560	7% (1)	92% (12)
Total RTI Hours		1081			



3. University of Northern Iowa

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Occupation: K-12 Teacher
 Related Training Instruction Provided by
 University of Northern Iowa
 151 Schindler Education Center
 Cedar Falls, Iowa 50613
 Benjamin Forsyth, Director of Educator Preparation
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Type of Instruction Provider:	Institution of Higher Education (Regional Comprehensive University)
Instruction Method:	Coursework within these programs typically include collaborative learning, discourse and reflection, direct instruction, expository instruction, peer-led instruction, on site experiences and problem-based learning. UNI's Elementary Education faculty also run professional development school (PDS) at several school sites, so they are familiar with running instruction at public school sites
Course Instructors:	Course instructors will be chosen from faculty within the University of Northern Iowa Teacher Education Program; particularly from faculty who prepare students seeking licensure in Elementary Education, and K-8 Instructional Strategist I. These faculty can be found at the following webpage: https://coe.uni.edu/faculty-staff/faculty-staff-directory
Course Description:	Course descriptions can be found at the following links which are within the University of Northern Iowa Course Catalog: Elementary Education K-8 Instructional Strategist
Location:	University of Northern Iowa faculty will provide instruction for this program remotely, so there is as little upheaval to apprentices' work day as possible.
Textbook or other training material:	Textbooks and smaller readings are common in many of our courses. Another training material that will be important is the use of GoReact video software that is likely to be used when evaluating apprentices' on the job training that occurs in their public-school classrooms. GoReact is used by most of our teacher education students, especially since 2020



Schedule:	Courses have been bundled together into ten terms—eight 8-week terms during fall and spring semesters and two 6-week summer terms. Each term will meet once a week Wednesday for 3 hours and monthly 6-hour Saturdays.
Contact Hours:	342
Does the instructor have class in adult style teaching?	Many of our faculty have taken coursework in andragogy, and UNI has a Center for Excellence in Teaching and Learning (CETL) on campus that we can utilize to provide more in-depth professional development about andragogy to our faculty should it be needed. Additionally, faculty are supported by instructional developers to ensure a consistent experience for adult students.



YEAR ONE
Term One

Length	8 weeks (5 classes blended)
Hours/Schedule	36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays
Classes	LRNTECH 1031, SPED 4150, SPED 3150, TEACH 4170, SOCFOUND 3119, 300 Hours Embedded OJL
LRNTECH 1031: Educational Technology and Design - This is a foundational course that prepares early childhood, elementary, and middle level pre-service educators to facilitate student learning in technology-rich Pre-K-12 environments.	
SPED 4150: Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues - Introductory exploration of foundational issues and practices in special and inclusive education.	
SPED 3150: Meeting the Needs of Diverse Learners in Classrooms - Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom.	
TEACH 4170: Human Relations Awareness and Application - Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity.	
SOCFOUND 3119: Schools and American Society - This course analyzes the history, sociology, political economy, and philosophical foundations of K-12 education.	

Term Two

Length	8 weeks (5 classes blended)
Hours/Schedule	36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays, 300 Hours Embedded OJL
Classes	LITED 3115, EDPSYCH 2030, ELEMECML 4123, LITED 1044, TEACHING 3128
LITED 3115: Methods of Teaching Early Literacy - Reading and writing instruction in grades PK-3, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas.	
EDPSYCH 2030: Dynamics of Human Development - Students in this course will examine the social contexts of human development (0-18 years of age) and the theoretical and historical perspectives that inform our understanding of development.	
ELEMECML 4123: Methods of Teaching Visual and Performing Arts - Introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum.	
LITED 1044: Children’s Literature - Evaluation, selection, and teaching of literature in the elementary school language arts program.	
TEACHING 3128: Lesson Planning and Instruction - field experience in which students are actively involved in preparing and teaching lessons in PK-12 school settings under the close supervision of your instructor and mentor teacher. In preparing, teaching, and reflecting on their lessons and other experiences, teacher candidates are expected to apply and document their understanding of teaching and learning processes, motivation, assessment, and classroom management.	



Term Three

Length	8 weeks (3 classes blended)
Hours/Schedule	36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays, 300 Hours Embedded OJL
Classes	ELEMECML 4150, EDPSYCH 3148, MATH 1204
ELEMCLM 4150: Elementary Curriculum - Recent trends in the curriculum for children in grades K-6.	
EDPSYCH 3148: Learning and Motivation in Classroom Contexts - Examination of the influence of cognitive, motivational, and socio-cultural factors on students' learning in classroom contexts, with an emphasis on implications for classroom instruction and improved student achievement.	
MATH 1204: Mathematical Reasoning - Mathematics as problem solving, communication, connections, and reasoning. Includes whole numbers, rational number concepts, operations, and connections to algebraic thinking.	

Term Four

Length	8 weeks (5 classes blended)
Hours/Schedule	36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays
Classes	ELEMECML 3120, SPED 4161, SPED 4171, MEASRES 3150, SPED 4163, 300 Hours Embedded OJL
ELEMECML 3120: Classroom Management K-8 - Focus on skills needed to organize and manage appropriate instruction in the elementary classroom.	
SPED 4161: Constructions of Behavior and Humanistic Supports - Individual behavior management, behavioral change strategies, and classroom management for students with special needs.	
SPED 4171: Creating and Sustaining Positive Inclusive Learning Environments (K-12) - Development of professional behaviors characterized by positive personal interactions with others and effective skills for interdisciplinary collaboration. Strategies for collaborating with parents, administrators, teachers, and paraprofessional colleagues, as well as community and support services personnel to create and sustain positive inclusive learning environments.	
MEASRES 3150: Classroom Assessment - This course is an introduction to the purposes and development of classroom assessment with a focus on diagnostic, formative, and summative assessment.	
SPED 4163: Assessment, Instruction and Management in Special Education - Supervised foundational field experience practicum addressing specialized assessment, instruction and management in special education.	



YEAR TWO
Term Five and Six

Length	Two 6-week sessions (4 classes blended)
Hours/Schedule	54 Contact Hours: 12 – 3-hour weekly sessions and 3 – 6-hour Saturdays
Classes	SCIED XXXX, ELEMECML 3161, MATH 2204, MATH 3204
SCIED XXXX (A combination of SCIED 1100, 1200 and 1300): Inquiry into Physical, Life, Earth and Space Science - An inquiry-oriented introduction to fundamental concepts and processes in life science that includes ecology, evolution, cell biology, and human body systems; meteorology, astronomy, and geology; and physics and chemistry that includes energy, force and motion, waves, sound, light, and nature of matter.	
ELEMECML 3161: Teaching Elementary School Science - Investigation of current textbook series, trends, teaching materials, and appropriate instructional strategies for contemporary elementary school science programs.	
MATH 2204: Mathematical Reasoning for Elementary Teachers II - Mathematics as problem solving, communication, connections, and reasoning.	
MATH 3204: Mathematical Reasoning for Elementary Teachers II - Mathematics as problem solving, communication, connections, and reasoning.	

Term Seven

Length	8 weeks (3 classes blended)
Hours/Schedule	36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays, 300 Hours Embedded OJL
Classes	LITED 3116, SPED 4162, SPED 4172
LITED 3116: Methods of Teaching Content Literacy in the Intermediate Grades - Reading and writing instruction in grades 3-6, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas.	
SPED 4162: Specialized Assessment and Instruction for Students with Disabilities - Collection and use of educational data to assess and teach students with diverse learning needs, educational planning and progress monitoring, instructional models, curricular access, mapping, and development.	
SPED 4172 (Also taught in Term 8): Differentiated and Intensive Methods in Literacy: Elementary Mild/Mod Disabilities (K-8) - Differentiated and intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades K-8; emphasis in literacy and mathematics instruction and accommodations to address individualized needs; includes collaborative approaches and co-teaching and accessible/assistive technology.	



Term Eight

Length	8 weeks (4 classes blended)
Hours/Schedule	36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays, 300 Hours Embedded OJL
Classes	MATH 3203, ELEMECML 3164, SPED 4172, SPED 4192
MATH 3203: Teaching Mathematics in the Elementary School: Effective instructional models and strategies for teaching elementary school mathematics; involves selecting and designing mathematical tasks, creating an environment, and orchestrating discourse.	
ELEMECML 3164: Teaching Elementary School Social Studies: Basic methods and materials for teaching the knowledge, skills, attitudes and values in history, geography, political science/civic literacy, economics and behavioral sciences.	
SPED 4172 (Also taught in Term 7): Differentiated and Intensive Methods in Mathematics: Elementary Mild/Mod Disabilities (K-8) - Differentiated and intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades K-8; emphasis in literacy and mathematics instruction and accommodations to address individualized needs; includes collaborative approaches and co-teaching and accessible/assistive technology.	
SPED 4192: Experience in Special Education - Supervised assessment and teaching experience in special and inclusive education.	

Term Nine

Length	8 weeks (Student Teaching and 1 Class)
Hours/Schedule	36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays, 300 Hours Embedded OJL
Classes	TEACH 3134, SPED 4151
TEACH 3134: Elementary Teaching: Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.	
SPED 4151: Educational and Post-School Transition Programming for Individuals with Disabilities: This course will promote understandings of current initiatives and research related to planning and supporting educational (K-12) and post-school transitions for individuals with disabilities.	



Term Ten

Length	8 weeks (Student Teaching and 1 Class)
Hours/Schedule	36 Contact Hours: 3-hour class 1 x weekly and 2 – 6-hour Saturdays, 300 Hours Embedded OJL
Classes	TEACH 3135, KAHHS 2045
TEACH 3135: Special Education Teaching - Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.	
KAHHS 2045: Health and Physical Education for Elementary Teachers - Methods and materials in health education and physical education appropriate for children.	



4. Western Governors University
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Related Instruction Outlines – K-12 Teacher

The following tables outline coursework for a bachelor's degree leading to licensure based upon Utah's approved programs. The outlines include these program areas:

- A. Bachelor of Arts in Elementary Education (BAELED)
- B. Bachelor of Arts in Special Education – Mild to Moderate (BASPMM)
 - a. K-8 Strategist, Part 1
 - b. 5-12 Strategist, Part 2
- C. Bachelor of Arts in Special Education and Elementary Education (BASPEE) -Dual licensure
- D. Bachelor of Science, Math Education, Secondary (BSMES)
- E. Bachelor of Science Secondary Education Programs
 - a. Bachelor of Science, Science Education, Secondary Biology (BSSESB)
 - b. Bachelor Science, Science Education, Secondary Chemistry (BSSESC)
 - c. Bachelor of Science, Science Education, Secondary Earth Science (BSSESE)
 - d. Bachelor of Science, Science Education, Secondary Physics (BSSESP)

Related estimated 3-year program in RTIs and OJTs.



A. College Classroom Pipeline for Elementary Education (BAELED)

College Classroom Pipeline for Elementary Education (BAELED)			
WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
-English Composition I -English Composition II -Introduction to Communication	-At least 9 semester hours in literacy development, per IAC 282-13.	100% (9)	
-Math for Elementary Educators I -Math for Elementary Educators II -Math for Elementary Educators III	-At least 9 semester hours in mathematics per IAC 282-13	100% (9)	
-Survey of United States History -American Politics and U.S. Constitution -Survey of World History	-At least 9 semester hours in social sciences per IAC 282-13	100% (9)	
-Integrated Physical Science -Natural Science Lab -Introduction to Biology	-At least 9 semester hours in science per IAC 282-13	89% (8)	
-Elementary Visual and Performing Arts Methods -Elementary Physical Education and Health Methods	-Minimum of three credits to include: <ul style="list-style-type: none"> ● Elementary PE & Health ● Elementary Visual Art ● Elementary Performance Art 	200% (6)	
-Educational Foundations -Fundamentals of Diverse Learners -Managing an Engaging Learning Environment -Educational Psychology and Development of Children and Adolescents -Assessing Impact on Student Learning -Intro to Curriculum, Instruction, and Assessment -The School as a Community of Care -Educational Technology for Teaching and Learning -Inclusive Classroom	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) - Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 		



College Classroom Pipeline for Elementary Education (BAELED)			
WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
-Preclinical Experiences in Elementary Education	Pre-student teaching clinical experiences (while employed as a paraeducator)		100% (3 CUs)
-Supervised Demonstration Teaching in Elementary Education	Student Teaching (while employed as a paraeducator)		100% (12 CUs)

B. College Classroom Pipeline for Special Education (BASPMM), K-8

- a. College Classroom Pipeline for Special Education (BASPMM) aligned with K-8 Instructional Strategist I: Mild/Moderate. See [this link](#) for details.

