



LETTER AGREEMENT NO. 20-34-PGE

IBEW



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TOM DALZELL
BUSINESS MANAGER

May 22, 2020

Mr. Tom Dalzell, Business Manager
Local Union No. 1245
International Brotherhood of
Electrical Workers, AFL-CIO
P.O. Box 2547
Vacaville, CA 95696

Dear Mr. Dalzell:

The Master Apprenticeship Agreement (MAA) requires the Joint Apprenticeship and Training Committee (JATC) to establish an Administrative Procedures Manual for each apprenticeship training program.

The Company and Union have agreed that the Administrative Procedures Manual shall consist of specific standards for all apprenticeship training programs. Variations within the program are represented below:

- Eligibility requirements for internal PG&E employees through job bidding.
- Length of apprenticeship training program.
- Successful completion of the training program.
- Failure to progress in the training program, (failure to meet the Standards of Achievement).
- Wage step progression structure.
- Other special provisions that may be applicable.

For each newly indentured apprentice, advancement to the next step requires successful completion of the Standards of Achievement as specified in the jointly agreed to Administrative Procedures Manual. The protocol for progression and failure to advance will be consistent with the specifics as identified in this agreement and in the Administrative Procedures Manual.

In no event shall the Administrative Procedures Manual supersede this letter of agreement or the Master Apprenticeship Agreement. Typographic errors and omissions or minor edits to the Administrative Procedures Manual that have no material effect shall be made and reported to the JATC.

The JATC has agreed that the curriculum and associated qualifications can be updated by the sub-committee as needed, to ensure the program reflects current work practices and procedures. These JATC approved updates will be documented and captured in an Apprentice Committee (AC) letter.

Pursuant to Section 109.2 of the Physical Collective Bargaining Agreement (CBA) and the Master Apprenticeship Agreement (MAA), the Company and Union established a joint training subcommittee to

update the Apprentice Transmission Gas System Operator Training Programs. On December 9, 2016, the JATC approved the Administrative Procedures Manual and training curriculum in AC Decision DEC-16-199.

Eligibility for Apprenticeship through Job bidding (Title 205)

- Pass applicable tests/test batteries as agreed-to by the Company and the Union for existing represented employees, which may include existing tests (e.g., Physical Test Battery, Industrial Skills Test, Console Operator Basic Requirements Assessment COBRA etc.) or new tests deemed appropriate.
- Possess a valid Class “C” driver’s license.

Wage Rates

Apprentice wages per step are defined in the most recent [Exhibit X](#) of the [Collective Bargaining Agreement](#), located on the [Labor Relations Intranet webpage](#).

Specifics for the Apprentice Transmission Gas System Operator Training Program will Include the Following:

1) Length of Training Program

- The duration of this program is 18 months, divided into 3, six month steps with step and wage progressions every 6 months. Step and wage progressions are contingent upon successful completion of program requirements per step.
- Section F.10.c. (or E.9.d of the GC MAA) of the Division Master Apprenticeship Agreement (MAA) will not apply to new apprentices who do not come from within the line of progression for this program.

2) Successful Completion of the Training Program

- The apprentice will become a Journeyman Transmission Gas System Operator upon successful completion of all the Standards of Achievement, including the length in program. No temporary upgrades, advanced placement, or early promotion permitted.

3) Apprentice Roles, Responsibilities, and Standards of Achievement

In order to be eligible to progress to the next step, the apprentice must meet the Standards of Achievement as defined below.

- Satisfy the required time in each step (six months per step); and
- Accurately complete and record Self-Reported Activities (SRA's) specified for each step; and
- Successfully complete all formal training specified for each step, to include all relevant qualifications; and
 - Successfully complete the Step Progression Test (SPT) specified for each step; and

- Continually display positive attitude and behaviors; and
- Continually comply with safety rules and work procedures; and
- Satisfy the Apprentice Roles and Responsibilities as defined in the Administrative Procedures Manual.

4) Failure to Progress

If an apprentice does not meet the Standards of Achievement, and/or fails to follow the Apprentice Roles and Responsibilities as defined in the Apprentice Administrative Procedures Manual, he or she will be placed on an Action Plan. The Action Plan will:

- Begin on the day a deficiency is presented to the Apprentice and Supervisor by the Apprentice Coordinator and be scheduled to end no later than 30 consecutive days unless special provisions have been approved by the JATC.
- End on the day the Action Plan requirements are fulfilled.

All Action Plans must be submitted to the JATC for review and approval. The JATC has the final authority to:

- Approve / extend an Action Plan.
- Remove an apprentice from the program.

Time Period	Number of Action Plans Permitted	Subject to JATC Removal If:
First Step - Third Step (0 mo – 18 mo)	Up to 2, total Action Plans during the entire program, 3 steps.	If there is a need for a 3 rd Action Plan at any point in time during the five step program, the apprentice is subject to be removed by the JATC.

If an apprentice has exhausted his or her allotment of Action Plans, the apprentice will have their apprentice training program suspended by the Apprentice Transmission System Operator program leader/LRC committee members pending review by the JATC. All apprentice removals are subject to review and approval by the JATC.

The JATC will rely on PG&E leaders (Supervisors) to use the Positive Discipline (PD) process to address apprentices' attitude, behavior and attendance.

Mr. Tom Dalzell

May 22, 2020
LA 20-34-PGE

This proposed agreement has been reviewed by Assistant Business Manager Mike Adayan.

If you agree, please so indicate in the space provided below and return one executed copy of this letter to the Company.

Very truly yours,


PACIFIC GAS & ELECTRIC COMPANY

By: 

Matthew Levy
Senior Director and Chief Negotiator

The Union is in agreement.

LOCAL UNION NO. 1245, INTERNATIONAL
BROTHERHOOD OF ELECTRICAL WORKERS, AFL-CIO

By: 

Tom Dalzell
Business Manager

May 26, 2020 _____, 2020

Apprentice Transmission Gas System Operator (ATGSO)

ADMINISTRATIVE PROCEDURES MANUAL



Version 2.0 December 9, 2016

Document Identification Sheet

Document Title Administrative Procedures for Apprentice Transmission Gas System Operator Training Program for Gas Operations.

Abstract This document outlines the administrative procedures in support of both implementation and sustainment of the Apprentice Transmission Gas System Operator Program.

Keywords Apprentice, Journeyman , Supervisor, Training Coordinator, Local Review Committee

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Phone Number	925-244-4503
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Document Approval The present edition of this document has been approved by the following management authorities:

Name	Nick Stavropoulos
Department	Gas Operations
Title	President

Continued on next page

Document Identification Sheet, Continued

Document Approval History

Stakeholder Role	Name
California State Representative	Jerriann McKenzie, DAS
JATC, Chair	Dan Amour, PG&E
JATC, Secretary	Bob Gerstle, IBEW
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**Pacific Gas and
Electric Company™**

IBEW



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- DECISION
- LETTER DECISION

Apprentice Committee Case # DEC-16-199

The Joint Apprenticeship Training Committee reviewed the Apprentice Transmission Gas System Operator Administrative Procedures Manual. Based on the information submitted and reviewed by the Committee, the JATC approves the content of the Administrative Procedures Manual effective December 9, 2016.

