



---

# APPENDIX A.2

## WORK PROCESS SCHEDULE



**ON-THE-JOB TRAINING OUTLINE**  
**RELATED INSTRUCTION OUTLINE**

---



## Appendix A.2

### WORK PROCESS SCHEDULE Childcare Lead Teacher

**O\*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 3004CB**

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

#### APPRENTICESHIP APPROACH

Time-based                       Competency-based                       Hybrid

#### TERM OF APPRENTICESHIP

The term of the apprenticeship is competency based with an OJL attainment of approximately 2 years, supplemented the minimum required 290.5 hours of related instruction.

#### RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journey worker ratio is: 1 Apprentice(s) to 1 journey worker(s).

#### 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: Apprentices will begin at the salary scale for *Assistant, Associate, or Lead Teacher based on experience and skills following published business salary scale. Progression through each of the periods and proficiency as outlined below will result in a salary increase of \$0.50 per hour each period. These incremental salary increases represent adoption of skills for an Lead Teacher and will result in a salary for mid to upper range as an Lead Teacher.*

*Adjustments to expectations may be made on an individual basis to accommodate individual learner needs.*

#### **Period 1/Level One Competencies:**

*Completion of at least two college courses with a passing grade and 1/3 of other related instruction.*

*Competencies may have a proficiency of 0 through 4, as these may be new skills or skills not yet started.*



---

**Period 2/Level Two Competencies:**

*Completion of at least four college courses with a passing grade and 2/3 of other related instruction.*

*Competencies may have a proficiency of 1-5, as these may be new skills or skills not yet started.*

**Period 3/Level Three Competencies:**

*Completion of six college courses with a passing grade and completion of all other related instruction.*

*Competencies may have a proficiency of 1-5, with at least 10/15 competencies scoring a 3 or higher.*

## **PROBATIONARY PERIOD**

Every applicant selected for apprenticeship will serve a probationary period of 90 days or probationary period as outlined in the employee handbook for the company, whichever period is greater.



## Appendix A.2

### ON-THE-JOB TRAINING OUTLINE

#### Childcare Lead Teacher

**O\*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 3004CB**

**Occupational Description:** Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth.

### *Teaching & Learning*

<b>Competency 1: Relationships and Interactions</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Communication Skills</i></b>			
Models clear articulation of thoughts and ideas as well as positive communication skills for staff and families.			
<b><i>Engagement</i></b>			
Sets up learning explorations for infants/toddlers while providing a secure base from which to launch explorations.			
<b><i>Knowledge of children, youth, and families</i></b>			
Models and promotes positive parent/child interactions based on the stage of development of the family.			
<b>Competency 2: Curriculum and Environment</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Developmentally appropriate environments and practice</i></b>			
Arranges learning materials and the environment based on observations of children's development.			



<b><i>Evaluation of appropriate equipment and materials</i></b>			
Observes infants/toddlers during routines and play to assess stages of development and how well the learning materials and equipment meet developmental needs.			
<b><i>The significance of play</i></b>			
Schedules routine play opportunities (outside as well as inside) to promote growth and development across all developmental domains.			
<b><i>Emergent curriculum</i></b>			
Employs observation techniques to discover evidence of emerging development, and modifies the environment/materials to encourage growth.			
<b><i>Research-based</i></b>			
Arranges learning activities based on recent research of attachment theory, brain development and infant/toddler development.			
<b><i>Design, development and evaluation</i></b>			
Uses the ITERS tool and translates results into practice to modify the environment. <a href="http://ers.fpg.unc.edu/node/84">http://ers.fpg.unc.edu/node/84</a>			
<b><i>Competence in content areas and academic disciplines</i></b>			
Demonstrates infant/toddler content competence by including information about early learning in notes or newsletters for families, and documentation panels depicting early learning.			