College Classroom Pipeline for Special Education (BASPMM), K-8			
WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Fundamentals of Diverse Learners	Foundations of Special Education	200% (7 CUs)	
Professional, Ethical, and Legal Practices for Special Education			
Fundamentals of Diverse Learners	Characteristics of Learners	100% (4 CUs)	
Introduction to Curriculum, Instruction, and Assessment	Assessment, diagnosis, and evaluation	200% (6 CUs)	
Assessment in Special Education			
Elementary Reading Methods and Interventions	Methods & Strategies	100% (23 CUs)	
Language Arts Instruction and Intervention			
Secondary Reading Instruction and Interventions			
Disciplinary Literacy			
Children’s Literature			
Elementary Mathematics Methods			
Considerations for Instructional			



College Classroom Pipeline for Special Education (BASPMM), K-8

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Planning for Learners with Mild to Moderate Exceptionalities Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities			
Managing an Engaging Learning Environment Behavioral Support Strategies for K-12 Learners with Mild to Moderate Exceptionalities	Managing student behavior	200% (6 CUs)	
Collaborating with Partners for Student Success	Communication & Collaborative Partnerships	100% (3 CUs)	
Educational Psychology and Development of Children and Adolescents	Child growth & development	100% (4 CUs)	
Children’s Literature Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities Language Arts Instruction and Intervention Elementary Reading Methods and Interventions	Methods & materials for teaching elementary language arts	200% (12 CUs)	
Elementary Reading Methods and Intervention Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities	Remedial reading	175% (5 CUs)	
Elementary Reading Methods and Interventions Language Arts Instruction and Intervention Disciplinary Literacy	Elementary curriculum methods and material	200% (20 CUs)	



College Classroom Pipeline for Special Education (BASPMM), K-8

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Children's Literature Elementary Mathematics Methods Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities			
Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities Elementary Mathematics Methods Elementary Mathematics for educator courses 1, 2, and 3	Methods & materials for teaching elementary mathematics	200% (14 CUs)	
-Preclinical Experiences in Special Education	Pre-student teaching clinical experiences – Mild/Moderate K-8 (while employed as a paraeducator)		100% (3 CUs)
-Supervised Demonstration Teaching in Special Education	Student Teaching (while employed as a paraeducator)		100% (12 CUs)

College Classroom Pipeline for Special Education (BASPMM), 5-12

b. College Classroom Pipeline for Special Education (BASPMM) aligned with 5-12 Instructional Strategist I: Mild/Moderate. See [this link](#) for details.

College Classroom Pipeline for Special Education (BASPMM), 5-12

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Fundamentals of Diverse Learners Professional, Ethical, and Legal Practices for Special Education	Foundations of Special Education	200% (7)	
Fundamentals of Diverse Learners	Characteristics of Learners	100% (4 CUs)	



College Classroom Pipeline for Special Education (BASPM), 5-12

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Introduction to Curriculum, Instruction, and Assessment Assessment in Special Education	Assessment, diagnosis, and evaluation	200% (6 CUs)	
Elementary Reading Methods and Interventions Language Arts Instruction and Intervention Secondary Reading Instruction and Interventions Disciplinary Literacy Children’s Literature Elementary Mathematics Methods Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities	Methods & Strategies	100% (23 CUs)	
Managing an Engaging Learning Environment Behavioral Support Strategies for K-12 Learners with Mild to Moderate Exceptionalities	Managing student behavior	200% (6 CUs)	
Collaborating with Partners for Student Success	Communication & Collaborative Partnerships	100% (3 CUs)	



College Classroom Pipeline for Special Education (BASPM), 5-12

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Collaborating with Partners for Student Success	Transitional collaboration	100% (3 CUs)	
Educational Psychology and Development of Children and Adolescents	Adolescent growth & development	100% (4 CUs)	
Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities Secondary Reading Instruction and Interventions	Secondary or adolescent reading diagnosis & remediation	200% (8CUs)	
Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities	Methods & materials for teaching adolescents with mathematics difficulties or mathematics for the secondary level special education teacher	100% (5 CUs)	
Secondary Reading Instruction and Interventions Disciplinary Literacy Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities	Secondary methods	175% (11 CUs)	
Preclinical Experiences in Special Education	Pre-student teaching clinical experiences (while employed as a paraeducator)		100% (3 CUs)



College Classroom Pipeline for Special Education (BASPMM), 5-12			
WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Supervised Demonstration Teaching in Special Education	Student Teaching in a mild/moderate 5-12 special education program		100% (12 CUs)

C. College Classroom Pipeline for Elementary Education/Special Education (BASPEE)

College Classroom Pipeline for Elementary Education/Special Education (BASPEE)			
WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
-English Composition I -English Composition II -Introduction to Communication	-At least 9 semester hours in literacy development, per IAC 282-13.	100% (9)	
-Math for Elementary Educators I -Math for Elementary Educators II -Math for Elementary Educators III	-At least 9 semester hours in mathematics per IAC 282-13	100% (9)	
-Survey of United States History -American Politics and U.S. Constitution -Survey of World History	-At least 9 semester hours in social sciences per IAC 282-13	100% (9)	
-Integrated Physical Science -Natural Science Lab -Introduction to Biology	-At least 9 semester hours in social sciences per IAC 282-13	89% (8)	
-Elementary Visual and Performing Arts Methods -Elementary Physical Education and Health Methods	-Minimum of three credits to include: <ul style="list-style-type: none"> ● Elementary PE & Health ● Elementary Visual Art ● Elementary Performance Art 	200% 6	
Educational Foundations -Fundamentals of Diverse Learners -Managing an Engaging Learning Environment -Educational Psychology and Development of Children and Adolescents -Assessing Impact on Student	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2) - Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> ● Learner development 	(29)	



College Classroom Pipeline for Elementary Education/Special Education (BASPEE)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Learning -Intro to Curriculum, Instruction, and Assessment -The School as a Community of Care -Educational Technology for Teaching and Learning -Professional, Ethical, and Legal Practices for Special Education	<ul style="list-style-type: none"> ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 		
Preclinical Experiences in Elementary and Special Education Diverse Learners (Mursion) Classroom Management (Mursion) Collaborating with Partners for Student Success (Mursion IEP meeting)	Pre-student teaching clinical experiences (while employed as a paraeducator)		100% (3 CUs)
Supervised Demonstration Teaching in Elementary and Special Education	Student Teaching (while employed as a paraeducator)		100% (18 CUs)

College Classroom Pipeline for Secondary Education

D. Bachelor of Science, Math Education, Secondary (BSMES)

Bachelor of Science, Math Education, Secondary (BSMES)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
College Algebra Algebra for Secondary Mathematics Teaching Trigonometry and Precalculus Probability and Statistics I College Geometry Calculus I Calculus II	Prerequisite: 10 courses in the content field (30 credit hours minimum)	100% (45 CUs)	



Bachelor of Science, Math Education, Secondary (BSMES)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Calculus III Mathematical Modeling and Applications Linear Algebra Abstract Algebra Advanced Calculus			
Introduction to Communication Fundamentals of Diverse Learners Introduction to Humanities	Coursework related to Human Relations and Differentiated Instruction	100% (10 CUs)	
Educational Foundations Educational Psychology and Development of Children and Adolescents Fundamentals of Diverse Learners Managing Engaging Learning Environments Introduction to Curriculum, Instruction, and Assessment Assessing Impact on Student Learning The School as a Community of Care Educational Technology for Teaching and Learning Teacher Performance Assessment in Mathematics Education	-Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 	100% (34 CUs)	



Bachelor of Science, Math Education, Secondary (BSMES)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Professional Portfolio Cohort Seminar			
Secondary Disciplinary Literacy Secondary Reading Instruction and Interventions	Reading in the content areas	200% (6 CUs)	
Mathematics Learning and Teaching Geometry for Secondary Mathematics Teaching Statistics and Probability for Secondary Mathematics Teaching Mathematics History and Technology	Content Specific Methods	200% (16 CUs)	
Preclinical Experiences in Mathematics	Pre-student teaching clinical experiences (while employed as a paraeducator)		100% (3 CUs)
Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	Student Teaching (while employed as a paraeducator)		100% (12 CUs)

Ea. Bachelor of Science, Science Education, Secondary Biology (BSSESB)

Bachelor of Science, Science Education, Secondary Biology (BSSESB)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Introduction to Biology Human Anatomy and Physiology	Prerequisite: 10 courses in the content field (30 credit hours minimum)	100% (35)	



Bachelor of Science, Science Education, Secondary Biology (BSSESB)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
<p>Integrated Physical Sciences</p> <p>Natural Science Lab</p> <p>Concepts in Science</p> <p>Chemistry with Lab</p> <p>Molecular and Cellular Biology</p> <p>Ecology and Environmental Science</p> <p>Heredity and Genetics</p> <p>Zoology</p> <p>Evolution</p>			
<p>Introduction to Communication</p> <p>Fundamentals of Diverse Learners</p> <p>Introduction to Humanities</p>	<p>Coursework related to Human Relations and Differentiated Instruction</p>	<p>100% (10 CUs)</p>	
<p>Educational Foundations</p> <p>Educational Psychology and Development of Children and Adolescents</p> <p>Fundamentals of Diverse Learners</p> <p>Managing Engaging Learning Environments</p> <p>Introduction to Curriculum, Instruction, and Assessment</p> <p>Assessing Impact on Student Learning</p> <p>The School as a Community of</p>	<p>-Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in:</p> <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 	<p>100% (34 CUs)</p>	



Bachelor of Science, Science Education, Secondary Biology (BSSESB)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Care Educational Technology for Teaching and Learning Teacher Performance Assessment in Science Professional Portfolio Cohort Seminar			
Secondary Disciplinary Literacy Secondary Reading Instruction and Interventions	Reading in the content areas	200% (6CUs)	
Science Methods- Secondary Biology Science, Technology, and Society	Content Specific Methods	100% (8CUs)	
Preclinical Experiences in Science	Pre-student teaching clinical experiences (while employed as a paraeducator)		100% (3 CUs)
Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	Student Teaching (while employed as a paraeducator)		100% (12 CUs)

Eb. Bachelor of Science, Science Education, Secondary Chemistry (BSSESC)



Bachelor of Science, Science Education, Secondary Chemistry (BSSESC)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Introduction to Biology Integrated Physical Science Natural Science Lab General Chemistry I with Lab General Chemistry II with Lab Concepts in Science Physical Chemistry Inorganic Chemistry Organic Chemistry Climate Change Biochemistry	Prerequisite: 10 courses in the content field (30 credit hours minimum)	100% (34)	
Introduction to Communication Fundamentals of Diverse Learners Introduction to Humanities	Coursework related to Human Relations and Differentiated Instruction	100% (10 CUs)	
Educational Foundations Educational Psychology and Development of Children and Adolescents Fundamentals of Diverse Learners Managing Engaging Learning Environments Introduction to Curriculum, Instruction, and Assessment Assessing Impact on Student Learning	-Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology 	100% (34)	



Bachelor of Science, Science Education, Secondary Chemistry (BSSESC)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
The School as a Community of Care Educational Technology for Teaching and Learning Teacher Performance Assessment in Science Professional Portfolio Cohort Seminar	<ul style="list-style-type: none"> • Methods of teaching (general) 		
Secondary Disciplinary Literacy Secondary Reading Instruction and Interventions	Reading in the content areas	200% (6 CUs)	
Science Methods- Secondary Chemistry Science, Technology, and Society	Content Specific Methods	200% (8 CUs)	
Preclinical Experiences in Science	Pre-student teaching clinical experiences (while employed as a paraeducator)		100% (3 CUs)
Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	Student Teaching (while employed as a paraeducator)		100% (12 CUs)



Ec. Bachelor of Science, Science Education, Secondary Earth Science (BSSESE)

Bachelor of Science, Science Education, Secondary Earth Science (BSSESE)			
WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Introduction to Biology Integrated Physical Science Natural Science Lab Chemistry with Lab Concepts in Science General Physics Geology I: Physical Geology II: Earth Systems Ecology and Environmental Science The Ocean Systems Astronomy	Prerequisite: 10 courses in the content field (30 credit hours minimum)	100% (44)	
Introduction to Communication Fundamentals of Diverse Learners Introduction to Humanities	Coursework related to Human Relations and Differentiated Instruction	100% (10 CUs)	
Educational Foundations Educational Psychology and Development of Children and Adolescents Fundamentals of Diverse Learners Managing Engaging Learning Environments Introduction to Curriculum, Instruction, and Assessment	-Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction ● Instructional strategies ● Professional learning and ethical practice 	100% (34)	



Bachelor of Science, Science Education, Secondary Earth Science (BSESE)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Assessing Impact on Student Learning The School as a Community of Care Educational Technology for Teaching and Learning Teacher Performance Assessment in Science Professional Portfolio Cohort Seminar	<ul style="list-style-type: none"> ● Leadership and collaboration ● Technology ● Methods of teaching (general) 		
Secondary Disciplinary Literacy Secondary Reading Instruction and Interventions	Reading in the content areas	200% (6 CUs)	
Science Methods- Secondary Earth Science Science, Technology, and Society	Content Specific Methods	200% (8 CUs)	
Preclinical Experiences in Science	Pre-student teaching clinical experiences (while employed as a paraeducator)		100% (3 CUs)
Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	Student Teaching (while employed as a paraeducator)		100% (12 CUs)