The following JATC member were present at this meeting: Dan Amour, JATC Chair; Bob Gerstle, JATC Secretary; Jerry Cooper, PG&E; Alicia Collins, PG&E; David Niemeier, PG&E; Roberto Balestreri, IBEW; Kyle Whitman, IBEW; David Sankey, IBEW.

DAN AMOUR, Chairman
Joint Apprenticeship & Training Committee

12/9/16
Date

BOB GERSTLE, Secretary
Joint Apprenticeship & Training Committee

12/9/16
Date

cc: Field Training Coordinator

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General Information

Purpose	<p>The <i>Administrative Procedures Manual</i> is a supporting document for the Apprentice Transmission Gas System Operator (ATGSO) Training Program and complies with both the Letter of Agreement (LA) included in the beginning of this manual, and the Master Apprenticeship Agreement (MAA).</p> <p>The apprentice training program is designed to support the apprentice’s successful completion of the program. Occupying an apprentice position involves a number of required steps. Each action must be completed in turn so that the process continues in an orderly fashion and all contractual obligations are fulfilled.</p>
Eligibility & Duration	<p>The eligibility and duration for this apprenticeship can be found in Letter Agreement XX-XX-PGE located at the beginning of this document.</p>
The MAA, LA & CBA	<p>The Master Apprenticeship Agreement (MAA) provides governance to all apprenticeship programs pursuant to Title 109.</p> <p>The Letter of Agreement (LA) is a negotiated agreement to establish the guidelines for a specific training program.</p> <p>This document does not replace the Master Apprenticeship Agreement (MAA) or the Collective Bargaining Agreement (CBA); it works in conjunction with each to provide the program specific administrative procedures.</p>
Division of Apprenticeship Standards	<p>Under the registration of the State of California’s Division of Apprenticeship Standards (DAS), PG&Es apprenticeship programs are regulated to ensure they meet the high standards necessary for preparing apprentices for the future, and to have a highly trained workforce ready to meet PG&Es needs today and tomorrow.</p>
Apprentice Program Management & Compliance	<p>PG&E Apprentice Program Management & Compliance (APMC) is a support function to all apprentice programs. This team works directly with the JATC, California State DAS, Veteran Affairs, and apprentice program sub-committees. APMC is responsible for record management for compliance purposes.</p>
Apprentice Subcommittee	<p>The subcommittee consists of at least 6 subject matter experts (SMEs) for this apprenticeship training program, with equal representation from union, and non-union members. Union represented employees on the JATC will recommend the union subcommittee members.</p> <p>This group works in collaboration with PG&E Academy to develop formal training and self-reported activities (SRAs) for the apprenticeship program. They work with the APMC group to customize the administrative procedures of the program. On an ongoing basis, the subcommittee meets and reviews the program and proposes changes as necessary.</p>

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General Information, Continued

Joint Apprenticeship and Training Committee

The Joint Apprenticeship and Training Committee (JATC) is governed by Title 109 of the Company and IBEW Physical Agreement and in accordance with the California Labor Code, and the California Code of Regulations—California Apprenticeship Council.

The functions of the Committee consist of matters relating to the entrance requirements of employees for apprenticeship training and the discussion and analysis of such subjects as methods of grading, related training, means of progression, etc.

The Committee is also responsible for overseeing training progression, case management, program governance, performance, evaluation and processes. The JATC headquarters office, under the direction of the Chairperson, is required to provide the following services:

- Annual certification of training programs
 - Maintenance of on-the-job progress reports
 - Maintenance of related instruction records
 - Enrollment of veterans
 - Certification of veterans' monthly attendance
 - Submit and maintain our company-wide DAS Program Standards
-

Additional Supporting Roles

This apprentice program is heavily dependent on on-the job training, tracked as self-reported activities (SRAs). The role of the support in the field, including the Journeyman, Crew Foreman/Crew Leaders, and Supervisor, is crucial to the success of this program. It is essential that these individuals take responsibility for their role as explained in the "Roles and Responsibilities" section of this document.

Veterans Benefits

Participation in an Apprenticeship program may entitle certain veterans to education benefits from the Veterans Administration. Apprentices who believe they may be eligible are encouraged to consult with a Veteran Education Benefits Counselor at <http://www.benefits.va.gov/gibill/index.asp>.

Apprentices are encouraged to take [APMC-0001WBT](#) in MyLearning. This training is designed to inform the apprentice about the VA education benefits application and monthly certification processes.

Resources

Supplemental information may be provided to help apprentices increase the knowledge and skills required to be fully competent in an apprentice and journeyman position.

Training Coordinators, Supervisors, Technical Instructors, and Journeymen are available to answer apprentice questions. Additional resources include the [Technical Information Library](#) (TIL) and the PG&E Academy.

Administrative Procedures

Safety First

It is essential that uniform and safe practices be followed during the apprenticeship; therefore, assignments of duties and work procedures will conform to those assigned to each step in this manual.

Apprenticeship Agreement (DAS-1 Form)

Within 10 calendar days of beginning the apprenticeship, the Training Coordinator, Supervisor or Manager will assist the new apprentice in completing the state apprenticeship agreement (DAS-1 Form).

The Training Coordinator will provide a copy of the signed agreement to the apprentice and will then forward the original document to Apprentice Program Management Compliance (APMC) for their action.

Apprentice Orientation Requirements

The required Apprentice Orientation must be completed within the first 10 days of the apprenticeship with the Supervisor, Manager or Training Coordinator.

The Apprentice Orientation will include:

- Complete the [State of California DAS1 Apprentice Agreement](#)
 - Review and provide a copy of this [Administrative Procedures Manual](#)
 - Roles and responsibilities
 - The nature of the work, job hazards, and working conditions
 - The possibility of travel during the apprenticeship
 - Training methodology
 - Testing, promotions, and pay
 - Methods for obtaining assistance with training or performance concerns
 - The consequences for failure to complete the apprentice program satisfactorily
 - The process for resolving conflicts or disputes
 - Review and provide a copy of the Master Apprenticeship Agreement (MAA)
 - Review available resources:
 - [IBEW website](#)
 - [PGE HR intranet site](#)
 - [IBEW Physical Wages EXHIBIT X](#)
-

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Administrative Procedures, Continued

Workload Management

Supervisors and apprentices are required to ensure that mandatory and voluntary overtime does not interfere with any of the following activities:

- Formal training
- Mandatory self-study activities and preparation for formal training
- Training assignments in the field and practice time
- Field training assignments that are necessary because training is not available at the local headquarters

Consistent with the need to maintain continuity of service and with the efficient cooperation of their workgroups, Supervisors will manage mandatory and voluntary apprentice overtime to minimize any adverse impact on apprentice self-study and preparation for training classes.

Field Training Record

The *Field Training Record* is the primary document used to record and track apprentice training activities.