<b>Competency 3: Strategies for Teaching and Learning</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Intentionality</i></b>			
Plans and implements learning experiences in anticipation of the next developmental stage, to encourage growth.			
<b><i>Learning experiences that develop emerging critical thinking</i></b>			
Applies knowledge by talking about what is happening during play with infants and asks toddlers questions to stimulate problem-solving, such as “How can we move the block without using our hands?”			
<b><i>Reflective practice to promote positive outcomes</i></b>			
Practices self-reflection and flexible response in determining approaches to teaching that result in positive outcomes for individual children. Uses the Intermediate level I/T Specialized Competencies for self-assessment.			
<b><i>Developmentally appropriate approaches</i></b>			
Provides learning materials and activities that are appropriate and individualized for each child’s stage of development.			
<b><i>Tools and methods for early education</i></b>			
Puts knowledge into practice by seizing opportunities to educate children throughout the day, during routines and transitions, in active play and through verbal interactions.			



<b>Competency 4: Individualization</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Temperament</i></b>			
Provides information about each individual infant/toddler’s temperament to other primary caregivers and to child’s family.			
<b><i>Developmentally appropriate practices for individual children</i></b>			
Applies knowledge by planning and implementing individualized learning experiences for children.			
<b><i>Theoretical and legal foundation for special supports</i></b>			
Interprets the legal requirements of ADA, IDEA Part C, to ensure that supports for infants/toddlers and their families are provided in accordance with existing IFSPs. <a href="http://nichcy.org/laws/idea/partc">http://nichcy.org/laws/idea/partc</a>			
<b><i>Adaptations of the environment and curriculum</i></b>			
Provides accommodations for infants/toddlers with special needs by modifying the environment, equipment and learning activities.			
<b><i>Developmentally and culturally appropriate communication</i></b>			
Models respect for individual family culture and values regarding childrearing. Intentionally enters into conversations with infants or toddlers to stimulate oral communication and language development, using words of family’s home language when appropriate.			



<b><i>Effective partnerships with parents, families and other professionals</i></b>			
Welcomes team members into the environment, listens to ideas and advice, and acknowledges the contributions of team members.			
<b>Competency 5: Cultural Relevance</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
	<b>Rating:</b>	<b>Rating:</b>	<b>Rating:</b>
<b><i>Family involvement combined with effective methods of working with families</i></b>			
Employs family contributions to the infant/toddler environment such as photos, special items (which meet health and safety standards) for display, developmentally appropriate toys and books, etc.			
<b><i>Anti-bias curriculum</i></b>			
Practices reflecting on own bias and intentionally applies an anti-bias curriculum approach by eliciting information from families regarding their culture.			
<b>Competency 6: Positive Behaviors</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
	<b>Rating:</b>	<b>Rating:</b>	<b>Rating:</b>
<b><i>Support for developing executive function</i></b>			
Demonstrates by posting individual infant schedules for staff to follow, organizes space for infants or toddlers to successfully negotiate and locate learning materials, and/or posts a photo daily picture schedule for toddlers.			
<b><i>Appropriate theories and application of guidance (combined with) Pro-social behavior guidance strategies</i></b>			
Demonstrates developmentally appropriate expectations for infants/toddlers and redirects to			





avoid frustration. Provides choices for children that ensure positive outcomes.			
<b>Team approach</b>			
Models effective team strategies for the members of the team and assists in other team member responsibilities as needed to sustain a high-quality infant/toddler program.			

**Promoting Child Growth and Development**

<b>Competency 7: Children’s Learning and Development</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b>Developmental milestones</b>			
Plans curriculum and experiences that address the developmental characteristics and needs of infants and toddlers and makes appropriate referrals as needed.			
<b>Learning Standards (ELs)</b>			
Uses the ELs to enhance practice and promote reflection.			
<b>Developmental screening and assessment</b>			
Uses developmentally, individually, and culturally appropriate tools and strategies for screening and assessment and uses assessment results to inform curriculum for infants/toddlers.			
<b>Children with special needs</b>			
Participates in multidisciplinary planning teams, and provides input in and follows specific plans for infants/toddlers (Individual Family Support Plan, Individualized Health Plan); incorporates assistive technology as needed.			



