



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

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## Appendix A

### WORK PROCESS SCHEDULES AND RELATED INSTRUCTION OUTLINE

*TrainTheTrades, LLC*

**Training and Development Specialist**

**O\*NET-SOC CODE:   13-1151.00   RAPIDS CODE:   2042**

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

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**Toni Giddens, Nevada State Apprenticeship Director**

REGISTRATION DATE:   6/18/24  

RAPIDS PROGRAM ID NUMBER:   2046  

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: 1\_ apprentice(s) to journey worker/fully trained worker(s).

#### 4. APPRENTICE WAGE SCHEDULE

An apprentice minimum starting wage will be at least \$ **15** 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 \$ **22**.

##### 1-Year Term Example:

1<sup>st</sup>                      6 months = % or \$                      2<sup>nd</sup>                      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 144 hours of related instruction per year of apprenticeship.

**Apprenticeship Competencies – Technical**

<b>Item</b>	<b>Work Processes</b>	<b>Approx. Hours</b>
A	Present information with a variety of instructional techniques or formats, such as role playing, simulations, team exercises, group discussions, videos, or lectures.	100
B	Obtain, organize, or develop training procedure manuals, guides, or course materials, such as handouts or visual materials.	150
C	Evaluate modes of training delivery, such as in-person or virtual, to optimize training effectiveness, training costs, or environmental impacts.	150
D	Offer specific training programs to help workers maintain or improve job skills.	100
E	Assess training needs through surveys, interviews with employees, focus groups, or consultation with managers, instructors, or customer representatives.	150
F	Monitor, evaluate, or record training activities or program effectiveness.	150
G	Design, plan, organize, or direct orientation and training programs for employees or customers.	150
H	Develop alternative training methods if expected improvements are not seen.	150
I	Evaluate training materials prepared by instructors, such as outlines, text, or handouts.	100
J	Monitor training costs and prepare budget reports to justify expenditures.	150
K	Devise programs to develop executive potential among employees in lower-level positions.	100
L	Attend meetings or seminars to obtain information for use in training programs or to inform management of training program status.	100
M	Coordinate recruitment and placement of training program participants.	100
N	Select and assign instructors to conduct training.	50
O	Negotiate contracts with clients for desired training outcomes, fees, or expenses.	150
P	Schedule classes based on availability of classrooms, equipment, or	100

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	instructors.	
Q	Keep up with developments in the area of expertise by reading current journals, books, or magazine articles	50
	<b>Total hours (approximate)</b>	<b>2000</b>

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.

<b>Item #</b>	<b>Behavioral Competencies</b>
1.	Participation in team discussions/meetings
2.	Focus in team discussions/meetings
3.	Focus during independent work
4.	Openness to new ideas and change
5.	Ability to deal with ambiguity by exploring, asking questions, etc.
6.	Knows when to ask for help
7.	Able to demonstrate effective group presentation skills
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
12.	Uses appropriate language
13.	Demonstrates respect for patients, co-workers, and supervisors
14.	Demonstrates trust, honesty, and integrity
15.	Requests and performs work assignments without prompting
16.	Appropriately cares for personal dress, grooming and hygiene
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

**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 144 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.

<b>COURSE TOPICS</b>	<b>HOURS</b>
A. Module 1: Introduction to Training and Development	# 10
B. Module 2: Adult Learning Principles and Instructional Design	# 21
C. Module 3: Training Needs Assessment and Analysis	# 21
D. Module 4: Training Delivery and Facilitation	# 14
E. Module 5: Evaluation of Training Programs	# 14
F. Module 6: Training Management and Budgeting	# 14
G. Module 7: Talent Development and Succession Planning	# 10
H. Module 8: Technology in Training and Development	# 10
I. Module 9: Professional Development and Career Pathways	# 10
J. Module 10: Capstone Project and Final Assessment	# 20

**COURSE TOPIC DESCRIPTIONS**

- A. Description #1/A.- The purpose of this training program is to provide participants with a comprehensive understanding of Training and Development, including the role of a Training and Development Specialist, the history of training and development, the importance of training and development in organizations, and ethical considerations in training and development.
  
- B. Description #2/B.- The purpose of the training is to provide participants with a comprehensive understanding of adult learning principles and instructional design, equipping them with the essential skills to succeed in the field of training and development.

C. Description #3/C.- The purpose of this training is to provide participants with a comprehensive understanding of training needs assessment and analysis. By the end of the program, participants will be able to recognize the importance of training needs assessment, identify performance gaps, develop effective training strategies, and align training with organizational goals.

D. Description #4/D.- The purpose of this training is to equip participants with the skills and strategies needed to effectively deliver training sessions and facilitate engaging and interactive learning experiences. Participants will learn how to handle challenging training scenarios, engage diverse audiences, and develop facilitation skills to become effective trainers.

E. Description #5/E.- This training is designed to provide a comprehensive understanding of the evaluation of training programs, introducing participants to the different types of evaluation, measurement of effectiveness, data collection and analysis methods, making recommendations for improvement, and practical application of learning.

F. Description #6/F.- The purpose of this training is to provide participants with a comprehensive understanding of training management and budgeting, and how it contributes to organizational success. By the end of the training, participants will be equipped with the knowledge and skills to effectively manage training programs, identify training needs, develop training plans, and ensure compliance with industry standards and regulations.

G. Description #7/G.- The purpose of this training is to provide a comprehensive understanding of talent development and succession planning, and how it contributes to organizational success and sustainability. Participants will gain practical knowledge, skills, and best practices to excel in the field of talent development.

H. Description #8/H.- The purpose of this training is to introduce the concept of technology in training and development, discuss the benefits and importance of incorporating technology in training programs, and explore various technology tools and platforms.

I. Description #9/I.- This training is designed to help professionals in the training and development field understand the importance of professional development, networking, career advancement opportunities, and personal branding in order to achieve success and growth in their careers.

J. Description #10/J.- The purpose of the training is to provide participants with a comprehensive understanding of capstone projects and final assessments, and to equip them with the necessary skills to develop, implement, and evaluate effective training and development programs.

**SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS**

**TrainTheTrades, LLC hereby adopts these standards of apprenticeship.**

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

*Jacqueline Grant*  
**Signature of Sponsor (designee)**

**Date:** 6/18/24

*Jacqueline Grant, Founder and Director*  
**Type Name & Title**