Apprentices are responsible for maintaining and managing all documentation during the apprenticeship in the *Field Training Record*. The requirements and procedures contained in the *Field Training Record* are a part of these administrative rules and are mandatory.

Self-reported activities (SRAs) refer to on-the-job training activities. SRA's are tracked in several ways:

- On-the-job training (OJT) = task repetitions required to be competent in a task; (ex: you must perform this task 5 times during step 1).
 - On-the-job experience (OJE) = hours required to be competent in a task; (ex: you must spend 40 hours performing this task during step 1).
 - Job Performance Measure (JPM) = physical assessment conducted on the job. Specifics (proctoring requirements, what the requirements are to be successful, etc.) of each JPM are listed on each JPM form itself.
-

Apprentice Supervision

Working Conditions per CCR, Title 8

The *California Code of Regulations* (CCR), Title 8, §210, “Working Conditions” states:

Apprentices shall work under and with competent Journeymen and/or instructors and shall be assigned to work and learning tasks so that they obtain the diversified on-the-job training provided for in the apprenticeship standards.

The spirit of the language above is to ensure that apprentices are not performing work without oversight and that they are getting the necessary supervision and training to learn the proper work procedures and perform the work safely.

An apprentice may be assigned to work without direct supervision as part of a crew only after the apprentice has been instructed and trained in the duties or work procedures required, has performed such work under direct supervision, and is capable of performing such work safely.

Note: The Supervisor, and/or Manager, and/or Training Coordinator must review and approve all tasks that the apprentice does without direct supervision.

Supporting Document: *MAA Section F.2 and E.2 Training of Apprentices*

Required Supervision

Refer to the Master Apprentice Agreement ([MAA](#); [section F.2](#) (Division) and/or E.2 (General Construction) for specific guidelines for required supervision.

Apprentice Role and Responsibilities

Safety First

The apprentice must learn and observe the safety policies and procedures applicable to the tasks being performed. Safety is a condition of employment. Shortcuts, deviations from approved practices, or failure to observe all safety requirements will not be tolerated, and are cause for termination.

Standards of Achievement

Apprentices are responsible for their own success. Apprentices must meet all established Standards of Achievement as defined in the Letter Agreement in the beginning of this document, and the Appendix at the end.

Program Duties

The Apprentice is expected to do the following:

- Proactively seek guidance for knowledge/skill development
 - Meet with the Supervisor bi-weekly to review their progress
 - Complete all required tasks under the observation of a Journeyman, and ensure that the Journeyman documents the completion appropriately
 - Track SRA's in the *Field Training Record*. Maintain all required documentation
 - Complete all self-study tasks as assigned
 - Prepare for the next step progression test (SPT)
 - Immediately escalate any concerns about the work and its applicability to the required tasks to a Journeyman, Supervisor, and/or the Training Coordinator
-

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Apprentice Role and Responsibilities, Continued

Documenting Task Completion

The Apprentice is responsible for tracking their performance of the required activities in the *Field Training Record*. The apprentice must document SRA activities as they occur. The apprentice is responsible for obtaining appropriate sign off on these activities. Specific tasks may require dual sign-offs. Follow the sign-off guidelines listed in the *Field Training Record*.

Apprentices may document planned future no-training events (e.g., vacation, military duty, etc.) in advance; however, SRA completions may NOT be documented in advance.

Omissions and errors in training records may cause delays in step progression. Failure to accurately document training will be subject to investigation. If it is determined that records have been intentionally falsified, apprentices will be subject to review and may be subject to discipline and or discharge.

Critical Core Attitudes and Behaviors

Apprentices are responsible for upholding [PG&E's Vision and Values](#) in addition to displaying the following critical core attitudes and behaviors at all times:

- Demonstrate a positive and professional work attitude at all times
- Actively participate in safety tailboards
- Accept performance feedback in a positive spirit
- Ask for guidance and assistance when needed
- Provide support to other employees
- Consistently attend all training opportunities
- Practice learned skills to build competency and efficiency
- Correctly interpret and apply work procedures and standards
- Demonstrate the acquisition and retention of skills and knowledge
- Strengthen competency in personal, worksite, and public safety
- Work to always stay busy, be on task, and correctly finish all assigned tasks
- Follow directions given by Supervisors and Journeyman
- Consistently demonstrate the ability to make sound decisions throughout the duration of the program

Apprentice performance on the core attitudes and behaviors are informally discussed throughout the apprenticeship and are formally documented during the apprentice quarterly performance review.

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Apprentice Role and Responsibilities, Continued

Apprentice Accountability

Apprentices will assume responsibility and accountability for tasks they complete without direct supervision.

Correcting Errors in Training Records

Apprentices are required to check their training records on a monthly basis to ensure accuracy and must notify the Training Coordinator promptly if they find an error.
Links to the on-line records can be found on SharePoint.

Maintenance and Use of Books and Reference Materials

The school may loan each apprentice physical and electronic books and reference materials to support formal learning, self-study, and practice.

The apprentice is required to maintain current materials (updated with the latest revisions), keep them in good condition, and return them upon request.

It is important to maintain manuals and all reference materials since all step progression tests (SPT's) may require access to these materials.

Failure to maintain the manuals with the most current updates may lead to a failure of the test and *will not be excused*.

All books and reference materials, including electronic documents, are proprietary confidential.

Journeyman Role and Responsibilities

Safety First!

The Journeyman ensures a safe work environment for the apprentice, insisting that the apprentice observe all safety practices and procedures. He or she ensures that the apprentice is always supervised by a qualified Journeyman when the apprentice is performing tasks that need supervision, as defined in the “Apprentice Supervision” section of this manual.

Duties

The Journeyman will receive support and guidance from the Training Coordinator and Supervisor, including how to effectively coach an apprentice.

The Journeyman is expected to do the following:

- Take an active training role, as established by precedent and contract
 - Actively teach and demonstrate relevant skills in accordance with work procedures taught in the Apprentice Training Program
 - Include instructions in what is to be done, how it is to be done, and the reasons for doing the work in a specific manner
 - Review anticipated hazards and appropriate mitigation, and the means for doing the work safely and efficiently
 - Act as a role model for the apprentice, demonstrating correct work procedures and best practices at all times
 - Lead by example
 - “Do as I say, not as I do” is NOT acceptable
 - Meet with the assigned apprentice weekly to review their progress
 - Use personal observation and conversations with other knowledgeable workers to monitor the apprentice's progress
 - Notify the Supervisor or Training Coordinator of issues that need to be resolved
-

Reporting Performance and Behaviors

The Journeyman is encouraged to report the apprentice's performance and behaviors to the apprentice's Supervisor to be included in the apprentice's Quarterly Performance Review.

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Journeyman Role and Responsibilities, Continued

**Documenting
Task
Completion**

Journeyman are required to fulfill the documentation requirements for their role.

When the apprentice satisfactorily completes SRA tasks listed in the apprentice's *Field Training Record*, one qualified persons must initial and date the entry. Only Journeyman, Training Coordinator, and Supervisor may sign-off (initial and date) these requirements. Apprentices may not make sign-off entries.