Ed. Bachelor of Science, Science Education, Secondary Physics (BSSESP)

Bachelor of Science, Science Education, Secondary Physics (BSSESP)			
WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Introduction to Biology Integrated Physical Science Natural Science Lab Conceptual Physics Physics: Mechanics Chemistry with Lab Concepts in Science Physics: Waves and Optics Physics: Electricity and Magnetism Space, Time, and Motion Calculus I Calculus II	Prerequisite: 10 courses in the content field (30 credit hours minimum)	100% (40)	
Introduction to Communication Fundamentals of Diverse Learners Introduction to Humanities	Coursework related to Human Relations and Differentiated Instruction	100% (10 CUs)	
Educational Foundations Educational Psychology and Development of Children and Adolescents Fundamentals of Diverse Learners Managing Engaging Learning Environments	-Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> ● Learner development ● Learning differences ● Learning environments ● Content knowledge ● Application of content ● Assessment ● Planning for instruction 	100% (34 CUs)	



Bachelor of Science, Science Education, Secondary Physics (BSSESP)

WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)
Introduction to Curriculum, Instruction, and Assessment Assessing Impact on Student Learning The School as a Community of Care Educational Technology for Teaching and Learning Teacher Performance Assessment in Science Professional Portfolio Cohort Seminar	<ul style="list-style-type: none"> ● Instructional strategies ● Professional learning and ethical practice ● Leadership and collaboration ● Technology ● Methods of teaching (general) 		
Secondary Disciplinary Literacy Secondary Reading Instruction and Interventions	Reading in the content areas	200% (6 CUs)	
Science Methods- Secondary Physics Science, Technology, and Society	Content Specific Methods	200% (8 CUs)	
Preclinical Experiences in Science	Pre-student teaching clinical experiences (while employed as a paraeducator)		100% (3 CUs)
Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	Student Teaching (while employed as a paraeducator)		100% (12 CUs)



Bachelor of Science, Science Education, Secondary Physics (BSSESP)			
WGU Courses	IA Approved Coursework	RTI% (CUs)	OJT% (CUs)

Program Requirements and Timeline

The courses of study (Standard Paths) for each of the above identified program include courses for each term and total terms of the program. With the WGU competency-based model, terms may be shortened if candidates choose to accelerate coursework.

Standard Paths - All the following Courses of Study or Standard Paths of the included programs are in Attachment F.

Bachelor of Arts in Elementary Education (BAELED)

- Bachelor of Arts in Special Education and Elementary Education (BASPEE) -Dual licensure
- Bachelor of Arts in Special Education – Mild to Moderate (BASPMM)
- Bachelor of Science, Math Education, Secondary (BSMES)
- Bachelor of Science Secondary Education Programs
 - Bachelor of Science, Science Education, Secondary Biology (BSSESB)
 - Bachelor Science, Science Education, Secondary Chemistry (BSSESC)
 - Bachelor of Science, Science Education, Secondary Earth Science (BSSESE)
 - Bachelor of Science, Science Education, Secondary Physics (BSSESP)



5. William Penn
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WORK PROCESS SCHEDULE
K-6 Elementary Teacher

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

Below are the on-the-job-learning (OJL) work process competencies for a WPU candidate in the TPRA Grant. The apprentice is to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning and Instruction. In addition, the apprentice will perform training and tasks under the supervision of a licensed teacher (mentor). The total OJL estimate for this competency-based Registered Apprenticeship program is 3-4 years.

- Ratings are:
- Field Training** – Apprentice shall be exposed to and assist with task
 - Demonstrates Fundamentals** – Apprentice can perform the task with some coaching.
 - Proficient in Task** – Apprentice performs task properly and consistently.
 - Completion Date** – Date apprentice completes final demonstration of competency.
 - Mentor Sign off** – Signature of mentor/supervisor who observes proficiency
 - Multi-Classroom Leader** - MCL

Name of Apprentice/Teacher Candidate:
Name of Multi-Classroom Leader (MCL):
Name of Mentor:
[Clinical Experience Documents to be used.](#)

Apprentices must meet to be “proficient in task” in each category, before completing the apprenticeship.

	Place a check mark in the box when completed				
	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	
Professionalism					
Knowing school guidelines and policies					
Within the first week of school, request a meeting with your building level supervisor and mentor teacher to introduce yourself and review school expectations. [EDUC 100]					
Follow the policies and procedures as outlined in the district/school level handbooks, WPU Education Guidebooks, and BOEE Code of Professional Ethics. [EDUC 100, entire program]					



Utilize FERPA guidelines to ensure proper handling of student information. [EDUC 200, entire program]					
Professional Behavior					
Review the WPU Disposition and work with MCL to set two goals.- Share goals with the building level administrator. Reflect with MCL on progress in meeting the goals [EDUC 100, EDUC 355, EDUC 370FE, EDUC 405]					
Follow the schedule provided for daily routines, including assigned duties and meetings. [EDUC 355]					
Utilize school system email to respond to all communication from colleagues (principal, MCL, other teachers, WPU professors, and [school] staff) within 24-48 hours. [LDRS 103, entire program]					
Follow expectations for the daily use of time-keeping software. [EDUC 365]					
Professional Reflection & Problem Solving					
Actively participate in faculty professional learning and complete reflections of MCL use of strategies. [EDUC 100, EDUC 370FE, EDUC 405]					
Actively participate in faculty professional learning, plan and implement use of one strategy per nine weeks and receive feedback from MCL. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Observe three parent-teacher conferences/meetings; reflect with MCL following the meeting. [Junior/Senior semesters]					
Pre-plan and role play the content of three parent-teacher conferences with MCL and actively participate in the scheduled conference; reflect with MCL following the meeting. [EDUC 405]					
Review the Iowa Teaching Standards 7 (Engages in professional growth) and 8 (Fulfills professional responsibilities established by the school district) and work with the mentor teacher to set two goals.					



Share goals with the building level administrator. Reflect with MCL on progress in meeting the goals. [EDSP 385]					
Environment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Rules and Procedures					
Review the ITS 6 (Demonstrates competence in classroom management) and work with MCL to set two goals related to this standard. Share goals with the building level administrator. Reflect with MCL on progress in meeting the goals. [EDUC 355, EDUC 405]					
Support the teacher in reinforcing the rules and procedures for student learning and behavior in the classroom. [EDUC 100, EDUC 355, entire program]					
Follow teacher guidance to identify instructional roles throughout lessons and activities. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Collaborate weekly with MCL to determine instructional roles; reflect on implementation of roles before setting roles for the next week. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Behavior management					
Communicate with students using positive, professional, and compassionate language and tone. [EDUC 100, EDUC 355, entire program]					
In conjunction with MCL, identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with MCL on next steps. [EDSP 100, EDSP 385, or EDSP 360, and EDUC 405]					
Review an individualized behavior intervention plan (formal or informal), assist the teacher in collecting student data, and reflect with MCL on next steps. [EDSP 100, EDSP 360, or EDSP 385, and EDUC 405]					
Planning -	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
PLC collaboration planning and assessing learning					



Document conversations with MCL (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom. [EDSP 280, EDUC 370FE, EDUC 372FE, EDUC 405]					
Prepare lesson materials (i.e. make copies, gather materials, set up learning stations, etc.) [EDUC 100, EDUC 355, entire program]					
Review and make notes on curriculum documents prior to collaboration (i.e. unit starters, standards, lesson plans, etc.). [EDSP 280, EDUC 370FE, EDUC 372FE, EDUC 405]					
Attend and bring required materials to grade level collaboration and staff development. [EDSP 280, EDUC 370FE, EDUC 372FE, EDUC 405]					
Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit to meet ITS 1 (Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals). [EDSP 280, EDUC 370FE, EDUC 372FE, EDUC 378, EDUC 405]					
Create one school-level assessment per semester and collaborate with the MCL to ensure standard alignment before sharing with the grade level team during common planning. [EDUC 370FE, EDUC 372FE, EDUC 374, EDUC 376, EDUC 378, EDUC 405]					
Planning to meet the needs of students (IEP, etc.)					
Review the IEP of each student in your class/grade level; discuss the IEPs with the MCL. [EDSP 100, EDUC 405]					
Observe each of the following SpEd offerings within your school one time during the school year: skills-based intervention, speech and language, and extended resources. [EDSP 100]					



Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP or 504's. [EDSP 100, EDSP 370, or EDSP 385]]					
Observe an eligibility meeting and the follow-up IEP meeting for that same student. [EDSP 100, EDSP 370, or EDSP 385]]					
Meet with SPED staff to review an IEP for at least one student in your class/grade level prior to attending an IEP meeting each nine weeks. [EDSP 100, EDSP 370, or EDSP 385, and EDUC 405]					
Work with MCL to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention. [EDSP 360, EDSP 385, EDUC 405]					
Instruction	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
Learning Targets					
Collaborate with MCL to write one clear target per week. [EDUC 100, EDUC 370FE, EDUC 372FE, EDUC 405]					
Post daily clear learning targets. [EDUC 370FE, EDUC 372FE, EDUC 405]					
When co-teaching, refer back to the clear target at appropriate times during instruction. [EDUC 370FE, EDUC 372FE]					
Introduce and deconstruct the clear target to the class. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Transitions & Procedures					
Observe two lessons per nine weeks to track MCL and determine the time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson. [EDUC 355, EDUC 370FE, EDUC 372FE]					
Effectively distribute materials to and collect materials from students. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Replicate established transition routines when changing activities during the day. [EDUC 370FE, EDUC 372FE, EDUC 405]					



Observe two lessons per nine weeks, utilizing the District Observation Tool to take notes about the parts of the lesson observed. [EDUC 370FE, EDSP 360]					
Reflect on Observations with MCL. [EDUC 370FE, EDSP 360]					
At a minimum of two times per nine weeks, the apprentice will facilitate instruction and receive feedback from MCL on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson. [EDUC 355, EDUC 370FE, EDUC 372FE]					
Unit Plan					
Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student to student interaction. [EDUC 370FE, EDUC 372FE, EDUC 374, EDUC 376, EDUC 378, EDUC 405]					
Choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning. [EDUC 370FE, EDUC 372FE, EDUC 374, EDUC 376, EDUC 378, EDUC 405]					
Plan and co-teach a unit of study each nine weeks. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Create all of the clear targets for one unit of instruction. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Effectively refer back to the clear target throughout the entire lesson. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Reflect on the unit of study instruction with MCL. [EDUC 370FE, EDUC 372FE, EDUC 405]					
Independently plan and teach a unit of study each nine weeks. [EDUC 405]					
The apprentice will receive feedback from MCL throughout the unit of study and make instructional adjustments based on feedback. [EDUC 405]					

TOTAL OJT Time = Estimated 3-4 years





Elementary Plan of Study with a Reading K-8 Endorsement - 2022-2026

Fall 2022					RTI	KEY
EDUC 200 Social Foundations	3	M	5:30	22	12	Synchronous (Live Classes)
LDRS 103 Education for Success	3	M	5:30	21	8	Section 20: Full Semester
EDUC 100 Intro to Education	3	W	5:30	21	12	Section 21: First 8 Weeks
BIOL 111 Environmental Biology	3	Online	-	30	24	Section 22: Second 8 Weeks
EDUC 203 Reading Foundations	3	Tu	5:30	22	24	Blue Highlight:
Total Credit Hours	15					Endorsement Course
Spring 2023					RTI	Asynchronous (Online)
LDRS 101 Comp I	3	Online	-	38	24	Section 30: Full Semester
LDRS 102 Comp II	3	Online	-	39	24	Section 38: First 8 Weeks
EDUC 365 Human Relations	3	Tu	5:30	21	24	Section 39: Second 8 Weeks
EDUC 240 Fine Art Methods	2	Tu	5:30	22	4	Grey Highlight: *RTI: Related Training Instruction
HIST 151	3	Arr		30	24	
MATH 205 Math for Elem Ed I	3	M	5:30	22	24	
Total Credit Hours	17	Total Instruction Hours - Year 1			204	Yellow Highlight: Courses Embedded with OJT hours
Fall 2023					RTI	
EDUC 372 Elem Math Methods	3	S	9-12	20	12	
EDUC 372FE Math Field	0	Arr	-	20	0	
LDRS 200 Princ. of Communication	3	Online	-	38/39	24	
MATH 206 Math for Elem Ed II	3	M	5:30	21	24	
LDRS 105 Computers	3	Online	-	38/39	24	
RELI 300 Comparative Religion	3	Arr	-	30	24	
Total Credit Hours	15					