<b>Competency 8: Influences on Development</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Environmental factors</i></b>			
Recognizes signs of stress in infants/toddlers and seeks to mitigate stress by providing warm, responsive, consistent interactions and familiar routines; encourages development of trust between children and adults.			
<b><i>Biological factors</i></b>			
Seeks to learn more about biological factors affecting individual infants/toddlers in order to provide more individualized care.			
<b><i>Social factors</i></b>			
Draws on knowledge of the impact of social factors to provide individualized care for infants/toddlers and support and resources for families.			
<b><i>Cultural factors</i></b>			
Models respect for and support of cultural differences; engages with families to provide culturally consistent care; ensures that family and cultural diversity are reflected in practice with infants/toddlers.			
<b>Competency 9: Health and Safety</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Children's nutrition and wellness (combined with) Health and safety policy development and implementation</i></b>			
Implements program policies and procedures to ensure infant/toddler health and safety, including proper administration of medication; explains program policies and procedures to families; offers input and feedback regarding efficacy of policies and recommendations for improvement.			



<b><i>Health and safety record keeping</i></b>			
Implements program policies related to health and safety record keeping, including reporting as needed on childhood illnesses, reporting to families about accidents or injuries, and keeping records of medication administration.			
<b><i>Emergency response and preparedness planning</i></b>			
Implements program policies for emergency preparedness, including fire and evacuation drills, and emergency response; explains these policies to families and provides reassuring support to infants/toddlers.			
<b><i>Child abuse and neglect</i></b>			
Establishes trusting relationships with infants/toddlers and families; implements program policies and state regulations related to preventing and reporting child abuse and neglect.			
<b><i>Child Care Licensing rules</i></b>			
Maintains compliance with state licensing rules; explains regulations to families as needed.			
<b>Competency 10: Application of Knowledge to Practice</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
	<b>Rating:</b>	<b>Rating:</b>	<b>Rating:</b>
<b><i>Child development theories</i></b>			
Draws on theoretical knowledge to design environments and experiences that support infant/toddler development and learning. Models responsive interactions to build trusting relationships and strong attachments.			
<b><i>Research-based practices</i></b>			
Designs environments that offer opportunities for exploration, play, and sensory experiences. Builds trusting, responsive relationships with infants and toddlers and provides appropriate scaffolding to help			



infants and toddlers develop and reinforce new understandings and skills.			
<b><i>Developmentally appropriate practice</i></b>			
Engages in interactions and plans learning experiences that are appropriate for each child’s developmental stage, individual abilities, temperament, needs, and cultural and familial context. Encourages children to build relationships with each other and engage in prosocial behaviors and helps children develop appropriate self-help skills and self-regulating behaviors.			
<b><i>Learning environments</i></b>			
Creates environments that are healthy, respectful, supportive and challenging for each individual infant or toddler and ensures that the environment reflects respect for each child’s culture, home language, individual abilities or disabilities, family context, and community. Provides opportunities for each child to make meaning from his or her experience through play, activity, and guided investigations.			
<b><i>Culturally responsive early childhood programs</i></b>			
Incorporates knowledge of families’ cultural contexts, beliefs and practices about child rearing, and goals for their children into curriculum, routines, and interactions with infants/toddlers to provide individually and culturally responsive care.			

***Observing, Documenting and Assessing***

<b>Competency 11: Reflective Practice</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Philosophy of education</i></b>			
Adheres to the ethical guidelines and legal requirements of assessment			



<b><i>Methods and tools</i></b>			
Demonstrates competence in the appropriate use of child screening and assessment tools before using them.			
<b><i>Self-assessment to change of practice</i></b>			
Assesses the impact of his/her own interactions and practices on learning and development.			
<b><i>Classroom action research</i></b>			
Analyzes observations and documentation and uses the information to make decisions about practices that support infant/toddler learning and development.			
<b>Competency 12: Documentation of Curriculum and Learning</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Methods and tools</i></b>			
Chooses documentation tools and methods based on the purpose and method of observation of curriculum and learning.			
<b><i>Family, community and cultural contexts</i></b>			
Selects pertinent information to document and share with families and uses strength-based language that aligns with the family's cultural context in documentation of curriculum and learning.			
<b><i>Documentation for planning of curriculum and learning environments</i></b>			
Interprets and analyzes accumulated documentation to identify areas of strength or challenges and uses this information to develop more responsive and appropriate programs for individual infants/toddlers.			