It is expected that when the Journeyman signs off on a task, he or she has the concurrence of the others in the yard, and they are all in agreement about the apprentice's performance on the task.

LRC attendance and meeting specifics are covered in the "Local Review Committee" section of this document.

Supervisor Role and Responsibilities

Safety First! The Supervisor ensures a safe work environment for the apprentice, and ensures the apprentice observe all safety practices and procedures. The Supervisor ensures that the apprentice is always supervised by a qualified Journeyman when the apprentice is performing tasks that need supervision, as defined in the “Apprentice Supervision” section of this manual.

Supervisor Accountability Supervisors must confirm an apprentice’s training and qualifications prior to assigning tasks without direct supervision. Supervisors are responsible for assigning appropriate tasks.

Program Duties Supervisors will work with the Training Coordinator to forecast work, to plan and schedule suitable apprentice training. As early as practical in each step of the apprenticeship the Supervisor coordinates SRAs for each apprentice that is relevant to the activities for that step as described in the *Field Training Guide* with the forecast workload. The Supervisor identifies work opportunities that are needed in each step and are suitable for apprentice training.

Suitable work is reserved for apprentice training consistent with good business practices and the requirements for safety, protection of resources, and continuity of service. The Supervisor ensures that the Training Coordinator has an up-to-date knowledge of suitable work available for apprentice training.

Documenting Task Completion The Supervisor and Training Coordinator are responsible for monitoring and tracking training assignments to ensure apprentices are receiving the required training and experience.

The apprentice is expected to have required training completed and documented before the next scheduled step progression test (SPT).

If an apprentice fails to document SRA, the Supervisor will review the Standards of Achievement with the apprentice, and then record the discussion and failure to document SRA, in the Quarterly Performance Reviews.

Record Retention The Supervisor, in collaboration with the Training Coordinator, maintains necessary records on each apprentice to ensure that each apprentice has the opportunity to meet the Standards of Achievement set forth in the Letter Agreement at the beginning of this manual, and in the Appendix at the end.

The Supervisor is required to submit necessary documents to APMC and the Training Coordinator, as defined in the “Record Retention” section of this manual.

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Supervisor Role and Responsibilities, Continued

Monitoring Performance and Behaviors

It is the responsibility of the Supervisor and the Training Coordinator to ensure that the apprentice's performance is reviewed by the LRC before each step progression date.

The Supervisor will:

- Meet with the apprentice bi-weekly to review their progress (SRA, Formal Training, and Critical Core Attitudes and Behaviors).
- Document the apprentice's performance in the quarterly performance review file.
- Track and monitor the apprentice's accomplishments through frequent discussions with the Journeyman, and Training Coordinator, in addition to field observations of the apprentice's performance.

The Supervisor will evaluate each apprentice on his/her safety performance, attitude and behaviors associated with [PG&E Vision & Values](#) through Quarterly Performance Reviews. The Quarterly Performance Reviews file is used to record specific training accomplishments and/or issues during the 90 calendar day period. All evaluations of the apprentice must be fair and objective.

Examples of items related to meeting or not meeting expectations may include but are not limited to the apprentice:

- Demonstrating a positive and professional attitude at all times
- Actively willing to participate in tailboards
- Working to always stay busy, be on task, and correctly finish all assigned tasks
- Demonstrating the acquisition and retention of skills and knowledge
- Demonstrating the ability and motivation to seek knowledge of craft and safety through outside sources (trade magazines, web sites, safety alerts, etc.)

After the LRC meeting, the Supervisor is responsible for reviewing the Quarterly Performance review with the apprentice.

Action Plans

If an apprentice fails to meet the Standards of Achievement, as defined in the "Advancement Procedures" section of this manual, the Supervisor, in conjunction with the Training Coordinator, will prepare an Action Plan as defined in the "Advancement Procedures" section of this manual.

The Supervisor will communicate and document the requirements of the Action Plan with the apprentice. The supervisor will arrange work assignments and necessary training to ensure the apprentice is given the opportunity to successfully complete the Action Plan in a timely manner.

Training Coordinator Role and Responsibilities

Safety First! The Training Coordinator insists that the apprentice observe all safety practices and procedures.

Program Duties The Training Coordinator is the day-to-day resource for the administration of the apprentice training program.

As necessary, the Training Coordinator provides training resources, guidance, and advice, and facilitates access to technical experts to support all employees who have a role in the apprentice training process.

The Training Coordinator provides support and guidance to Journeymen, including how to effectively coach an apprentice.

The Training Coordinator suggests changes / revisions of the program to the subcommittee as appropriate.

Managing the Training Process The Training Coordinator monitors and tracks all phases of the apprentice program and identifies and corrects conditions or situations that interfere with the efficient training and timely progression of all apprentices.

The Training Coordinator communicates with the apprentice's Supervisor and Journeyman to confirm the apprentice is assigned appropriate work, and sequencing of SRA.

The Supervisor, Journeyman, and Training Coordinator are responsible for monitoring and tracking these assignments to ensure apprentices are receiving the required training and experience.

If specific training, experience, and duration of training assignments are not available at an apprentice's headquarters, the Training Coordinator can move the apprentice to gain the necessary experience as listed in the apprentices *Field Training Record*. The Training Coordinator can move the apprentice back to his or her headquarters, once such training requirements are met.

Field Visits It is the Training Coordinator's responsibility to ensure each apprentice receives the support necessary to successfully complete the training program. This includes ensuring the apprentice is receiving the proper training by scheduling the apprentice for required formal training courses in the appropriate step, and ensuring the apprentice is receiving support from their Supervisor and Journeymen in the field.

Continued on next page

Training Coordinator Role and Responsibilities, Continued

Monitoring Performance and Behaviors

It is the responsibility of the Training Coordinator to ensure that the apprentice's performance is reviewed by the LRC before each step progression date.

The Training Coordinator will:

- Meet with the apprentice quarterly to review their progress in the program
- Review the apprentice's accomplishments through frequent discussions with the Supervisor and Journeyman, during field visits

The Supervisor, Journeyman and Training Coordinator will evaluate each apprentice on his/her safety performance, attitude and behaviors associated with [PG&E Vision & Values](#) through the Quarterly Performance Review. The Quarterly Performance Reviews file is used to record specific training accomplishments and/or issues during the 90 calendar day period. Performance ratings are discussed with the apprentice after the LRC meeting, including critical core behaviors. All evaluations of the apprentice must be fair and objective.

Examples of items related to meeting or not meeting expectations may include but are not limited to the apprentice:

- Demonstrating a positive and professional attitude at all times
- Actively willing to participate in tailboards
- Working to always stay busy, be on task, and correctly finish all assigned tasks
- Demonstrating the acquisition and retention of skills and knowledge
- Demonstrating the ability and motivation to seek knowledge of craft and safety through outside sources (trade magazines, web sites, safety alerts, etc.)

The Training Coordinator and Supervisor will make corrective action recommendations for deficiencies if necessary, the Supervisor and Training Coordinator will create an Action Plan in accordance with the outline listed in the "Advancement Procedures" section of this document.