Spring 2024						RTI		
PHSC 100 Physical Sci. for Elem Ed	3	Th	5:30	22	24			
EDSP 100 Exceptional Learner	3	M	5:30	21	12			
EDSP 385 Differentiated Instruction K-6	3	Tu	5:30	22	16			
EDUC 374 Elem. Lang. Arts Methods	3	S	9-12	20	18			
EDUC 370 Literacy Methods	3	S	12:30	20	24			
EDUC 370FE Literacy Field	0	Arr	-	20	0			
Total Credit Hours	15	Total Instruction Hours - Year 2				202		
Fall 2024						RTI	KEY	
EDUC 376 Elem Sci Methods	3	S	9-12	20	12	Synchronous (Live Classes)		
PSYC 303 Dev & Ed Psych	3	Th	5:30	21	18	Section 20: Full Semester		
EDSP 280 Collaboration Strategies	2	Th	5:30	22	8	Section 21: First 8 Weeks		
EDUC 355 Classroom Mgmt.	3	Tu	5:30	21	12	Section 22: Second 8 Weeks		
HIST 132 Amer. History since 1900	3	Arr	-	30	24	Blue Highlight:		
EDUC 218 Elem PE & Health Methods	2	S	12:30	20	4	Endorsement Course		
Total Credit Hours	16						Asynchronous (Online)	
Spring 2025						RTI	Section 30: Full Semester	
EDSP 360 Diagnosis/Treatment of Reading Difficulties	3	S	12:30	20	21	Section 38: First 8 Weeks		
EDSP 370 Educational Assessment	3	Tu	5:30	21	24	Section 39: Second 8 Weeks		
LDRS 220 Arts & Society I	3	Arr	-	30	24	Grey Highlight: *RTI: Related Training Instruction		
EASL 250 Language Acquisition	3	Th	5:30	21	24			
EDUC 350 Media Literacy	3	Arr	-	22	0			
Total Credit Hours	15	Total Instruction Hours - Year 3				171	Yellow Highlight: Courses Embedded with	



					OJT hours	
Fall 2025					RTI	
LDRS 290 Quaker Values	1	Arr	-	38/39	8	
LDRS 390 Contemporary Leadership	3	M	5:30	22	8	
EDUC 375 Reading Practicum	3	Arr	-	20		
EDUC 265 Children's Literature	3	Tu	5:30	21	12	
EDUC 378 Elem Social Studies Methods	3	Arr	-	20	12	
Total Credit Hours	13					
Spring 2026					RTI	
EDUC 405 Student Teaching (On the Job Training) Evaluation	7					
EDUC 405 Student Teaching (On the Job Training) Evaluation	7				0	
Total Credit Hours	14	Total Instruction Hours - Year 4			40	
Completion of 124 Credits and Elementary Education Major and a Reading endorsement						

TOTAL RTI = 671hours

* **Related Training Instruction (RTI):** Means an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Office of Apprenticeship.



Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE



Appendix A
WORK PROCESS SCHEDULE
TEACHER AIDE I

O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

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

1. APPRENTICESHIP APPROACH

Competency-Based

2. TERM OF APPRENTICESHIP

Apprentices will receive training in the work experience as listed below. The following are the work processes the apprentice will learn and be able to perform on-the-job. The term of the occupation is based on the apprentice’s demonstration of the mastery of the competencies as specified and estimated to complete in approximately 2 years.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice(s) to 1 Journeyworker(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is:
 \$13.50.

Name: **TEACHER AIDE I**

Period	Wage (Hourly)	Description
1st	\$11.00	First Year
2nd	\$11.50	After First Year
End Wage	\$13.50	Completion



5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 160 hours .

6. SELECTION PROCEDURES

The sponsor has adopted the following selection procedures, consistent with the requirements set forth in 29 CFR § 30.10(b) The sponsor will select apprentices by any method, including its present selection method, provided that the sponsor meets the requirements listed in 29 CFR § 30.10.

Candidates will be selected through a screening process that includes an application and group or individual interview. Candidates will be reviewed and selected based on qualifications related to the position. Employment decisions will be based on merit, regardless of race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition, genetic information, gender identity, sexual orientation, military status, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and prohibited.

The Sponsor will work with community-based organizations; educational institutions, such as community colleges, technical schools, and high schools; workforce organizations; or other partners to create appropriate outreach and positive recruitment efforts that would reasonably be expected to increase underrepresented population participation in the apprenticeship. The Sponsor will identify the steps it intends to ensure that the opportunity is accessible. The Sponsor will undertake a significant number of activities to enable it to meet its obligations under 29 CFR § 30.4(c).

7. WORK PROCESS OUTLINE

TEACHER AIDE I	
Job Description: Assist a preschool, elementary, middle, or secondary school teacher with instructional duties. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.	
RAPIDS Code: 0657	O*NET Code: 25-9042.00
Estimated Program Length: Estimated 2 Years	
Apprenticeship Type: <input checked="" type="checkbox"/> Competency-Based <input type="checkbox"/> Time-Based <input type="checkbox"/> Hybrid	

Suggested On-the-Job Learning Outline

Paraeducator generalist certificate required competencies from IAC 282-24.3(4) are identified in the outline (in blue) as appropriate. All others are included in coursework.

Maintain student records.		
Competencies	Date Completed	Initial
A. Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices. F(3), F(9)		



B. Observe students' performance, and record relevant data to assess progress. C (2) C (3) D (3)		
C. Take class attendance and maintain attendance records.		

Develop instructional materials.

Competencies	Date Completed	Initial
D. Plan, prepare, and develop various teaching aids, such as bibliographies, charts, and graphs. A(3)		
E. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations. B(3)		

Distribute instructional or library materials.

Competencies	Date Completed	Initial
F. Distribute teaching materials, such as textbooks, workbooks, papers, and pencils to students.		
G. Distribute tests and homework assignments and collect them when they are completed.		

Maintain inventories of materials, equipment, or products.

Competencies	Date Completed	Initial
H. Requisition and stock teaching materials and supplies.		
I. Type, file, and duplicate materials.		



Monitor student performance.		
Competencies	Date Completed	Initial
J. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage. A(1),A(2), A(3) C(1), C(2), C(3), C(4), C(5)		
K. Observe students' performance, and record relevant data to assess progress. C(3) D(3), D(4), D(5), D(6), D(7)		

Supervise school or student activities.		
Competencies	Date Completed	Initial
L. Assist in bus loading and unloading.		
M. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips. B(3) D(1), D(6)		

Assist other educational professionals with projects or research.		
Competencies	Date Completed	Initial
N. Assist librarians in school libraries. E(1), E(2), E(3)		

Clean facilities or work areas.		
Competencies	Date Completed	Initial
O. Clean classrooms.		



Collaborate with other teaching professionals to develop educational programs.

Competencies	Date Completed	Initial
P. Discuss assigned duties with classroom teachers to coordinate instructional efforts. A(5) C(1) E(1), E(2), E(3) F(1), F(2), F(3), F(4), F(5), F(6), F(7), F(8), F(9), F(10), F(11), F(12)		

Collect deposits, payments or fees.

Competencies	Date Completed	Initial
Q. Collect money from students for school-related projects.		

Create technology-based learning materials.

Competencies	Date Completed	Initial
R. Use computers, audio-visual aids, and other equipment and materials to supplement presentations. C(1), C(2), C(3), C(4), C(5)		

Discuss student progress with parents or guardians.

Competencies	Date Completed	Initial
S. Participate in teacher-parent conferences regarding students' progress or problems. E (2) F(7)		



Display student work.

Competencies	Date Completed	Initial
T. Organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills. B(2)		

Document lesson plans.

Competencies	Date Completed	Initial
U. Prepare lesson outlines and plans in assigned subject areas and submit outlines to teachers for review.		

Enforce rules or policies governing student behavior.

Competencies	Date Completed	Initial
V. Enforce administration policies and rules governing students. B(1), B(2), B(3), B(4), B(5) F(4), F(10)		

Evaluate student work.

Competencies	Date Completed	Initial
W. Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices. C(1), C(2), C(3), C(4), C(5) F(3), F(8),		



Lead classes or community events.

Competencies	Date Completed	Initial
X. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, supervised role-playing methods, or by reading aloud. A(4) C(1), C(2), C(3), C(4), C(5) F(11)		

Maintain clean work areas.

Competencies	Date Completed	Initial
Y. Clean classrooms.		

Maintain computer equipment or software.

Competencies	Date Completed	Initial
Z. Maintain computers in classrooms and laboratories and assist students with hardware and software use.		

Operate audiovisual equipment.

Competencies	Date Completed	Initial
AA. Operate and maintain audio-visual equipment.		



Plan educational activities.

Competencies	Date Completed	Initial
BB. Organize and supervise games and other recreational activities to promote physical, mental, and social development. D(1)		

Serve on institutional or departmental committees.

Competencies	Date Completed	Initial
CC. Attend staff meetings and serve on committees, as required. F(2)		

Set up classroom materials or equipment.

Competencies	Date Completed	Initial
DD. Laminate teaching materials to increase their durability under repeated use.		

Teach daily living skills or behaviors.

Competencies	Date Completed	Initial
EE. Teach social skills to students. D(1), D(4)		



Teach life skills.

Competencies	Date Completed	Initial
FF. Teach social skills to students. D (1)		

Teach others to use technology or equipment.

Competencies	Date Completed	Initial
GG. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.		

Teach physical education.

Competencies	Date Completed	Initial
HH. Conduct demonstrations to teach skills, such as sports, dancing, and handicrafts.		

Tutor students who need extra assistance.

Competencies	Date Completed	Initial
II. Tutor and assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers. B(4), B(6)		



8. Related Training Instruction

- Des Moines Area Community College
 Eddie Diaz: ediaz@dmacc.edu
 Patsy Steffen: pesteffen@dmacc.edu
 5959 Grand Ave
 West Des Moines, IA 50266
 515-963-2407

Related Instruction Courses listed are required as part of the Elementary Education and Secondary Education Transfer Major Degree. Each students will work with their School District/DMACC to align additional AA coursework with their transfer institution. Links have been included below for both the Elementary and Secondary Major pathways.

Occupation:		Teacher Aide 1/estimated 2 years	
Rapids Code:		0657	
RTI Provider:		DMACC	
Total of RTI Hours		250 hours (160 Core Class plus minimum of two optional)	
Coursework	RTI Contact Hours	DMACC Paraprofessional Certificate	DMACC Education Transfer Degree
EDU 210	30 (3)	x	X
EDU 218	15 (2)	x	X
WBL 100	10 (1)	x	X
EDU245	30 (3)		X
EDU255	30 (3)		X
PSY 281	45 (3)		X
SDV 108	15 (1)		X
ENG 105	45 (3)		X
ENG 106	45 (3)		X
Psychology 121	45 (3)		X
HIS 151	45 (3)		X
Speech 101	45 (3)		X



All coursework listed above in **BLUE** represent courses participants can take in their 2 year program that will apply to the completion of the Paraeducator Certificate. The courses listed in **RED** represent courses participants can take as they continue toward a degree in Elementary and Secondary Education.

Elementary Education: Transfer Major AA

https://catalog.dmacc.edu/preview_program.php?catoid=21&poid=3957

Secondary Education: Transfer Major AA

https://catalog.dmacc.edu/preview_program.php?catoid=21&poid=3958

Core Classes

<https://www.dmacc.edu/programs/pdp/education/Pages/CoreClasses.aspx>



2. Eastern Iowa Community College
 Nikki Gullion: ngullion@eicc.edu
[101 West Third St](#)
[Davenport, IA 52801](#)
[888-336-3907](tel:888-336-3907)

**Related Training Instruction Outline
 Teacher Aide I (0657CB) O*Net 25-9042.00**

Required EICC for Early Childhood Pre-Education Endorsement	Required EICC for Elementary Pre-education Endorsement	Required EICC for Secondary Pre-Education Endorsement
Discipline Requirements:		
EDU 235: Children’s Literature Credits: 3 RTI Hours: 48	EDU 213: Introduction to Education Credits: 3 Total Hours: 48	EDU 213: Introduction to Education Credits: 3 Total Hours: 48
EDU 245: Exceptional Learner Credits: 3 RTI Hours: 48	PSY 281: Educational Psychology Credits: 3 Total Hours: 48	PSY 281: Educational Psychology Credits: 3 Total Hours: 48
MAT 117: Math for Elementary Teachers Credits: 3 RTI Hours: 48	EDU 235: Children’s Literature Credits: 3 Total Hours: 48	EDU 245: Exceptional Learner Credits: 3 Total Hours: 48
EDU 255: Technology in the Classroom Credits: 3 RTI Hours: 48	EDU 245: Exceptional Learner Credits: 3 Total Hours: 48	PSY 121: Developmental Psychology Credits: 3 Total Hours: 48
ECE 170: Child Growth and Development Credits: 3 RTI Hours: 48 OR PSY 121: Developmental Psychology Credits: 3 RTI Hours: 48	MAT 117: Math for Elementary Teachers Credits: 3 Total Hours: 48 <hr/> PSY 121: Developmental Psychology Credits: 3 Total Hours: 48	HIS 151: U.S. History to 1877 Credits: 3 RTI Hours: 48 OR HIS 152: U.S. History since 1877 Credits: 3 RTI Hours: 48
HIS 151: U.S. History to 1877 Credits: 3 RTI Hours: 48 OR HIS 152: U.S. History since 1877 Credits: 3 RTI Hours: 48	EDU 255: Technology in the Classroom Credits: 3 Total Hours: 48	EDU 255: Technology in the Classroom Credits: 3 Total Hours: 48
Program Totals: Credits: 18 RTI Hours: 288	Program Totals: Credits: 21 RTI Hours: 336	Program Totals: Credits: 18 RTI Hours: 288