<b>Competency 13: Assessments of Children’s Development</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Informal and formal assessment tools and methods</i></b>			
Selects assessment instruments and tools that promote authentic, developmentally and culturally appropriate assessment and conducts formal and informal assessments in various settings.			
<b><i>Systematic assessment of children’s learning and development</i></b>			
Creates a developmental profile for each infant/toddler using observations, anecdotal notes, and formal and informal assessments.			
<b><i>Family, community and cultural contexts: impact on child performance</i></b>			
Considers the potential impact of the assessment tools, methods and environment on the results.			
<b><i>Family, community, and cultural contexts for assessment</i></b>			
Integrates information from family and professionals into the assessment process.			
<b><i>Assessment as a guide to individualized teaching and learning</i></b>			
With supervision, applies assessment results in determining child outcomes, early interventions, and strategies to best meet the infant or toddler’s needs.			
<b><i>Referral practices</i></b>			
Recognizes atypical variations in development and makes appropriate referrals.			
<b><i>IFSP/IEP process</i></b>			
Participates in the planning, implementation, and monitoring of IFSPs.			



<b><i>Family engagement in assessment and referral</i></b>			
Works with families to identify strengths, concerns and goals as part of the assessment and referral process.			
<b><i>Observations to build effective relationships with learners</i></b>			
Engages in responsive, respectful and reciprocal interactions with infants/toddlers.			
<b>Competency 14: Communication of Documentation and Assessment</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Collaboration and Teamwork</i></b>			
Represents the interest of the infant/toddler and family in the assessment team.			
<b><i>Strategies for communicating in developmentally and culturally appropriate ways</i></b>			
Uses various observation tools to gather evidence of infant/toddler development and uses knowledge of individual families to communicate effectively.			
<b><i>Confidentiality in child and family assessment</i></b>			
Demonstrates respect for confidentiality when relating information to those within the team.			
<b>Competency 15: Program Assessment</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>	<b>Date: Rating:</b>
<b><i>Reflection on vision, mission and values</i></b>			
Participates in program assessment to assure that it supports its vision, mission and values.			
<b><i>Methods, tools and strategies</i></b>			
Uses appropriate methods, tools and strategies to critique the program to ensure alignment with developmental assessments of the strengths and needs of each child.			



<b><i>Stakeholder engagement</i></b>			
Uses appropriate methods, tools and strategies with families to assess current practice to determine if programming addresses their needs.			
<b><i>Continuous quality improvement</i></b>			
Uses the information gathered in assessments to develop and implement improvement plans.			





## EVALUATING PERFORMANCE SCALE

This rubric is an example that may be used to rate apprentices:

Rating	Definition
0	<b>Learning:</b> Apprentice has not learned this through RTI or OJL.
1	<b>Understands:</b> Apprentice can explain and discuss issues and concepts; has studied applications; and is familiar with this function, competency, and performance indicators of this occupation.
2	<b>Developing:</b> Apprentice integrates relevant knowledge and skill, and demonstrates this performance indicator with a limited degree of consistency in routine tasks.
3	<b>Competent:</b> Apprentice applies relevant knowledge and skill, and demonstrates this performance indicator with consistency in routine interactions and responsibilities.
4	<b>Skilled:</b> Apprentice demonstrates, applies, and integrates relevant knowledge and skills, and demonstrates this performance indicator with a high degree of consistency and effectiveness in most situations.
5	<b>Master:</b> Apprentice is especially skillful in demonstrating, applying, and integrating relevant knowledge and skills, and demonstrates this performance indicator with a high degree of consistency and effectiveness in routine and complex situations.

**Level 3 ratings** are expected for each performance indicator within each competency for successful completion of an apprenticeship program.