Action Plans

In conjunction with the apprentice's immediate Supervisor, the Training Coordinator co-develops Action Plans based on the feedback provided during the Quarterly Performance Review and Local Review Committee meetings, and monitors the apprentice's progress, as defined in the "Advancement Procedures" section of this manual.

JATC Program Report-out

Training Coordinators are required to provide periodic, detailed reports of the program.

Training Coordinators are required to attend (a minimum of) one JATC meeting per year, in which he or she will provide a detailed update on the program. APMC will coordinate the meeting date with the Training Coordinator.

Continued on next page

Training Coordinator Role and Responsibilities, Continued

Record Retention

The Training Coordinator maintains necessary records, as defined in the “Record Retention” section of this manual.

The Training Coordinator is required to submit necessary documents to APMC, these documents include:

- Apprentice Orientation Receipt
 - Signed Apprentice Agreement (DAS-1 Form)
 - Self-reported activities / on-the-job training (OJT), on-the-job experience (OJE), and job performance measures (JPM)
 - Quarterly Performance Reviews
 - Action Plan(s)
-

After the Apprenticeship Is Complete

At the completion of the apprenticeship, the Training Coordinator will notify APMC via email that the employee has met all requirements of the apprentice training program.

APMC will forward the following, to the Training Coordinator for presentation to the new Journeyman.

- California State - Certificate of Completion of Apprenticeship and card
 - JATC - Certificate of Completion of Apprenticeship
-

Manager Role and Responsibilities

Program Duties The Manager will monitor apprentice's accomplishments through frequent discussions with the apprentice's Supervisor and Training Coordinator.

These discussions should take place on a quarterly basis at a minimum and are in addition to participation in the LRC's review activities.

Attend apprentice graduations.

Local Review Committee The Manager is responsible for scheduling and facilitating the LRC meetings.

These quarterly meetings are mandatory and will be enforced at the Director level.

Harassment Policy

Zero Tolerance Harassment Policy

PG&E is committed to maintaining a work environment that respects individual differences. Apprentices are expected to behave in a professional manner and treat others with respect, fairness, and dignity. PG&E does not tolerate harassment or discrimination, including behavior, comments, jokes, slurs, e-mail messages, pictures, photographs, or other conduct that contributes to an intimidating or offensive environment. Harassment and discrimination also can occur in the form of bullying, initiation activities, or workplace hazing, which can be humiliating, degrading, or cause emotional or physical harm. No forms of harassment or discrimination are tolerated, regardless of the employee's willingness to participate, and such conduct can result in termination.

Apprentices must comply with applicable federal, state, and local statutes prohibiting conduct that could reasonably be construed as sexual in nature, or discrimination or harassment based on race, color, religion, age, sex, pregnancy, physical or mental disability, national origin, ancestry, medical condition, veteran status, marital status, sexual orientation, gender identity, genetic information, or any other non-job-related factor. This applies to all employment practices, including advancement, disciplinary decisions, benefits, training, and general workplace conduct.

Further, officers and other Supervisors are expected to be familiar with PG&E's standards on harassment and discrimination and with relevant federal, state, and local laws. Supervisors, who fail to take action, engage in harassment prevention, or permit harassment to occur not only expose PG&E to liability, they also expose themselves to personal liability. Employees can be held personally liable for engaging in harassment.

Travel

Training Requirements Requiring Travel

Apprentices may be required to travel to different parts of the service territory for training purposes. This requirement provides the apprentice with experience and opportunity to become familiar with working on facilities in different geographical areas throughout PG&E's service territory. When an apprentice is required to travel the appropriate provisions of Title 201 or Title 301 shall apply.

In addition, if the forecasted work at an apprentice's headquarters does not support the required training needs and reasonable efforts to make the needed work available are not successful, or if the apprentice's Supervisor anticipates that the required SRA will not be available because of a lack of related work, the Supervisor will notify the Training Coordinator in a timely fashion to arrange to have the apprentice assigned to work in a different area to gain the needed training and experience.

The specific training task and duration will be communicated to the apprentice with as much advance notice as practicable, **no less than 48 hours before the assignment is scheduled to begin.**

The Supervisor and Training Coordinator are responsible for monitoring and tracking these assignments to ensure apprentices are receiving the required training and experience.

Title 200 and 300 Training Assignments

When applicable and for training purposes only, the Company may:

- Assign Title 200 apprentices to Title 300 crews, however Title 200 apprentices must work within the Title 200 section of the agreement during the assignment, including Title 201 (Expenses) and Title 203 (Inclement Weather Practice).
- Assign Title 300 apprentices to Title 200 crews; however Title 300 apprentices will continue to be paid at the Title 300 wage rate and will continue to fall under the Title 300 working conditions.

These assignments will not be made to avoid the payment of overtime to the regular crew members or to rectify staffing deficiencies.

JATC Oversight

All assignments that require an apprentice to travel from their regularly assigned headquarters shall be reported to the Joint Apprenticeship Training Committee (JATC) for review.

Continued on next page

Travel, Continued

Travel Time

Hours documented in the *Field Training Record* for **self-reported activities (SRA's)** **exclude** any travel time needed to reach the place where the training is to be given. However, the training hours do include the time needed to prepare and maintain tools and equipment.

Example: If it takes you three hours to reach the job and you spend two hours performing the SRA(s) and then you drive three hours back, you can only record the two hours for SRA. The hours driven are not counted towards the SRA hours required.

Work Schedules and Supervision

When an apprentice travels for training purposes, the Apprentice will assume the work schedule assigned by the receiving supervisor consistent with existing schedules at the headquarters. Functional supervision of the apprentice is assumed by the receiving supervisor.

Training

Overview The apprentice program is a combination of formal training and self-reported activities (SRA's).

Formal Training Overview Formal training for apprentices refers to the mandatory courses, classes or schools for the apprenticeship.

Availability of Formal Training The opportunity to “make-up” a missed formal training class may be delayed. For this reason, apprentices must make every effort to maintain the expected progression and not fall behind.

- Employees will not schedule vacation during pre-scheduled training activities classes
- Apprentices who are unable to attend formal training, must contact their Training Coordinator and Supervisor with all relevant facts

If training is not offered until after the next scheduled step date, the Training Coordinator must work with the line of business, and the Academy to find a resolution. The Training Coordinator must update the JATC with the situation and action items taken.

Mandatory Prerequisites Formal training often requires mandatory prerequisite preparation by the apprentice before the class begins. Prerequisite materials may include web-based training (WBT), review of video-based content, reading, and exercises completed on-line or on paper. The apprentice must complete all prerequisites as required by and within the prescribed timelines identified in the program.

If it is determined that an apprentice has not completed the mandatory prerequisite preparation before attending a formal training, the apprentice will not be allowed to participate in the formal training, resulting in a failure for that portion of formal training.

Mandatory Self-study Both in-class and field training modules may contain mandatory self-study assignments (homework) that apprentices must complete on their own time. Mandatory self-study assignments are not eligible for monetary reward.

