



NEVADA LABOR COMMISSIONER
NEVADA STATE APPRENTICESHIP COUNCIL
2023 Non-Joint Standards of Apprenticeship

Appendix A

WORK PROCESS SCHEDULES AND RELATED INSTRUCTION OUTLINE

Helix Opportunity LLC

Digital Accessibility Developer (Application Developer)

O*NET-SOC CODE: 15-12.00 RAPIDS CODE: 1129CB

**APPROVED BY
THE NEVADA LABOR COMMISSIONER AND THE NEVADA STATE APPRENTICESHIP COUNCIL**

Toni Giddens, Nevada State Apprenticeship Director

REGISTRATION DATE: _____

RAPIDS PROGRAM ID NUMBER: _____

**DEVELOPED IN COOPERATION WITH THE
THE NEVADA LABOR COMMISSIONER, THE NEVADA STATE APPRENTICESHIP COUNCIL AND
THE U.S. DEPARTMENT OF LABOR**

Appendix A

WORK PROCESS SCHEDULE

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

1. TYPE OF OCCUPATION

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the occupation shall be defined by the attainment of all competencies of the position. 1) If the program uses a time-based approach, requires the completion of not less than 2,000 hours of [work experience,] on-the-job learning, consistent with training requirements as established by practice in the trade; (2) If the program uses a competency-based approach, specify the skills that must be demonstrated by an apprentice and address how on-the-job learning will be integrated into the program; or (3) If the program uses a hybrid approach, specify the skills that must be acquired and the minimum number of hours of on-the-job learning that must be completed by an apprentice.

This would be expected to occur within approximately 2000 hours (must be at least 2,000 hours) of OJL, supplemented by the minimum of 144 hours of related instruction per year of the apprenticeship.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journey worker/fully trained worker ratio is: __ apprentice(s) to journey worker/fully trained worker(s).

4. APPRENTICE WAGE SCHEDULE

An apprentice minimum starting wage will be at least \$20 per hour. Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journey worker/fully trained worker wage. A journey worker/fully trained worker minimum wage will be at least \$23.

1-Year Term Example:

1st 6 months = % or \$ 2nd 6 months = % or \$

Periodic review and evaluation of the apprentice's on-the-job learning and related technical instruction will be conducted in alignment with the wage schedule established.

5. WORK PROCESS SCHEDULE (See attached Work Process Schedule)

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

6. RELATED INSTRUCTION OUTLINE (See attached Related Instruction Outline)

The sponsor may modify the related instruction to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

Appendix A

WORK PROCESS SCHEDULE

The term of the occupation shall be defined by the attainment of all competencies, both technical and behavioral, of the position, which would be expected and approximated to occur within 2000 hours of OJL, supplemented by a minimum of 200 hours of related instruction per year of apprenticeship.

Apprenticeship Competencies – Technical

Item	Work Processes	Approx. Hours
A	Collaborate with others to determine design specifications or details.	52
B	Confer with systems analysts, engineers, programmers and others to design systems and to obtain information on project limitations and capabilities, performance requirements and interfaces.	52
C	Collaborate with others to resolve information technology issues.	52
D	Confer with data processing or project managers to obtain information on limitations or capabilities for data processing projects.	52
E	Communicate project information to others.	52
F	Prepare reports or correspondence concerning project specifications, activities, or status.	52
G	Develop performance metrics or standards related to information technology.	52
H	Determine system performance standards.	52
I	Develop testing routines or procedures.	52
J	Develop or direct software system testing or validation procedures, programming, or documentation.	52
K	Evaluate, and maintain, accessibility quality throughout the development life cycle.	52
L	Utilize of project management, bug and issue tracking platforms effectively and skillfully.	52
M	Gather and analyze project data to determine specifications or requirements to build wireframes. Build out wireframes. Test wireframes. Create the actual layout.	52
N	Gather and analyze all relevant product	52
O	data. Investigate, and understand, users with, and without, disabilities personas and pain points. Identify the user flow.	52
P	Determine the structure and features of the page and find a solution that will work best for the target user based on research data.	52
Q	Organize the features on pages, while limiting the number of options and the possibilities for errors. Create the actual layout.	52
R	Test by creating a single prototype.	52
	Transition into a mock-up, a visual simulation of the final product.	52

2023 Non-Joint Standards of Apprenticeship

S	Prep the files for final development, including all of the measurements for the features and their placement.	52
T	Plan and develop user experience research activities that include users with disabilities. Conduct user experience research.	52
U	Demonstrate ability to identify and apply World Wide Web Consortium basic concepts and limitations of the specific guidelines, principles, and techniques, what is normative vs. nonnormative what is included in different levels.	52
V	Apply concepts related to Web Accessibility Initiative-Accessible Rich Internet Applications.	52
W	Apply concepts on how to make content usable for people with cognitive and learning disabilities.	52
X	Apply concepts related to Authoring Tool Accessibility Guidelines.	52
Y	Apply other World Wide Web Consortium accessibility documentation as required.	52
Z	Demonstrate ability to design software applications using accessibility supported technologies.	52
A2	Design, develop and modify software systems, using scientific analysis and mathematical models to predict and measure outcomes and consequences of design.	52
B2	Utilize structured programming techniques, such as HTML, CSS, and JavaScript, MySQL, ObjectiveC, Swift, C++, or C and other web development languages, as applicable.	52
B3	Demonstrate ability to test usability, and interoperability of software, and applications, with assistive technologies.	52
B4	Validate interoperability with various assistive technologies that may be used by persons with disabilities.	52
B5	Demonstrate ability to design and implement accessibility tests for conformance with World Wide Web Consortium accessibility standards.	52
B6	Identify necessary level of accessibility conformance and create automated and manual testing plans.	52
	Perform automated, and manual, accessibility tests.	52
B7	Design and implement standard controls vs. custom controls, in accordance with World Wide Web Consortium Web Accessibility Initiative Guidelines and best practices.	52
B8	Recognize when to Design and implement standard controls vs. custom controls.	52
B9	Competency: Demonstrate ability to design custom controls, in accordance with World Wide Web Consortium Web Accessibility Initiative Guidelines and best practices.	52
	Total hours (approximate)	2000