**Levels 4 and 5 ratings** should only be used occasionally to describe exceptional performance.



**Appendix A.2**  
**RELATED INSTRUCTION OUTLINE**  
**Childcare Lead Teacher**  
**O\*NET/SOC CODE: 25-2011.00 RAPIDS CODE: 3004CB**  
**Related Training Provider**



Class Number	Class Name	Credits	Hrs/Wk Class	Hrs/Wk Lab	Total Hours
	<b>Manchester Community College</b>				
ECE100M	Early Childhood Growth and Development	3			45
ECE104M	Foundations of Early Childhood Education	3			45
ECE116M	Child Health, Safety and Nutrition	3			45
ECE201M	Children's Individual and Special Needs	3			45
ECE214M	Dev. Ap. Guidance & Discipline for Young Children	3			45
	<b>AND</b> one of the following courses, corresponding with the Apprentice's chosen professional development track: ECE250M, ECE111M, or ECE112M	3			45
	<b>Prosolutions</b>				
	Prosolutions Pyramid Birth-Five				18
	<b>NH Connections</b>				
	Youtube Online NH Early Learning Standards Print to Practice				2



	Youtube Children: The Bedrock of the Granite State				0.5
<b>TOTAL MINIMUM HOURS</b>					<b>290.5</b>

<b>Course Descriptions and Objectives</b>
<b>Early Childhood Growth and Development</b>
<p>This course provides an in-depth study of typical growth and development from conception through age 8 with an emphasis on the specific needs and characteristics of each developmental level as described in developmental milestones charts and the NH Early Learning Standards. The experiences in this course will focus attention on how observation, documentation, and assessment can be used to inform understandings about children and the practice of teaching. Focused instruction is given on learning how to observe, document, and analyze children’s thinking and developmental processes. Insights gleaned from this learning will be enhanced by theories and research on child development. Prominent theories of child psychology, including but not limited to Piaget, Erikson, Maslow and Bronfenbrenner, will be introduced. At least 15 hours of observation of children in childcare settings is required.</p>
<b>Foundations of Early Childhood Education</b>
<p>This course takes an in-depth look at the 6 guidelines of Developmentally Appropriate Practice, as described by the National Association for the Education of Young Children (NAEYC), with a strong emphasis on play as the foundation of learning. The course also provides an overview of the field of Early Childhood Education, including the history of child care and current/ future trends in the field. Students will be introduced to the NH Early Learning Standards, the Pyramid Model, and the NH Child Care QRIS system. Observation of two different early learning programs is required.</p>
<b>Child Health, Safety and Nutrition</b>
<p>This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children’s diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting NH Childcare Licensing standards, and planning nutritious meals that are appropriate for each child. Recognition and treatment of child abuse victims will also be addressed. Students will be required to complete 10 online health and safety training modules through the New Hampshire Health &amp; Safety Training Program, which is mandated by the Child Care Licensing Bureau, in order to be eligible to work in any early childhood program. It should be noted that CPR and First Aid information is covered in this course; however, certification is NOT part of the course.</p>



### **Children's Individual and Special Needs**

The course will focus on the unique characteristics of young children with disabilities, delays, and/or risks and their families, including communication disorders, sensory impairments, physical and health related disabilities, child abuse, stress, and trauma. Room arrangement plans, accommodations and modifications based on unique learning characteristics will be explored. Screening, assessment, early intervention, individual education plans, inclusive education, community resources and family issues will also be presented and discussed.

### **Developmentally Appropriate Guidance & Discipline for Young Children**

The emphasis of this course is on the role of positive child guidance in preparing young children to become competent, confident and cooperative individuals. The Center on the Social and Emotional Foundations of Early Learning (CSEFEL) pyramid model will serve as the conceptual framework for evidence-based practices and intervention approaches. The course will focus on three main overarching themes: promotion of all children's social and emotional development, prevention strategies for at risk children, and individual & intensive interventions for children with persistent challenges. Access to an Early Childhood program is required in order to complete an ongoing and in-depth case study.