Recommended Self-study In addition to the mandatory self-study assignments, apprentices may receive additional assignments that are not mandatory, but strongly recommended as they provide additional reinforcement of the knowledge learned. Apprentices must complete recommended self-study assignments on their own time. Recommended self-study assignments are not eligible for monetary reward.

Continued on next page

Training, Continued

Appropriate Work Assignments

The primary purpose of apprentice work is training. For that reason, work assignments will concentrate on the development of new skills and knowledge.

The work assignments in each step of the apprenticeship will provide apprentices with opportunities to obtain basic knowledge of equipment and procedures. Work assignments will also allow apprentices opportunity to practice essential skills and gain confidence in their ability to do the work. Work assignments will increase in complexity and responsibility as the apprentice attains increased knowledge and capability.

Repetitive, production-type work that offers little or no learning activity is to be minimized.

Performing Self-Reported Activities (SRA) Out of Sequence

As a general practice, assignments of duties and work procedures in any period of training will concentrate on those specified in the *Field Training Record* for the current step or for previous steps.

If the nature of the work in the headquarters offers a unique opportunity for training in necessary skills that is out of the normal sequence, and if both the immediate Supervisor and the Training Coordinator agree that the apprentice is ready for such training, these special training events may be completed out of the normal sequence.

The Training Coordinator and the immediate Supervisor must give due consideration to the need for safety, the apprentice's skills, and the nature of the work.

Documenting Self-Reported Activities (SRA)

Sign-off responsibilities are specified in each respective Roles and Responsibilities section in this document. Omissions and errors in training records may cause delays in step progression.

Failure to accurately document training will be subject to investigation. If it is determined that records have been intentionally falsified, employees will be subject to review and may be subject to discipline and or discharge.

Assessment Procedures

Purpose of Assessments The purpose of assessments is to provide apprentices an opportunity to display their mastery of required skills and knowledge. Apprentices must pass all assessments that are a part of formal training, as well as the step progression tests (SPT).

Assessment Timing Assessments are scheduled in advance for all apprentices (course assessments are administered during formal training as part of the regular curriculum).

Late Arrival on SPT Day Apprentices who arrive late for a step progression test (SPT) may not be admitted and could be rescheduled for the next regular test date.

Photo ID Required The apprentice must be able to present a valid photo ID (driver's license or company ID card) for admission to the test.

Cheating Assessments are an individual effort and only authorized aids or references are permitted. Apprentices found cheating during any test will receive a failing grade for the test. Persons found cheating will be subject to disciplinary action up to and including removal from the apprenticeship and/or termination.

Assessment Content The assessments are based on the stated learning and performance objectives and the content of technical material (standards, guidelines, manuals, documents, etc.) that are a part of the craft.

SPTs are cumulative and will cover the content of the course(s) contained in the present step as well as topics covered in previous steps.

Step Progression Test Eligibility Apprentices must complete the following requirements to be eligible to take each Step Progression Test (SPT):

- Successful completion of all formal training specified for the apprentices' current step; and
- All Self-study requirements; and
- Completion of all SRA activities that are specified for the current step.

Continued on next page

Assessment Procedures, Continued

Step Progression Tests (SPTs)

Step progression tests can have multiple components. Examples include:

- Closed-book knowledge assessments (for example, recall and application of rules, procedures, practices, problem-solving, knowledge of theory).
- Open-book knowledge assessment (for example, research of technical data and specifications, determination of part numbers, spacing, sizes). The apprentice will need to use the assigned reference manuals during the step progression tests. Failure to maintain the manuals with the most current updates may lead to failing the test and *will not be excused*.
- Performance / Skill assessments (demonstrate the correct application of work procedures, Human Performance Tools, situational awareness, and safe work habits).

All assessments have a time limit.

Step Progression Test and/or Formal Training Failure & Remediation

If an apprentice fails to successfully pass a step progression test (SPT), that apprentice:

- Will be placed on a 90-Day Action Plan as explained in the “Advancement Procedures” section of this document; and
- **Will Not** be permitted to progress to the next formal training course as scheduled.; and
- Will be rreleased back to his or her respective headquarters; and
- Will be rescheduled for the next testing/training opportunity available; and
- May be required to retake the entire course; and
- Must meet the requirements of the action plan, to be eligible to progress to the next step

Advancement Procedures

**PG&E
Expectations**

PG&E expects an apprentice to accomplish the duties assigned in a manner that is consistent with the Company's safety, construction, and performance standards. This includes completing all program training requirements assigned by the Supervisor during the apprentice program.

**Early Program
Advancement**

During the apprenticeship, there are no provisions for early advancement to the next step. Both the training time and the training events must be completed as specified.

Under no circumstance will an apprentice be temporarily upgraded to a higher classification or assigned to perform work outside the scope of the apprenticeship training program and guidelines, as defined in the Appendix of this manual.

**Advancement
Requirements**

Each step of the apprenticeship program has unique training requirements and a specific pay rate. As apprentices progress through the program, they gain skills and knowledge and thereby become more productive on the job. This increase in the value of their work and results in a corresponding wage increase. Every time an apprentice promotes to a new step, they are awarded a wage increase that begins on the first day of the new step.

The advancement to the next step is a promotion that must be earned.

Promotion to the next step in the apprenticeship requires the apprentice meet the Standards of Achievement.

**Standards of
Achievement**

Apprentices are responsible for their own success. Apprentices must meet all established Standards of Achievement as defined in the Letter Agreement at the beginning of this document, and in the Appendix section at the end this manual.

Continued on next page

Advancement Procedures, Continued

Failure to Meet Standards of Achievement

Per the MAA section F.4:

“An apprentice who is due to progress to the employee’s next higher wage step in the wage progression and who does not meet the established Standards of Achievement shall:

- a. be notified of inadequate performance in writing prior to the date the apprentice is scheduled to receive the next higher wage step,
- b. be held in the apprentice’s present wage step, and
- c. be allowed a maximum of three months to meet the established Standards of Achievement for the wage step at which the apprentice is being held.
- d. A copy of the written notification shall be furnished to the Union Business Representative.”

If an apprentice does not meet the established Standards of Achievement, he or she will be placed on an Action Plan, contingent with the language below and in the Letter of Agreement in the beginning of this manual.

Step Progression after an Action Plan

If, during the Action Plan period, the apprentice meets the established Standards of Achievement, the Action Plan will end effective on the date the standards are met. The action plan end date will become the new step progression date, all future step progression dates will be calculated from the new step progression date.

Step Progression During Light Duty

If an apprentice has been ordered to perform light duty by a qualifying medical professional all training, including step progression will be delayed until the employee is released to regular duty without restrictions.

Apprentice wages will be administered per section 108.2 of the Collective Bargaining Agreement.