3. Indian Hills Community College
Deb Vos: Debora.vos@indianhills.edu
[626 Indian Hills Dr](#)
[Ottumwa, IA 52501](#)
[641-683-5215](#)

Education Academy

Fall Term

CSC 110 Introduction to Computers Credit Hours: 3.00 RTI Hours: 48.00

PSY 111 Introduction to Psychology Credit Hours: 3.00 RTI Hours: 48.00

Winter Term

EDU 210 Foundations of Education Credit Hours: 3.00 RTI Hours: 48.00

and

EDU 255 Technology in the Classroom Credit Hours: 3.00 RTI Hours: 48.00

Or

PSY 263 Multicultural Psychology Credit Hours: 3.00 RTI Hours: 48.00

Spring Term

EDU 253 Behavior Management &

Social Interaction Skills Credit Hours: 3.00 RTI Hours: 48.00

EDU 218 Initial Field Experience Credit Hours: 1.00 RTI Hours: 0.00

Lab/Clinic Hours: 32.00

Optional Courses Spring Term

Coaching Authorization Certificate

Heartsaver CPR/AED: Adult-Child-Infant Ecard

Total RTI Hours- 240

Total OJT Hours- 32



4. Iowa Central Community College
 Jesse Ulrich: ulrich@iowacentral.edu
 1 Triton Circle
 Fort Dodge, IA 50501
 515-574-1198

Schedule of credit classes:

1. Two ICCC classes highlighted in **red** are required for Paraeducator Generalist application through Iowa Board of Education Examiners (BOEE). Students will work with Jeff Halter, Early Childhood Education Program Coordinator, to verify the completed coursework for BOEE.
2. Two ICCC classes highlighted in **yellow** are approved for additional paraeducator areas of concentration
 - a. ECE 103 for Early Childhood
 - b. EDU 245 for Special Needs
3. https://boee.iowa.gov/sites/default/files/contacts_may_5_2022.pdf

Iowa Central Community College	Generalist <i>Areas of Concentration:</i> Early Childhood Special Needs	Jeffrey Halter Associate Professor/Coordinator, Early Childhood Education One Triton Circle Fort Dodge, IA 50501 Office: 515-574-1198 halter@iowacentral.edu
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Term	Code	Course Title	Credit	Contact Hours*
Year 1 Semester 1	EDU 213	Introduction to Education	3	48
	WBL 100	Exploring Careers	3	48
	PSY 121	Developmental Psychology	3	48
	TOTAL		9	144
Year 1 Semester 2	EDU 245	Exceptional Learner	3	48
	HIS 151/152	US History to 1877/US History Since 1877	3	48
	EDU 920	Field Experience	2	32
	TOTAL		8	128



5. Iowa Valley Community College
 MaryAnne Nickel
MaryAnne.Nickle@iavalley.edu
[123 6th Ave West](#)
[Grinnell, IA 50112](#)
[641-236-0513](tel:641-236-0513)

RTI Overview	
Employer/Sponsor:	MSCD
Occupation:	Paraeducator
RAPIDS Code:	0657
RTI Provider(s)	Iowa Valley Community College District
Total Number of RTI	313

Course Number	Course Name	Year Course Offered	Total Number of RTI Hours	College Credits
Course 1	EDU110 Explore Teaching or EDU213 Intro to Education	1	48	3
Course 2	EDU119 Behavioral Mgmt	1	48	3
Course 3	WBL200 Practicum	1	25	3
Course 4	EDU160 Human Growth & Dev	1	48	3
Course 5	EDU240 Educational Psychology	2	48	3
Course 6	MAT156 Statistics	2	48	3
Course 7	HIS151 US History to 1877	2	48	3
				313 RTI hours

*Classes are offered Online, Classroom, or Hybrid

* Red indicates para certification courses



6. Iowa Western Community College
Jenny Kruger: jkruger@iwcc.edu
[2700 College Rd.](#)
[Council Bluffs, IA 51503](#)
[712-325-3200](#)

CIP Codes 13.1501 Teacher Assistant/Aide RTI

- Paraeducator certification courses are in red

Fall 2022

EDU 210 OL Foundations of Education (3 credits) (48 contact hours)

ENG 105 OL English Composition I (3 credits) (48 contact hours)

EDU 170 OL Child Growth and Development (3 credits) (48 contact hours)

Semester credit hours = 9, semester contact hours = 144

Spring 2023

EDU 245 OL Exceptional Learner (3 credits) (48 contact hours)

EDU 219 Field Experience and Seminar (1 credit) – 100% OJT

PSY 111 OL Introduction to Psychology (3 credits) (48 contact hours)

Semester credit hours = 7, semester contact hours = 96

Total credit hours = 16, total contact hours = 240

CIP Code 13.0101 Education, General RTI

- Paraeducator certification courses are in red

Fall 2022

EDU 210 OL Foundations of Education (3 credits) (48 contact hours)

ENG 105 OL English Composition I (3 credits) (48 contact hours)

EDU 170 OL Child Growth and Development (3 credits) (48 contact hours)

Semester credit hours = 9, semester contact hours = 144

Spring 2023

EDU 245 OL Exceptional Learner (3 credits) (48 contact hours)

EDU 219 Field Experience and Seminar (1 credit) – 100% OJT

PSY 111 OL Introduction to Psychology (3 credits) (48 contact hours)

Semester credit hours = 7, semester contact hours = 96

Fall 2023



EDU 240 OL Educational Psychology (3 credits)

Semester credit hours = 3, semester contact hours = 48

Spring 2024

EDU 235 OL Children's Literature (3 credits)

EDU 255 OL Technology in the Classroom (3 credits)

Semester credit hours = 6, semester contact hours = 96

Total credit hours = 25, total contact hours = 384



7. Northeast Iowa Community College
 Katie Gilbert
gilbertka@nicc.edu
 Peosta, IA 52068
 563-556-5110 x2389

Related Instruction Outline – Northeast Iowa Community College

Provider
Name: Northeast Iowa Community College
Address: PO Box 400, Calmar, Iowa 5
Email: gilbertka@nicc.edu
Related Instruction Hours: 336-400

Coursework	DOL Office of Apprenticeship			
	RTI Contact Hrs.	Credits		
EDU210 Foundations in Education	48	3		
EDU235 Children’s Literature (Elementary Education Majors)	48	3		
EDU245 Exceptional Learner	48	3		
EDU255 Technology in the Classroom	48	3		
EDU282 Field Experience	64	3		
ECE133 Child Health, Safety, and Nutrition	48	3		
WBL100 Exploring Careers	16-48	1-3		
WBL103 Exploring Careers: Human Services	16-48	1-3		
Total RTI Hours	336-400			
Total OJT Hours				
Total Hours	336-400			

NICC Credit Pathways for Education and Articulation agreements

NICC Current [Articulation agreements](#):

. [Associate of Arts](#) (AA degree)

I. [Associate of Science](#) (AS degree)

. Provides a foundation in mathematics and science designed for transfer in a prescribed area of specialization.



I. Secondary Education Transfer Major

. Variety of Iowa colleges represented. See site for more details.

I. Elementary Education Transfer Major

It is the School District's responsibility to ensure Paraeducator Certification is received from one of the following providers:

Related Instruction Outline –**Keystone Area Education Agency**

Provider
Name: Keystone Area Education Agency
Address: 1400 Second Street NW, Elkader, Iowa 52043
Email: ismith@aea1.k12.ia.us
Related Instruction Hours: 90

Coursework	DOL Office of Apprenticeship			
	RTI Contact Hrs.	Credits		
Foundations	30	2		
Instructional Supports	30	2		
Behavioral Supports	30	2		



8. Southwestern Iowa Community College – Provider for Bedford, Mount Ayr
 Lindsay Stoaks: Stoaks@swccciowa.edu
[1501 West Townline St.](#)
[Creston, IA 50801](#)
[641-782-7081](tel:641-782-7081)

Related Instruction Outline – Southwestern Community College

Provider
Name: Southwestern Community College
Address: 1501 West Townline St., Creston, Iowa 50801
Email: stoaks@swccciowa.edu
Related Instruction Hours: 392

Coursework	DOL Office of Apprenticeship	
	RTI Contact Hrs.	OJT Hours
EDU 213 Introduction to Education (3 cr.)	64	
EDU 245 Exceptional Learner (3 cr.)	64	
EDU 151 Observation in Teaching (1 cr.)	40	
EDU 152 Observation in Teaching II (1 cr.)	40	
EDU 153 Observation in Teaching III (1 cr.)	40	
EDU 235 Children’s Literature or EDU 255 Technology in the Classroom (3 cr.)	48	
PSY 111 Introduction to Psychology (3 cr.)	48	
PSY 121 Developmental Psychology (3 cr.)	48	
Total RTI Hours		
Total OJT Hours		
Total Hours	392	



Appendix B

ETA-671 APPRENTICESHIP AGREEMENT

AND

**U.S. DEPARTMENT OF LABOR, OFFICE OF
APPRENTICESHIP
APPLICATION FOR CERTIFICATION OF
COMPLETION OF APPRENTICESHIP**



PART A: APPRENTICE'S INFORMATION

1. First Name Middle Name (Optional) Address (No., Street, City, State, Zip Code) Telephone Number (Optional) *Social Security Number - - -	Last Name Suffix (Optional) E-mail Address (Optional)	Answer Both 4a. and 4b. below 4. a. Ethnicity (Select One) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> Participant Did Not Self-Identify b. Race (Select One or More) <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Participant Did Not Self-Identify	5. Veteran Status (Select All That Apply) <input type="checkbox"/> Non Veteran <input type="checkbox"/> Veteran <input type="checkbox"/> Non Veteran, Other Eligible Individual <input type="checkbox"/> Veteran, Eligible <input type="checkbox"/> Participant Did Not Self-Identify
2. Date of Birth (Mo., Day, Yr.)	3. Sex (Select One) <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Participant Did Not Self-Identify	6. Education Level (Select One) <input type="checkbox"/> Not High School graduate <input type="checkbox"/> High School graduate (including equivalency) <input type="checkbox"/> Some College or Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctorate or professional degree	
7. Employment Status of Apprentice (Select One) <input type="checkbox"/> New Employee <input type="checkbox"/> Current Employee			
8. Did the apprentice complete a pre-apprenticeship program prior to their registration in this apprenticeship program? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide the Pre-Apprenticeship Program Name and Address:			

PART B: PROGRAM SPONSOR'S INFORMATION

1. Program Number Sponsor's Name and Address (No., Street, City, State, Zip Code, County) Telephone Number Cell Phone Number (Optional) E-mail Address	2. Occupation (The work processes listed in the standards are part of this agreement.) a. RAPIDS Code: b. O*NET Code: c. Interim Credentials Offered (i.e., Career Lattice Occupation)?
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a. Sponsor's Principal Place of Business Address (If different from Sponsor's address above)	3. Occupation Type	4. Term Length (Hrs., Mos., Yrs.)	5. Probationary Period (Hrs. or Wks.)
b. Employer's Name and Address (If different from Sponsor's address above)	6. Credit for Previous On-the-Job Learning Experience (Hrs. Mos., Yrs.): a. Term Remaining (Hrs., Mos., Yrs.)	7. Credit for Previous Related Instruction Experience (Hrs., Mos., Yrs.)	8. Date Apprenticeship Begins a. Expected Completion Date

9. Related Instruction Provider(s) Name and Address	a. Total Length of Related Instruction
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b. Are Wages Paid During Related Instruction?	c. Hours When Related Instruction Is Provided
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10. Progressive Wage Schedule:

a. Apprentice's Entry Wage \$

b. Journeyworker's (i.e., Experienced Worker's) Wage \$

c. Wage Rate Units	Period	1	2	3	4	5	6	7	8	9	10
	Duration (If Applicable)										
	Competencies (If Applicable)										
d. Wage Rate	Wage Rate										

11. Name and Contact Information of the Individual Designated by the Program Sponsor to Receive Complaints

PART C: AGREEMENT AND SIGNATURES

The program sponsor’s Apprenticeship Standards, which the sponsor certifies are in conformity with the requirements for program registration contained in 29 Code of Federal Regulations (CFR) part 29, subpart A and 29 CFR part 30, are attached and are hereby incorporated into this agreement. The program sponsor and apprentice hereby agree to the terms of the Apprenticeship Standards that are incorporated as part of this agreement, as those Standards existed on the date of the agreement.