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

Apprenticeship Competencies – Behavioral

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

Item #	Behavioral Competencies
1.	Participation in team discussions/meetings
2.	Seeks constant improvement in work processes and techniques
3.	Performs satisfactory independent work
4.	Express openness to new ideas and change
5.	Demonstrates excellent communication skills
6.	Knows when to ask for help
7.	Organize, multitask and work in a fast-paced deadline driven work environment.
8.	Able to demonstrate effective one-on-one communication skills
9.	Maintains an acceptable attendance record
10.	Reports to work on time
11.	Completes assigned tasks on time and independently
12.	Uses appropriate language
13.	Demonstrates respect for co-workers and supervisors
14.	Demonstrates trust, honesty, and integrity
15.	Requests and performs work assignments without prompting
16.	Troubleshoot and resolve problems
17.	Maintains a positive attitude
18.	Cooperates with and assists co-workers
19.	Follows instructions/directions
20.	Able to work under supervision
21.	Able to accept constructive feedback and criticism
22.	Able to follow safety rules
23.	Able to take care of equipment and workplace
24.	Able to keep work area neat and clean
25.	Able to meet supervisor's work standards
26.	Able to not let personal life interfere with work
27.	Adheres to work policies/rules/regulations
28.	Cares appropriately for personal dress, grooming and hygiene
29.	Work under pressure and time constraints while maintaining a high level of work quality
30.	Accepts constructive feedback and criticism.
31.	Follows safety rules

RELATED INSTRUCTION OUTLINE

The related instruction has been developed in cooperation with employer-partners as part of the apprenticeship. The following is a set of courses to be delivered by subject matter experts.

Related Technical Instruction (RTI) - This instruction shall include, but not be limited to, at least 242 hours per year for each year of the apprenticeship. The related theoretical education listed below is tightly integrated with real work product. The curriculum is defined as a variety of classes, around which the exams and projects are based. By defining the RTI this way, all competencies required of the students are met, through project work.

COURSE TOPICS	HOURS
A. Cooperative Understanding	12
B. Disabilities, Challenges, and Assistive Technologies	30
C. Accessibility and Universal Design	30
D. Standards, Laws, and Management Strategies	30
E Creating and Managing Accessible Web Content	50
F. Programming for Web Applications	50
G. Web Development	40

COURSE TOPIC DESCRIPTIONS

- A. This course topic will provide the learner with a deeper understanding of the power of human inclusion, principles and practices and what it means to be more inclusive, invite, excite, attract, and meaningfully engage, all people.
- B. This course topic will provide the learner with a deeper understanding of Theoretical models of disability provide perspectives and frameworks through which to understand disability. The main categories and types of disabilities along with the barriers people with disabilities often face to full participation in society. Assistive technologies and Adaptive strategies and their application for different types of disabilities.
- C. This course topic will provide the learner with a deeper understanding of universal design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. Learner will also understand the relationship between accessibility, usability, and universal design. They will learn the difference between universal design and Accommodations.

- D. This course topic will provide the learner with a deeper understanding of the prominent international declarations and conventions that protect human rights and the rights of people with disabilities. They will understand the purpose and protections of the Convention on the Rights of Persons with Disabilities. Rights of Persons with Disabilities.
 - E. This course is designed to teach students how to write, design, and manage accessible content. Students will learn how to publish accessible content via content management systems (CMS) and on social media platforms.
 - F. This introductory internet programming course provides students with fundamental knowledge of internet programming with JavaScript and Hypertext Preprocessor (PHP), a widely used, open source, general-purpose server side programming language. Student's design and write applications that extend web servers. These applications use backend databases to process data submitted through web forms and provide access to dynamically generated webpages with the retrieved data from the database.
 - G. This course is an introduction to technologies used to create dynamic, expressive, and responsive websites, using HTML5 (Hypertext Markup Language), CSS (Cascading Style Sheets), and WordPress, a popular Content Management System. Students will learn how to structure documents logically and create information-rich sites using WordPress, incorporating new HTML5 features including typography, social tools, geolocation, drag-and-drop functionalities, and API's (Application Programming Interfaces). Students will also use CSS3 to control the style, appearance, and presentation of website content, using animation, transformation, transition, filter, and shadow techniques. Accessibility guidelines will also be covered for compliance with current legislation, such as the ADA (Americans with Disabilities Act) and Section 508 of the Rehabilitation Act, in addition to legislation from abroad that affects multi-national companies headquartered in the United States.
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SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

Helix Opportunity LLC hereby adopts these standards of apprenticeship.

Sponsor(s) designate the appropriate person(s) to sign the standards on their behalf.

Signature of Sponsor (*designee*)

Date: 08/13/2024

David Fazio, CEO

Type Name & Title