Step Progression After Leave of Absence

Extended absences from the workplace detract from training effectiveness and are detrimental to the apprentice. The rules that describe the treatment of absences are found in sections 204.2 and 304.1 of the collective bargaining agreement (union contract). Apprentice Decision 86-26 also reinforces these provisions for employees who suffer an industrial injury. Section 204.2 and 304.1 state in part:

“The ‘Wage Progression’ of an employee who is absent on leave of absence without pay for more than ten consecutive workdays will be delayed by a period of time equivalent to such leave of absence. The ‘Wage Progression’ of an employee in a beginning or other negotiated training classification who is absent for more than 25 consecutive workdays because of an industrial injury as defined in Section 108.1 or for an illness or disability and is receiving sick leave pay as provided in Section 112.1, will be delayed by the period in excess of the 25 consecutive workdays.”

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Advancement Procedures, Continued

Examples of Step Progression After a Delay

Extra time spent in any step (such as an action plan or leave of absence) can potentially delay the next step date.

Examples of step progression after a delay:

1. An employee enters Step 1 of the apprenticeship program, on December 1. Step 2 should begin in 6 months' time on June 1, but because of an unpaid leave of absence, the apprentices step date has been moved to August 1 of the same year.
2. The employee is now eligible to promote to Step 2 on August 1. All future step dates are progressed 6 months from this date, therefore pushing out the end date.
3. An employee enters Step 1 of the apprenticeship program on June 1. Step 2 should begin in 6 months' time on December 1, but because of poor performance, the apprentice is put on a 90-day action plan. The apprentice cannot progress to Step 2 until such a time that they successfully complete the action plan (which may take less than 90 calendar days).

The employee completes the action plan on January 1 creating a 31 day delay. The apprentice is now eligible to move into Step 2 on January 1. All future step dates are progressed 6 months from this date, therefore pushing out the end date.

Self-Removal

Self-removal has significant consequences. An apprentice shall notify the Training Coordinator if they wish to self-remove from the apprenticeship training program. The Training Coordinator must ask the apprentice to complete the "Self-removal" form. This request will be forwarded to the JATC (Joint Apprenticeship Training Committee) for review and the final decision per the MAA and CBA.

Becoming a Journeyman

All requirements contained in these administrative procedures (i.e., time in step, formal training, step progression tests, SRA, etc.) must be successfully completed before an apprentice may be promoted to Journeyman.

At the completion of the apprenticeship, the Training Coordinator will notify APMC via email that the employee has met all requirements of the apprentice training program.

APMC will forward the original State Certificate and card to the Training Coordinator for presentation to the new Journeyman. APMC will retain a copy of the certificate.

Please Note: The LOB is responsible for submitting the personnel change request (PCR) to move the employee to the Journey classification.

Quarterly Performance Reviews

Purpose

Apprentice quarterly performance reviews are very important because they:

- Document the successful progression of the apprentice through the training program.
 - Serve as written explanations for the demonstrated skills and abilities acquired by the apprentice and of the additional work responsibilities that are expected of the apprentice.
 - Explain and justify any additional training or personnel actions that are required in the case of an apprentice who does not meet the required Standards of Achievement.
-

Evaluation Process

In addition to obtaining and proving competency of the required knowledge and physical skills, apprentices will be evaluated on their safety performance, and their attitude and behaviors associated with PG&E values through critical core attitudes and behaviors evaluations with the, Journeymen, Supervisors, Training Coordinators, and Local Review Committees.

All evaluations of apprentices must be fair and objective.

If it is determined that an apprentice:

- Does not consistently demonstrate the ability to make sound decisions within their progression; and/or
- Has failed to demonstrate the work ethic and positive attitude required; and/or
- Has knowingly disregarded safety rules or work procedures; and/or
- Failed to maintain accurate records; and/or
- Fails to report to work on time

Then this information will be presented to the Local Review Committee (LRC) for review, and a recommendation will be made for either corrective action or the forwarding of the case to the Joint Apprenticeship and Training Committee (JATC) for review and a final decision.

Apprentices who do not meet the Standards of Achievement described within the administrative guidelines to include those listed above and/or the Master Apprenticeship Agreement (MAA) may be removed in accordance with the collective bargaining agreement (CBA).

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Quarterly Performance Reviews, Continued

Quarterly Performance Reviews

Performance reviews are completed at quarterly intervals. The interval begins on the day that the employee is awarded the apprentice classification. The Quarterly Performance Reviews file is used to record specific training accomplishments and challenges related to the Standards of Achievement, during the 90 calendar day period. Apprentice performance on the critical core attitudes and behaviors are also captured in this file.

The review documents:

- Apprentice work attitude
- Actively participation in safety tailboards
- Acceptance of performance feedback in a positive spirit
- Requests for guidance and assistance when needed
- Providing support to other employees and instructors
- Consistently attend all training opportunities
- Practice of learned skills independently to build competency and efficiency
- Correct interpretation and application of work procedures and standards
- Demonstrated acquisition and retention of skills and knowledge
- Competency in personal, worksite, and public safety
- Working to always stay busy, be on task, and correctly finish all assigned tasks
- Motivation to seek knowledge of craft and safety through outside sources (trade magazines, web sites, safety alerts, etc.)
- Following directions given by Supervisors, , and Journeymen

The review must be submitted to APMC no later than 10 days after the scheduled review date.

Local Review Committee

Purpose The Local Review Committee (LRC) provides comprehensive evaluation of apprentice performance, factoring in all aspects of the program requirements.

The committee:

- Reviews each apprentice’s performance at least once per step
- Reviews the apprentice’s quarterly performance reviews
- Ensures apprentices are receiving the required training, experience and support
- May make recommendations about advancing an apprentice, action plans, or removal from the program

Critical Success Requirements The LRC needs to maintain objectivity in its reviews and recommendations. It is important that the apprentice understand the power of the review committee and the importance of consistently performing to the best of his/her ability through the entire apprentice program.

LRC Composition The LRC is composed of the following representatives:

Role	Attendance
Manager	Required
Supervisor	Required
Training Coordinator	Preferred, but not required
Local business representative, or any designee union member familiar with the Apprentice Training Program	Preferred, but not required

The area Manager is responsible for scheduling and facilitating the LRC meetings as necessary

Providing Documentation The Local Review Committee (LRC) is responsible for providing copies of all LRC related documentation to the Apprentice Program Management Compliance (APMC) team.

Continued on next page

Local Review Committee, Continued

Authority and Decision Making

The LRC has the authority for the following:

- Approve progression, IF the apprentice has successfully completed all formal training; including passed the step progression test, completed and properly reported all SRA requirements, and earned a sustained favorable apprentice review.
 - Develop a recommendation to remove an apprentice from the program based on formal training performance, step progression test performance; SRA performance, apprentice review reports, and any other information made available that will support decision-making for apprentice progression.
 - Recommend an employee be transferred to another location for training purposes.
-

Removal Process

If an apprentice is recommend for removal, the case will be referred to the JATC for the final decision and the removal from the apprentice program, in accordance with the MAA, CBA, and this manual.

Resolving Conflicts

Informal Resolution First

Problems and conflicts concerning apprentice training should be resolved at the lowest possible level. If a problem or issue arises, the apprentice will first attempt to resolve the problem or issue at the local headquarters. The apprentice will contact their Journeyman, Supervisor, and/or Training Coordinator immediately, and work with them to resolve these issues in a timely fashion. Participants are expected to work together in good faith to reach consensus in achieving a fair resolution to the problem.