### **Childcare Administration and Management**

This course is designed to provide an overview of the skills and techniques required to effectively manage early care and education programs. Topics include program philosophy, policies and procedures, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct. Students explore diverse programs available to the community and examine state and federal licensing regulations, as well as national accreditation standards. Students critically analyze the degree to which financial issues of marketing, accounting, and funding affect the management of the center or family childcare home. In addition, students identify components of a healthy organization that manages people and resources in a positive, supportive manner. This course is required by NH State licensing rules for center directors. Prerequisite: ECE 100M and ECE 104M or Permission of the instructor

### **Infant/Toddler Practicum: Nurturing Environments**

This course is an introductory practicum that includes observation, participation, and teaching in an infant/toddler setting (students choose to take ECE111M OR ECE 112M as their first practicum). The manner in which a "prepared environment" leads to learning through play and stimulating the development of children will be the focus of the course. Students will observe the effects of space, equipment, materials, and relationships upon play, learning, and discovery. Students will plan and implement developmentally appropriate lesson plans based on the NH Early Learning Standards. Incorporating and documenting routine care as an integral part of the curriculum will be emphasized. Students will attend a weekly three hour practicum placement at an assigned site as well as a weekly seminar class. Students must pass this course with a C or better to move on to the next practicum course, ECE 202M



## Preschool Practicum: Learning Environments

This course is an introductory practicum that includes observation, participation, and teaching in a preschool setting (students choose to take ECE111M OR ECE 112M as their first practicum). The manner in which a “prepared environment” leads to learning through play and stimulating the development of children will be the focus of the course. Students will observe the effects of space, equipment, materials, and relationships upon play, learning, and discovery. Students will plan and implement developmentally appropriate lesson plans based on the NH Early Learning Standards. Students will attend a weekly three-hour practicum placement at an assigned site as well as a weekly seminar class. Students must pass this course with a C or better to move on to the next practicum course, ECE 202M.

## Prosolutions Pyramid Birth-Five

Course Learning Objectives

Module 1: Building Relationships and Creating Supportive Environments

Module 2: Social Emotional Teaching Strategies

Module 3: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses

Description

This curriculum is made up of three modules designed to promote healthy social emotional development, create supportive classroom environments, provide targeted strategies to help children learn to self-regulate and express emotions, and offer strategies to help children who have persistent challenging behaviors. This curriculum focuses on children ages birth through five.

## NH Connections

NH Online Early Learning Standards Print to Practice

YouTube 2 hours

Join us as we delve into the NH Early Learning Standards (ELS) in this online webinar training. Explore how to take the printed standards and make them come alive through real life applications. Through group activities and active discussions, participants will have the opportunity to familiarize themselves with the NH ELS and its format. Learn how the NH ELS can support your work with children in creating environments, planning activities, engaging in intentional conversations and evaluating observations. Join us as we discover how the NH ELS can be a resource in your program.

Children: The Bedrock of the Granite State

YouTube 30 minutes

Building a strong foundation in early childhood, will ensure that all New Hampshire's children are healthy, learning and thriving — our future depends upon it!



## SELECTION PROCEDURES

An apprentice shall: Be at least 18 years of age and have a school diploma or equivalent.

### SECTION I – APPLICATION PROCEDURES

- Applicants will be accepted for open apprentice roles based on business conditions. Every person requesting an application will have one made available. Applications are available upon request.
- All applications will be identical in form and requirements.
- Receipt of the properly completed application form will constitute receipt of a completed application.
- Completed applications will be checked for minimum qualifications. No further processing of applicants will occur if deficient in one or more qualifications or requirements or if false statements are made on their applications.
- Applicants meeting the minimum qualifications and submitting the required documents will be notified where and when to appear for an interview.

### SECTION II – 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 schedule interviews based upon hiring needs. All applicants who have met the minimum qualifications and have submitted the required documents must be notified of the date, time, and place to appear.
- Prior to the interview, each applicant will be required to review the Apprenticeship Standards and will be provided information about the program. If the applicant has any additional questions on the qualifications of needs additional information, it will be provided by the sponsor.
- The interviewer(s) will rate each applicant during the interview utilizing standardized questions taking into account the information on the application and required documents. The questions and responses will be maintained on file.
- After completing the interview and evaluation of the applicants, hiring manager will make a selection based on a best-fit assessment for the job opening.
- As openings for the registration of new apprentices occur, the highest ranked applicant will be notified of selection by telephone or email. It will be the responsibility of the applicant to keep the Sponsor informed of their current mailing address and telephone number.
- Selected applicants must respond to the notice of selection within 72 hours of notice.