These Apprenticeship Standards may be amended during the period of this agreement with the consent of the parties to the agreement, provided that such amendments are also in conformity with the requirements for program registration contained in 29 CFR part 29, subpart A and 29 CFR part 30.

The apprentice will be accorded equal opportunity in all phases of apprenticeship employment and training by the program sponsor, without discrimination because of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, age (40 or older), genetic information, or disability.

This agreement may be canceled by either of the parties, citing cause(s), with written notice to the registration agency, in compliance with 29 CFR part 29, subpart A.

During the probationary period described in Part B above, this apprenticeship agreement may be cancelled by either party upon written notice to the registration agency. After the probationary period, this agreement may be cancelled at the request of the apprentice, or suspended or cancelled by the sponsor, for good cause, with due notice to the apprentice and a reasonable opportunity for corrective action, and with written notice to the apprentice and to the Registration Agency of the final action taken.

This apprenticeship agreement does not constitute a certification under 29 CFR part 5 for the employment of the apprentice on Federally financed or assisted construction projects. Current certifications must be obtained from the Office of Apprenticeship (OA) or the recognized State Apprenticeship Agency.

1. Signature of Apprentice	Date	2. Signature of Parent/Guardian (If minor)	Date
3. Signature of Sponsor’s Representative(s)	Date	4. Signature of Sponsor’s Representative(s)	Date
5. Signature of Employer’s Representative(s) (If Applicable)	Date	6. Signature of Employer’s Representative(s) (If Applicable)	Date

PART D: TO BE COMPLETED BY REGISTRATION AGENCY

1. Registration Agency and Address	2. Signature (Registration Agency)	3. Date Registered
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4. Apprentice Identification Number:

NOTE: The collection and maintenance of the data on ETA-671, Apprentice Agreement and Registration – Section II Form, is authorized under the National Apprenticeship Act, 29 U.S.C. 50, and 29 CFR part 29, subpart A. The data is used for apprenticeship program statistical purposes and is maintained, pursuant to the Privacy Act of 1974 (5 U.S.C. 552a), in a systems of records entitled, DOL/ETA-31, The Enterprise Business Support System (EBSS) (encompassing RAPIDS), at the U.S. Department of Labor, Office of Apprenticeship. Data may be disclosed to Federal, state, and local agencies and community-based organizations, including State Apprenticeship Agencies, to facilitate statistical research, audit, and evaluation activities necessary to ensure the success, integrity, and improvement of employment and training programs. Data may also be disclosed to these organizations to determine an assessment of skill needs and program information, and in connection with federal litigation or when required by law.

Part A: Apprentice's Information

Item 4a. Ethnicity

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

Item 4b. Race

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. This category includes people who indicate their race as "American Indian or Alaska Native" or report entries such as Navajo, Blackfeet, Inupiat, Yup'ik, or Central American Indian groups or South American Indian groups.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. This includes people who reported detailed Asian responses such as: "Asian Indian," "Chinese," "Filipino," "Korean," "Japanese," "Vietnamese," and "Other Asian" or provide other detailed Asian responses.

Black or African American: A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as "Black or African American," or report entries such as African American, Kenyan, Nigerian, or Haitian.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who reported their race as "Fijian," "Guamanian or Chamorro," "Marshallese," "Native Hawaiian," "Samoan," "Tongan," and "Other Pacific Islander" or provide other detailed Pacific Islander responses.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as "White" or report entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

Item 5. Veteran Status

A **Veteran** is a person who has served in the active military, naval, or air service of the United States, and who was discharged or released therefrom under conditions other than dishonorable.

A **Non Veteran, Other Eligible Individual** is a person who is a dependent spouse or child—or the surviving spouse or child—of a Veteran, and who is eligible for certain G.I. Bill and other VA-administered educational assistance benefits provided under Title 38 of the U.S. Code.

A **Veteran, Eligible** is a Veteran who is eligible for certain G.I. Bill and other VA-administered educational assistance benefits provided under Title 38 of the U.S. Code.

Item 8.

Pre-Apprenticeship: A program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).

Part B: Program Sponsor's Information

Item 1. A **Program Number** is a generated number assigned to a program sponsor when a program is registered in the Office of Apprenticeship's Registered Apprenticeship Partners Information Data System (RAPIDS).

Item 1. A **Sponsor Name** is any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved.

Item 1b. An **Employer** is any person or organization employing an apprentice whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

Item 2. An **Occupation** refers to the occupation an apprentice will be trained in, and the occupation will be listed in the sponsor's program standards.

Item 2a. A **RAPIDS Code** is the numeric code of the occupation in the apprenticeable occupation list.

Item 2b. An **Occupational Information Network (O*NET) Code** is an 8-digit code in the O*NET data system (<https://www.onetonline.org/>).

Item 2c. **Interim Credentials** (Certificate of Training) applies to career lattice occupations. These credentials are issued by the Registration Agency upon request by the program sponsor. Interim credentials provide certification of competency attainment by an apprentice, but does not necessarily indicate completion of the program.

Item 3. **Occupation Type** refers to the following three training approaches listed below.

Item 3a. A **Time-based Approach** measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of on-the-job learning as described in a work process schedule.

Item 3b. A **Competency-based Approach** measures skill acquisition through the individual apprentice's successful demonstration of acquired skills and knowledge, as verified by the program sponsor. Programs utilizing this approach must still require apprentices to complete an on-the-job learning component of Registered Apprenticeship. The program standards must address how on-the-job learning will be integrated into the program, describe competencies, and identify an appropriate means of testing and evaluation for such competencies. An apprentice must be registered in an approved competency-based occupation for 12 calendar months of on-the-job-learning.

Item 3c. A **Hybrid Approach** measures the individual apprentice's skill acquisition through a combination of specified minimum number of hours of on-the-job learning and the successful demonstration of competency as described in a work process schedule.

Item 4. A **Term Length (Hrs., Mos., Yrs.)** of the occupation is based on the program sponsor's training approach as approved by the Registration Agency.

Item 5. A **Probationary Period (Hrs. or Wks.)** is the number of hours or weeks of on-the-job learning during the apprentice's probationary period. A probationary period cannot exceed 25 percent of the term length of the occupation or one year, whichever is shorter.

Item 6. **Credit for Previous On-the-Job Learning Experience (Hrs., Mos., Yrs.)** is granted by the program sponsor based upon documented evidence provided by the apprentice. An apprentice must complete a minimum of six months on-the-job learning regardless of credits for previous experience awarded.

Item 6a. The **Term Remaining (Hrs., Mos., Yrs.)** is the difference between the term length of the on-the-job learning and the credits for previous experience awarded.

- Item 7. Credit for Previous Related Instruction Experience** (Hrs., Mos., Yrs.) is granted by the program sponsor based upon documented evidence provided by the apprentice.
- Item 9a. Total Length of Related Instruction** is the duration spent in related instruction in technical subjects related to the occupation, which is recommended to be not less than 144 hours per year.
- Item 10. Progressive Wage Schedule:**
- Item 10a. Apprentice's Entry Wage** (dollar amount paid): A sponsor enters this apprentice's entry wage.
- Item 10b. Journeyworker's (i.e., Experienced Worker's) Wage:** A sponsor enters the wage per unit (i.e., hourly, weekly, monthly, quarterly, semi-annually, or annually).
- Item 10c. Wage Rate Units:** A sponsor enters the apprentice schedule of pay for each advancement period based on the program sponsor's training approach (i.e., hourly, weekly, monthly, quarterly, semi-annually, annually, or competencies).
- Item 10d. Wage Rate:** Sponsor selects either percent of journeyworker (i.e., experienced worker) wage, dollar amount of wage, or both the percent of journeyworker wage and dollar amount of wage. If the sponsor selects "Both the percent of journeyworker wage and \$ amount of wage," the sponsor can enter a percentage or dollar amount for the wage in each period.
- Item 11. Complaints:** Identifies the individual or entity responsible for receiving complaints (29 CFR 29.7(k)).

Part D: To Be Completed By Registration Agency

- Item 4. Apprentice Identification Number, RAPIDS** encrypts the apprentice's social security number and generates a unique identification number to identify the apprentice. It replaces the social security number to protect the apprentice's privacy.

*The submission of the apprentice's social security number is requested. The apprentice's social security number will be used for program management purposes, such as verification of the apprentice's period of employment and earnings to align with Department of Labor's job training and employment program performance indicators for measuring performance outcomes. The Office of Apprenticeship will use wage records through the State Wage Interchange System needs the apprentice's social security number to match this number against the employers' wage records. Also, the apprentice's social security number will be used, if appropriate, for purposes of the Davis Bacon Act of 1931, as amended, U.S. Code Title 40, Sections 276a to 276a-7, and Title 29 CFR part 5, to verify and certify to the U.S. Department of Labor, Wage and Hour Division, that the apprentice is a registered apprentice to ensure that the employer is complying with the geographic prevailing wage of the occupational classification. Failure to disclose an apprentice's social security number on this form will not affect the right to be registered as an apprentice. Civil and criminal provisions of the Privacy Act apply to any unlawful disclosure of social security numbers, which is prohibited.

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Public reporting burden for this collection of information is estimated to average five minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond is required to obtain or retain benefits under 29 U.S.C. 50. Send comments regarding this burden or any other aspect of this collection of information including suggestions for reducing this burden to the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship, 200 Constitution Avenue, N.W., Room C-5321, Washington, D.C. 20210 (OMB Control Number 1205-0223).



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.doleta.gov/OA/eoo/>.

**U.S. DEPARTMENT OF LABOR
OFFICE OF APPRENTICESHIP**

APPLICATION FOR CERTIFICATION OF COMPLETION OF APPRENTICESHIP
(If Required please type or print all information, attach additional apprentices on separate sheet)
(This Application is optional, for Sponsor utilizing Electronic Registration)

Sponsor Information

Sponsor:	Program #:
Address:	Contact Name:
City, State, Zip:	Phone:

Apprentice Information

Full Name of Apprentice:
Apprentice Registration Number:
Occupation:
Term:
Registration Date:
Date of Completion:
Completion Wage:

Related Instruction Certification

Related Instruction Hours completed:
Related Instruction Furnished By:
Teacher(s) or Director(s) of Related Instruction Certifying to above information:
Name: _____ Address: _____

Request for Certificate

On behalf of the above-named sponsor, I hereby certify that the apprentice named in the application has satisfactorily completed and is working at the Journeyworker Level of his/her apprenticeship program as registered with the Office of Apprenticeship and hereby recommend the issuance of the Certificate of Completion of Apprenticeship
Sponsor's Signature: _____ Date: _____
Title: _____

Office of Apprentice use only:

Date Entered in RAPIDS (if required): _____
Date Certificate Sent: _____



U.S. DEPARTMENT OF LABOR OFFICE OF APPRENTICESHIP

APPLICATION FOR CERTIFICATION OF COMPLETION OF APPRENTICESHIP

*(If Required please type or print all information, attach additional apprentices on separate sheet)
(This Application is optional, for Sponsor utilizing Electronic Registration)*

Authentication of Requests for Certificate of Completion of Apprenticeship

Where the Office of Apprenticeship is the Registration Agency, issuance of a Certificate of Completion of Apprenticeship to apprentices upon satisfactory completion of the requirements of the apprenticeship program as established in these Standards, the sponsor certifies to the Registration Agency and requests the awarding of a Certificate of Completion of Apprenticeship to the completing apprentice(s). Such requests are completed either electronically using the Registered Apprenticeship Partner Information System (RAPIDS) or in writing using this form from the sponsor to the appropriate field office.

General Guidance

The sponsor will verify that the apprentice has completed all requirements of apprenticeship including a signed copy of transcripts from the sponsor, provider or sponsor of the related instruction. The field office representative shall have in evidence an electronic or written Application for Certification of Completion of Apprenticeship.

When a large number of apprentices are completing at the same time from the same occupation, one application form from the sponsor can be used with an attached list of pertinent information for the completing apprentices. When the sponsor has more than one occupation or more than one employer, the sponsor should complete separate forms for each occupation and employer, following the procedure above.

The occupation identified, must be the occupation title as listed in the most current List of Officially Recognized Apprenticeable Occupations. For sponsors who use a slightly different occupational title, OA staff may use the sponsor's title as long as the officially recognized occupational title is included in parenthesis under the sponsor's occupational title. Please see attached "sample" for reference.

The term "journeyman, journeyworker, journeyperson, etc." should not be included in the occupational title. These terms are used to describe a level of competency rather than an occupational title.