The apprentice may, if desired, report a problem or an issue and may request assistance by submitting a written report of the problem or issue to the Line of Business (LOB).

Disputes

Disputes should be resolved by the Supervisor and Training Coordinator. Any dispute not resolved by the Supervisor and Training Coordinator will be subject to the grievance procedure (Title 102) with the option of expedited referral to the JATC for a recommendation of settlement, after the timely filing of a grievance.

Refer to the MAA for more information on disputes and grievances:

- T200: J “General”
 - T300: G “General”
-

The Appeals Process

If problems or conflicts cannot be resolved at the local level, one or more parties may submit a formal appeal to the Apprentice Program Management Compliance (APMC) who will forward the issue to the Joint Apprenticeship Training Committee (JATC) for resolution of the issue. The JATC will investigate, as required, and will reach a determination on the issue under review.

If the issue cannot be resolved by the JATC, the issue may be escalated to the California Division of Apprenticeship Standards; however, the JATC is the final governing body.

Record Retention

Permanent Training Record

PG&E is required to maintain certain records for compliance purposes (Utility Standard [HR-7110S](#) "Record Retention").

An apprentice training record contains the following records:

- Application into program (Job Award / Offer Letter)
- Apprentice Orientation Receipt (Administrative Procedures Manual and Master Apprentice Agreement (MAA) Rules and Regulation)
- Executed Apprentice Agreement (DAS-1 Form)
- Self-reported activities (SRA)
 - On-the-Job Training (OJT) and On-the-Job Experience (OJE)
- Quarterly Performance Reviews
 - Local Review Committee (LRC) evaluations
- Transcript of completed formal training classes
- Copies of all completed exams
- Action Plan(s)
- JATC decisions pertaining to the apprentice, (if applicable)
- Communications that impact wages
- California State - Certificate of Completion of Apprenticeship and card
- JATC - Certificate of Completion of Apprenticeship

Access to the Training Record

The Training Coordinator, immediate Supervisor or higher level of supervision, Apprentice, and representatives of the Union, may review an apprentice's training record upon request.

Records are also available to regulatory agencies upon request.

Program Transition Plan

Introduction

When an apprentice program is revised, it is inevitable that there will be apprentices who began the program under the original plan, and apprentices who are new to the program, beginning under the revised program.

Apprentices Not Affected by This Agreement

Prior to the date this agreement is adopted, December 9, 2016, apprentices enrolled in the Apprentice Transmission Gas System Operator program will not be impacted by the revisions to the program.

Apprentices enrolled prior to December 9, 2016 will continue to follow the old program, the program from which they originally began. Although there will be new training opportunities for the new material, apprentices who were originally enrolled in the old program are not required to participate in the new classes.

Apprentices That Are Affected by This Agreement

All apprentices indentured after the date this agreement is adopted, June 01, 2016, are required to follow the guidelines outlined in this document.

Changes

The JATC has final authority over changes in program content, sequence, extensions of schedules, retesting, deviations, adjustments, and other serious issues.

Appendix

Appendix Documents

The Appendix provides a copy of the following forms for the apprentice to use, as needed:

- Appendix A – Curriculum Map
 - Appendix B – Training Activities
 - Appendix C – *Examples*
-

Standards of Achievement

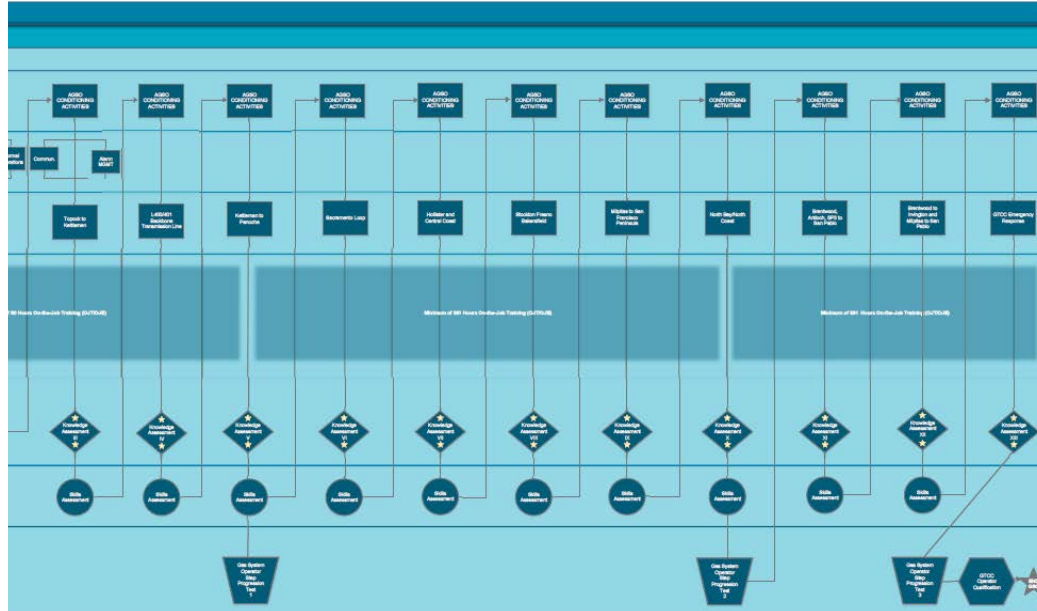
In order to be eligible progress to the next step, the apprentice must meet the Standards of Achievement as defined below:

- Satisfy the required time in the each step (six months per step); and
 - Successfully complete and record all SRA and JPM specified for each step; and
 - Successfully complete all formal training specified for each step, to include all relevant qualifications; and
 - Successfully complete the Step Progression Test (SPT) specified for each step; and
 - Continually display positive attitude and behaviors; and
 - Continually comply with safety rules and work procedures; and
 - Satisfy the Apprentice Roles and Responsibilities as defined in the Administrative Procedures Manual.
-

Appendix A – Curriculum Map

Table of Training Program Requirements

The graphic below shows the courses that must be completed during the Apprentices Training Program. It provides a visual display of the sequence of events..



Training Activity Review/Approval

The training activities contained in this document have been reviewed and approved by the following stakeholders approved in JATC decision DEC-16-199.

Stakeholder Role	Name	Date
Sub-Committee	Jonathan Barabad	11/29/16
Sub-Committee	Patrice Brown	10/16/16
Sub-Committee	Larry Cunningham	10/15/16
Sub-Committee	Mike Daigre	11/29/16
Sub-Committee	Alfred Musgrove	11/29/16
Sub-Committee	Patrick Rouanzoin	11/29/16

Appendix B - Training Activities

Overview

The goal of the apprentice program is the development of the skills and knowledge that represent the safe and effective performance of all work tasks. Each course in the apprentice program is designed to provide training for apprentices in the foundational knowledge and skills leading to competency in all identified tasks.

The activities are listed below by step.

Appendix B includes details for the appropriate level of supervision required based on, work, task, training, and qualification, as determined by the subcommittee.