In rare instances where a program sponsor may utilize such a term above in their occupational title and that terminology is consistently used within their organization and training materials, OA staff may use that terminology on the sponsor's occupational title as long as the officially recognized occupational title is listed in parenthesis under the sponsor's title. The practice of using a level of competency in the occupational title should be discouraged when possible.

The sponsor's name on the Certificate of Completion of Apprenticeship shall be as it is registered and approved in their apprenticeship standards.

The date completed shall be the date of completion as indicated on the request form.

Issuance of Replacement OA Certificate of Completion of Apprenticeship

Replacement certificate requests shall be verified with undeniable proof that an original certificate was either issued or requested by the sponsor. This shall be verified through OA's records or the program sponsor's records. In the event a field office has no proof, yet a program sponsor does, or vice versa, a copy of that proof shall be sent to the field office and included in the program folder. The term "**Replacement Certificate**" shall be printed in 12 pt. font size on the replacement certificate in the space centered between the last line of type and the U.S. Department of Labor seal.

The Certificate of Completion of Apprenticeship shall not be used for any other purpose than completion of a Registered Apprenticeship program.



Appendix D

EMPLOYER ACCEPTANCE AGREEMENT

ADOPTED BY

Cherokee Washington High School

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



Appendix D

EMPLOYER ACCEPTANCE AGREEMENT

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by the Cherokee Washington High School and agree(s) to carry out the intent and purpose of said Standards and accompanying Appendices and to abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards. *The Employer* has been furnished a copy of the Standards and have read and understood them, and request certification to train apprentices under the provisions of these Standards. On-the-job, the apprentice is hereby assured qualified training personnel and 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 or develop alternative selection procedures in the Employer Acceptance Agreement that are consistent with the requirements set forth in 29 CFR § 30.10(b). This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer or the Office of Apprenticeship.

(Manual signatures required)

(Print Name of Employer Representative)

(Print Name of Sponsor Representative)

Signed: _____
(On Behalf of Employer)

Signed: _____
(On Behalf of Sponsor)

Date: _____

Date: _____

Employer Title: _____

Name of Company: _____

Address: _____

City/State/Zip Code: _____

Phone Number: _____

Fax: _____

Email: _____

cc: Registration Agency



Requirements for Apprenticeship Sponsors Reference Guide

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This document accompanies and supplements the “Apprenticeship Standards” developed by the U.S. Department of Labor Office, Employment and Training Administration, Office of Apprenticeship. Sponsors are required to comply with the requirements in Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30 at all times, and part 29, subpart A and part 30 shall control in the event of conflict or ambiguity with this document. In addition to the requirements listed in the Apprenticeship Standards, sponsors should be aware of and must comply with the additional requirements listed in this document. There are two types of Boilerplate Standards, one for the programs jointly operated with a union, and one for those programs operating without a union.

Page 1 of the Boilerplate Standards is for Government usage and left blank. The OA Administrator registers the National Apprenticeship Standards and certifies National Guidelines for Apprenticeship Standards. Regional or State Director register local standards.



SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

A. **RESPONSIBILITIES OF THE SPONSOR:**

Apprenticeship Agreement: Prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor’s Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor’s written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship. Such submission can be done electronically through the Registered Apprenticeship Partner Information Data System (“RAPIDS”), using the Apprentice Electronic Registration process, or on ETA Form 671. Sponsors will receive their username and login information for RAPIDS upon registration. The Sponsor must advise the Registration Agency within 45 days of the execution of each new apprenticeship agreement. The sponsor also must provide a copy of the completed apprenticeship agreement to the apprentice, the employer, and the union, if any. The sponsor must provide the Office of Apprenticeship a signed copy of ETA Form 671 indicating that the employer (if not the sponsor), the union (if applicable), and the apprentice have received the completed apprenticeship agreement. If the apprentice is a Veteran, the sponsor must provide an additional copy to a veteran’s state approving agency, for any veteran apprentice desiring access to benefits to which they are entitled.

Safety and Health Training: All apprentices must receive instruction in safe and healthful work practices. Both on the job and related instruction are to comply with the Occupational Safety and Health Administration standards promulgated by the Secretary of Labor under 29 U.S.C. 651 et seq., or State standards that have been found to be at least as effective as the Federal standards.

Maintenance of Records: 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, including applications, tests, and test results; records pertaining to interviews; the invitation to self-identify as an individual with a disability; records of each apprentice’s On-the-Job Learning (“OJL”); related instruction reviews and evaluations; progress evaluations; record of job assignments, including job assignments in components of the occupation; records pertaining to the promotion, demotion, transfer, layoff, termination, rates of pay, other forms of compensation, conditions of work, hours of work, hours of training provided, and any personnel records relevant to equal employment opportunity (“EEO”) complaints filed with the Office of Apprenticeship or with other enforcement agencies. The sponsor must maintain all records related to compliance with EEO standards required by 29 CFR § 30.3. Program sponsors must also maintain all records relating to apprenticeship applications (whether selected or not), including, but not limited to, the sponsor’s outreach, recruitment, interview, and selection process. Sponsors must also retain records related to reasonable accommodations.

All records retained pursuant to part 30 must clearly identify the race, sex, ethnicity (Hispanic or Latino/non-Hispanic or Latino), and when known, disability status of each apprentice, and where possible, the race, sex, ethnicity, and disability status of each applicant for apprenticeship. Each sponsor required under 29 CFR § 30.4 to develop and maintain an affirmative action program must retain both the written affirmative action plan and



documentation of its component elements set forth in 29 CFR §§ 30.5, 30.6, 30.7, 30.8, 30.9, and 30.11. All such records are the property of the sponsor and must be maintained for a period of five (5) years from the date of the making of the record or the personnel action involved, whichever occurs later. Records must be made available to the Office of Apprenticeship upon request in such form as the Office of Apprenticeship may determine is necessary to ascertain whether the sponsor has complied or is complying with its obligations.

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

(1) The transferring apprentice must be provided a transcript of related instruction and OJL 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 sponsor for the training already satisfactorily completed.

Registration, Cancellation, Suspension, and Deregistration: The Office of Apprenticeship may initiate deregistration of a sponsor's standards upon request of the sponsor or for failure of the sponsor to abide by the provisions herein and those contained in its Apprenticeship Standards. Such deregistration actions will be in accordance with the Office of Apprenticeship's applicable regulations and procedures.

The sponsor must notify each apprentice of the cancellation of the program and its effect on active apprentices. If the Registration Agency requests the deregistration of the apprenticeship program, the sponsor will notify active apprentice(s) within 15 days of the effective date of the deregistration. The sponsor's notification to its apprentices must specify (1) the effective date of deregistration; (2) that such cancellation automatically deprives apprentices of individual registration; (3) that the deregistration removes the apprentice from coverage for Federal purposes, and; (4) that all apprentices may contact the Office of Apprenticeship for information regarding potential transfer to other registered apprenticeship programs.

Where the Office of Apprenticeship, as a result of a compliance review, complaint investigation, or other reason, determines that the sponsor is not operating its apprenticeship program in accordance with part 30, the Office of Apprenticeship must notify the sponsor in writing of the specific violation and offer technical assistance or suspend the sponsor's right to register new apprentices if the sponsor fails to implement a compliance action to correct the specific violation.

Amendments and Modifications: A sponsor must submit a request to its Office of Apprenticeship to amend its Apprenticeship Standards or an apprenticeship agreement. Amendments may be requested by contacting the Office of Apprenticeship using its preferred contact information as listed in Section K of the Apprenticeship Standards and must be agreed upon by all parties to the original Standards (i.e., the employer, committee, and union—note that individual apprentices are not parties to the Standards). Amendments and modification may include notice of transfers, suspensions, and cancellations of apprenticeship agreements and a statement of the reasons therefore. A copy of each amendment or modification adopted must be furnished by the sponsor to each apprentice, the Office of Apprenticeship, union (if applicable), and the apprentice to whom the amendment or modification applies.



Compliance with Federal Law: The sponsor and all entities must comply with all applicable Federal law and regulations in operating the apprenticeship program.

B. MINIMUM QUALIFICATIONS:

An apprentice must be at least 16 years old unless applicable law requires a higher age. Sponsors may note additional minimum qualifications in Section B of their apprenticeship standards where appropriate. Sponsors are prohibited from using discriminatory minimum qualifications.

C. APPRENTICESHIP APPROACH AND TERM:

The term of the occupation will be stated in Appendix A of the work process schedule and standards as time-based, hybrid, or competency-based with an OJL attainment of either hours or years, as applicable, supplemented by the required hours of related instruction. Sponsors that wish to register multiple occupations should attach a completed Appendix A for each occupation.

Requests for Certificate of Completion of Apprenticeship: The sponsor must certify the completion to OA and request a Certificate of Completion of Apprenticeship for the completing apprentice(s). Such requests are completed either electronically or in writing using the Application for Certification of Completion of Apprenticeship Form in Appendix B.

Request for a Certificate of Training: A Certificate of Training (Interim Credential) may be requested from OA, only for a registered apprentice who has been certified by the sponsor as having successfully met the requirements to receive an interim credential as identified in the sponsor's standards. OA requires that a record of completed OJL and related instruction for the apprentice accompany such requests. Insert interim credentials in Work Process Schedule and Related Instruction Outline at Appendix A.

D. WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE:

- 1. Work Process Schedule.** As part of Appendix A, all sponsors must include a statement setting forth a schedule of the work processes in the occupation or industry divisions in which the apprentice is to be trained and the approximate time to be spent at each process. Sponsor(s) with multiple occupations must complete an Appendix A for each occupation. The sponsor may modify the work processes to meet local needs prior to submitting these Standards to the Office of Apprenticeship for approval. For free technical assistance in compiling a work process schedule, including numerous templates and examples, visit: www.apprenticeship.gov.
- 2. Related Instruction Outline.** As part of Appendix A, all sponsors must include an outline of an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. A minimum of 144 hours for each year of apprenticeship is recommended. This instruction may be accomplished through media such as classroom, occupational or industry courses, electronic media, or other instruction. Generally, a Related Instruction Outline should include a list of the anticipated courses, the learning objectives, and the estimated number of hours that each course will last. For free technical assistance with compiling a Related Instruction Outline, visit: www.apprenticeship.gov.



In addition to the OJL, during the apprenticeship, the apprentice must receive related instruction in all phases of the occupation necessary to develop the skill and proficiency of a journeyworker. Every apprentice is required to participate in related instruction in technical subjects related to the job as outlined as in Appendix A of the Apprenticeship Standards. Sponsors are not obligated to compensate apprentices for time spent in related instruction. Sponsors must specify in Section D of the Standards whether related instruction will be compensated. Sponsor's payment or agreement to pay apprentices for time spent in related instruction must comply with all applicable Federal, State, and local laws and regulations related to apprentice wages.

The sponsor must 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 related instruction, the sponsor may require apprentices to complete the related instruction requirement through electronic media or other instruction approved by the Office of Apprenticeship. The sponsor must inform each apprentice of the availability of college credit, if applicable.

To the extent possible, related instruction should be closely correlated with the practical experience and training received on the job. The sponsor must monitor and document the apprentice's progress in related instruction classes. The sponsor must ensure that related instruction providers meet the State Department of Education's requirements for a vocational-technical instructor in the State of registration, or be a subject matter expert, such as a journeyworker. All related instruction providers must have training in teaching techniques and adult learning styles which may occur before or after the apprenticeship instructor has started to provide the related technical instruction.

E. CREDIT FOR PREVIOUS EXPERIENCE:

Sponsors that provide apprentice applicants seeking credit for previous experience gained outside the supervision of the sponsor must accept the request at the time of application and request appropriate records and documentation to substantiate the claim. 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 must be advanced to the wage rate designated for the period to which such credit accrues. The sponsor may grant credit toward the term of apprenticeship to new apprentices. The Office of Apprenticeship must be advised of any credit granted and the wage rate to which the apprentice is advanced within 45 days. Such notifications can be made in RAPIDS. The granting of advanced standing must apply to all applicants equally. If the sponsor plans to establish specific requirements for an apprentice to receive advanced standing, the sponsor should use the additional lines in Section E of the Apprenticeship Standards.

F. PROBATIONARY PERIOD:

During the probationary period, either the apprentice or the sponsor may terminate the apprenticeship agreement, without stated cause, by notifying the other party in writing. The sponsor will keep the records for each probationary apprentice. Records may consist of periodic reports regarding progression made in both the OJL and related instruction, and any disciplinary action taken during the probationary period. Any probationary apprentice evaluated as satisfactory after a review of the probationary period must be given full credit



for the probationary period and continue in the program.

When notified that an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the sponsor will determine whether the apprentice should continue in a probationary status and may require the apprentice to repeat a process or series of processes before advancing to the next wage classification.

After the probationary period, the apprenticeship agreement may be cancelled at the request of the apprentice or may be suspended or cancelled by the sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. For all cancellations, the sponsor must provide written notice to the apprentice and, within 45 days, notice to the Office of Apprenticeship of the action taken.

G. RATIO OF APPRENTICES TO JOURNEYWORKERS:

In Appendix A, the prospective sponsor must establish a ratio of apprentice(s) to one or more journeyworker(s), except where such ratios are expressly prohibited by a CBA. The sponsor must comply with the registered ratio at all times.

H. APPRENTICE WAGE SCHEDULE:

Apprentices must be paid a progressively increasing schedule of wages during their apprenticeship based on the acquisition of increased skill and competence on the job and in related instruction. The progressive wage schedule, which may include fringe benefits, will be an increasing percentage of the fully proficient or journeyworker wage rate as provided for in Section H and Appendix A of the Apprenticeship Standards. The journeyworker wage rate will serve as the terminal wage that an apprentice will receive upon completion of the apprenticeship program. The entry wage must not be less than the minimum wage set by the Fair Labor Standards Act (including overtime), where applicable, unless a higher wage is required by other Federal or State law or regulation, or by collective bargaining agreement. The number of steps in the progressive wage scale, as depicted in Appendix A, may vary based on the length and complexity of the registered apprenticeship. The schedule of wages must increase consistent with the skills acquired by the apprentice.

I. EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PROGRAM:

- 1. Equal Employment Opportunity Affirmative Obligations.** Sponsors are required to comply with the equal opportunity pledge in Section I and II of the Apprenticeship Standards. Sponsors with five or more registered apprentices must develop an affirmative action plan within two years of registration as required by 29 CFR § 30.4 and update the plan upon the completion of workforce analyses required by 29 CFR §§30.5(b) and 30.7(d)(2), unless it is exempt from doing so under § 30.4(d)(2). In particular, Federal agencies and Federal contractors should consult with OA to see if they qualify for an exemption or if their current Affirmative Action Plans are applicable under the part 30 requirements.

All sponsors have a duty to take affirmative steps to provide equal opportunity in apprenticeship according to 29 CFR § 30.3(b). The sponsor will designate an individual or individuals responsible for overseeing the sponsor's commitment to equal opportunity in registered apprenticeship, for monitoring apprenticeship activity to ensure compliance with EEO requirements, to maintain required records, and to generate reports. In addition to providing apprentices with the Equal Opportunity



Pledge contained in Section 1., sponsors must: post the pledge so that it is accessible to all apprentices and applicants, including posting through electronic media; conduct orientation and periodic information sessions (including anti-harassment training) for individuals involved in the apprenticeship program, including apprentices and journeyworkers who regularly work with apprentices; and maintain records to demonstrate compliance. Sponsors must engage in universal outreach and recruitment, including developing and updating an annual list of recruitment sources that will generate referrals from all demographic groups within the relevant recruitment area, identify a contact person, mailing address, telephone number, and email address for each recruitment source, and provide recruitment sources with advanced notice of apprenticeship openings. Sponsors must maintain apprenticeship programs free from harassment, intimidation and retaliation, including providing required anti-harassment training and addresses the right of apprentices to file a harassment complaint under 29 CFR § 30.14. Sponsors must make all facilities and apprenticeship activities available without regard to race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability except that if the sponsor provides restrooms or changing facilities, the sponsor must provide separate or single-user restrooms and changing facilities to assure privacy between the sexes. Sponsors must establish and implement procedures for handling and resolving complaints about harassment and intimidation. Sponsors must comply with Federal and State EEO laws.

- 2. Discrimination/Retaliation Prohibited.** It is unlawful for a sponsor of a registered apprenticeship program to discriminate against an apprentice or applicant for apprenticeship on the basis of race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability with regard to: recruitment, outreach and selection procedures, hiring and/or placement, upgrading, periodic advancement, promotion, demotion, transfer, layoff, termination, right of return from layoff, and rehiring. Additionally, sponsors are prohibited from discrimination in rotation among work processes; imposition of penalties or other disciplinary action; rates of pay or any other form of compensation and changes in compensation; conditions of work; hours of work and hours of training provided; job assignments; leaves of absence, sick leave, or any other leave; and any other benefit, term, condition, or privilege associated with apprenticeship. The Office of Apprenticeship will look to the legal standards and defenses applied under the Federal laws listed at 29 CFR § 30.3(a)(2) in determining whether a sponsor has engaged in an unlawful discriminatory practice.

It is also unlawful to intimidate, threaten, coerce, retaliate against, or discriminate against a participant in an apprenticeship program because the individual has: (1) filed a complaint alleging a violation of 29 CFR part 30; (2) opposed a practice prohibited by the provisions of 29 CFR part 30 or any other Federal or State equal opportunity law; (3) furnished information to, or assisted or participated in any manner, in any investigation, compliance review, proceeding, or hearing under 29 CFR part 30 or any Federal or State equal opportunity law; or (4) otherwise exercised any rights and privileges under the provisions of 29 CFR part 30.

- 3. Selection Procedures.** Sponsors are prohibited from using discriminatory selection procedures. The Office of Apprenticeship will review the selection procedures provided in Section I to ensure compliance with 29 CFR § 30.10. Selection Procedures



are required no matter how many apprentices are registered in the program. In sum, selection procedures must: (1) comply with the Uniform Guidelines on Employee Selection Procedures, including the requirements to evaluate the impact of the selection procedure on race, sex, and ethnic groups and, if any selection procedure results in an adverse impact against one of those groups, demonstrating that the procedure is job related and consistent with business necessity; (2) be uniformly and consistently applied to all applicants and apprentices within each selection procedure utilized; (3) comply with title I of the ADA and the EEOC's implementing regulations at part 1630, which includes that procedures must not screen out or tend to screen out individual(s) with disabilities unless the selection criteria is job related and consistent with business necessity; and (4) be facially neutral in terms of any protected category under part 30.

J. COMPLAINT PROCEDURES:

Section J of the Apprenticeship Standards addresses four types of complaints; complaints covered by a CBA, complaints not covered by a CBA, complaints to the appropriate Office of Apprenticeship, and complaints alleging discrimination. Space is provided for the sponsor to fill-in the appropriate contact information for the contact person the sponsor wishes to designate to resolve disputes not governed by a CBA. The Office of Apprenticeship is responsible for resolving complaints that allege discrimination, or, that could not be resolved by the sponsor and do not involve a matter covered by a CBA. Space is provided for the Office of Apprenticeship to fill-in its preferred contact information. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law.

EEO Complaint Procedures (29 CFR § 30.14). An apprentice, applicant for apprenticeship, or authorized representative of an apprentice or applicant may file a complaint with the Registration Agency if the apprentice or applicant believes that:

- The apprentice or applicant has been discriminated against or harassed on the basis of race, color, religion, national origin, age (40 or older), genetic information, disability, sex, or sexual orientation with regard to apprenticeship.
- The apprentice or applicant has been retaliated against for the following:
 - Filing a complaint alleging a violation of 29 CFR part 30;
 - Opposing a practice prohibited by 29 CFR part 30 or federal or state equal opportunity law;
 - Furnishing information to, or assisting or participating in, an investigation or proceeding under 29 CFR part 30 or federal or state equal opportunity law;
 - Exercising any rights and privileges under 29 CFR part 30; or
 - Equal opportunity standards with respect to the apprentice's selection or any other benefit, term, condition, or privilege associated with apprenticeship have not been followed in the operation of an apprenticeship program.

Complaints regarding discrimination. Sponsors must provide written notice to all applicants for apprenticeship and all apprentices of their right to file a discrimination complaint and the procedures for doing so. The notice must include the address, phone number, and other contact information for the Registration Agency that will receive and investigate complaints filed under this part. The notice must be provided in the application



for apprenticeship and must be displayed in a prominent, publicly available location where all apprentices will see the notice. The notice must contain the specific wording set forth at 29 CFR §30.14(b).

Other general complaints. J.2 addresses complaints concerning issues covered by the apprenticeship agreement or standards, but not covered by a CBA or concerning discrimination or other equal opportunity matter. The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within the timeframe described in J.2. Either party to the apprenticeship agreement may consult with the Registration Agency for an interpretation of any provision of these standards over which differences occur.

Such complaints must be in writing, signed by the complainant or the authorized representative, and must be submitted within 60 days of any final sponsor decision. The complaint must set forth the specific matter(s) complained of and state the relevant facts and circumstances. Copies of any pertinent documentation must accompany the complaint.

K. OFFICE OF APPRENTICESHIP GENERAL CONTACT INFORMATION:

The Registration Agency is either the National Office of Apprenticeship or the local OA representative in which the standards are registered. General Contact information will be provided as part of the registration process.

SECTION II – APPENDICES AND ATTACHMENTS

Appendix A - Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures and Probationary Period: See Sections D, F, G, H, and I of this Reference Guide. Sponsor(s) with multiple occupations must complete an Appendix A for each occupation.

Appendix B (ETA Form 671 – Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship: May be completed in RAPIDS after program registration.

Appendix C (Affirmative Action Plan (AAP): Sponsors are required to develop an AAP within two years of registration for programs with (5) five or more registered apprentices. Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship’s website.

Appendix D (Employer Acceptance Agreement): A sample agreement has been provided for employers who choose to sign on under the sponsor’s approved standards. Please use Appendix D when developing standards for multiple employers.

SECTION II PART 1 – COLLECTIVE BARGAINING PROVISIONS (IF APPLICABLE)

Section II Part 1 is for sponsors registering a program where the apprentices will be covered by a CBA. Such sponsors must furnish to the appropriate union a copy of its completed Apprenticeship Standards as well as all attachments. Normally, the appropriate union officials should sign in the designated spaces. However, if the union elects not to participate in the registration process, the Office of Apprenticeship will allow 45 days to receive union comments



before registering the program.

SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), Registered Apprenticeship program sponsors are required to provide a written assurance that the sponsor: (1) 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) 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 an veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and (3) 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.

This requirement applies to “any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act” (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to this requirement.

SECTION IV – SIGNATURES

The Program Sponsor(s) may designate the appropriate person(s) to sign the Standards on their behalf.

SECTION V – DISCLOSURE AGREEMENT *(Optional)*

Program Sponsors may indicate their preference and authorization for OA staff to share the Work Process Schedule and Related Instruction Outline in Appendix A with other entities seeking to establish Apprenticeship Programs.

GLOSSARY OF TERMS

1. **APPRENTICE:** Means a worker at least 16 years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticeable occupation as provided in §29.4 under standards of apprenticeship fulfilling the requirements of §29.5.
2. **APPRENTICESHIP AGREEMENT:** Means a written agreement, complying with §29.7, between an apprentice and either the apprentice’s program sponsor, or an apprenticeship committee acting as agent for the program sponsor(s), which contains the terms and conditions of the employment and training of the apprentice.
3. **APPRENTICESHIP APPROACHES:**
 - a. **COMPETENCY-BASED APPROACH:** Measures skill acquisition through the individual apprentice’s successful demonstration of acquired skills and knowledge, as verified by the program sponsor. Programs utilizing this approach must still require apprentices to complete an on-the-job learning component of Registered Apprenticeship. The program



standards must address how on-the-job learning will be integrated into the program, describe competencies, and identify an appropriate means of testing and evaluation for such competencies.

- b. **HYBRID APPROACH:** Measures the individual apprentice's skill acquisition through a combination of specified minimum number of hours of on-the-job learning and the successful demonstration of competency as described in a work process schedule.
 - c. **TIME-BASED APPROACH:** Measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of on-the-job learning as described in a work process schedule.
4. **CERTIFICATE OF COMPLETION OF APPRENTICESHIP:** The credential issued by the Office of Apprenticeship to those registered apprentices certified and documented as having successfully completed the apprentice training requirements outlined in these standards of apprenticeship.
 5. **EMPLOYER:** Means any person or organization employing an apprentice whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.
 6. **EMPLOYER ACCEPTANCE AGREEMENT:** Means an agreement between the sponsor and an undersigned participating employer, which agrees to carry out the intent, purpose, rules and decisions of the sponsor established under an approved set of Registered Apprenticeship Standards.
 7. **JOURNEYWORKER:** Means a worker who has attained a level of skill, abilities and competencies recognized within an industry as having mastered the skills and competencies required for the occupation. (Use of the term may also refer to a mentor, technician, specialist or other skilled worker who has documented sufficient skills and knowledge of an occupation, either through formal apprenticeship or through practical on-the-job experience and formal training.)
 8. **TRAINING REQUIREMENTS:**
 - a. **ON-THE-JOB LEARNING (OJL):** Tasks learned on-the-job, in which the apprentice must become proficient before a completion certificate is awarded. The learning must be through structured, supervised work experience.
 - b. **RELATED INSTRUCTION:** Means an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Office of Apprenticeship.
 - c. **WORK PROCESS SCHEDULE:** An outline of the tasks in which the apprentice will receive supervised work experience and training on the job, and the allocation of the approximate amount of time to be spent in each major process.
 9. **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 apprenticeship programs.
 10. **SPONSOR:** Means any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved.