



Washington State  
Apprenticeship and Training Council  
&  
Office of Superintendent of Public Instruction

“Running Start for the Trades”  
2008 Update

A Report to the Governor and the Legislature  
Pre-Apprenticeship Programs for Secondary Schools  
Required by RCW 49.04.190

**December 2008**

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## **Running Start for the Trades Summary**

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Governor Gregoire’s “Running Start for the Trades” legislation<sup>1</sup> expanding opportunities for graduating secondary school students to enter registered apprenticeship programs established several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) and The Office of the Superintendent of Public Instruction (OSPI):

- Incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs
- Pilot grants for secondary pre-apprenticeship program development
- Pre-Apprenticeship Program Guidelines
- Reports to the Legislature

### **2006 Authorization of Running Start for the Trades Grants**

During this first year (2006-07) both incentive and pilot grants were awarded. Nine school districts from across the state applied for and received incentive grant funding (one district, Seattle Public Schools, received two grants). Each incentive grant of \$7,500 funded, for the period of one year, the processes necessary for school districts to negotiate and implement agreements with local apprenticeship programs. The incentive grant recipients were:

- Clark County Skills Center, Vancouver
- Seattle Public Schools, Seattle
- East Valley High School, Spokane
- Raymond High School, Raymond
- South Bend High School, South Bend
- Toppenish High School, Toppenish
- West Valley High School, Spokane
- Whatcom Tech Prep Consortium, Bellingham
- Spokane School District, Spokane

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<sup>1</sup> SHB 2789 – Chapter 161, Laws of 2006, Section 2, and now RCW 49.04.190

Additionally, four pilot grants were awarded to promote the establishment of formal pre-apprenticeship programs for secondary students. The 2006-07 pilot grants were funded at \$25,000 each and included:

- South Seattle Community College
- Lynnwood School District
- Seattle Vocational Institute
- New Market Skills Center, Tumwater

### **2007 Reauthorization of Running Start for the Trades Grants**

In November 2007, Governor Gregoire announced reauthorization of the Running Start for the Trades grants. In year two of the effort (2007/08), thirteen Washington School Districts and one Tech-Prep Consortium were awarded funding to support efforts to expand and encourage pre-apprenticeship programs at the high-school level. The grants, totaling \$350,000 in all, originated as part of the Governor's 2006 legislative proposal to expand opportunities for graduating secondary school students to enter registered apprenticeship programs. Of those receiving awards, four were for pilot program grants and ten were incentive grants. The grant awards in 2007-08 are being dispersed in two equal installments through the 2008-09 school year.

\$40,000 (2007-09) apprenticeship pilot grants are:

- Whatcom Tech Prep Consortium,  
Bellingham Technical College
- Edmonds School District
- Kennewick School District
- New Market Skills Center,  
Tumwater School District

\$19,000 (2007-09) apprenticeship incentive grants are:

- Evergreen School District
- Kelso School District
- Lynden School District
- Marysville School District
- Mount Adams School District
- Omak School District
- SeaTac Occupational Skills Center
- Seattle Public Schools
- Selkirk School District
- Trout Lake School District

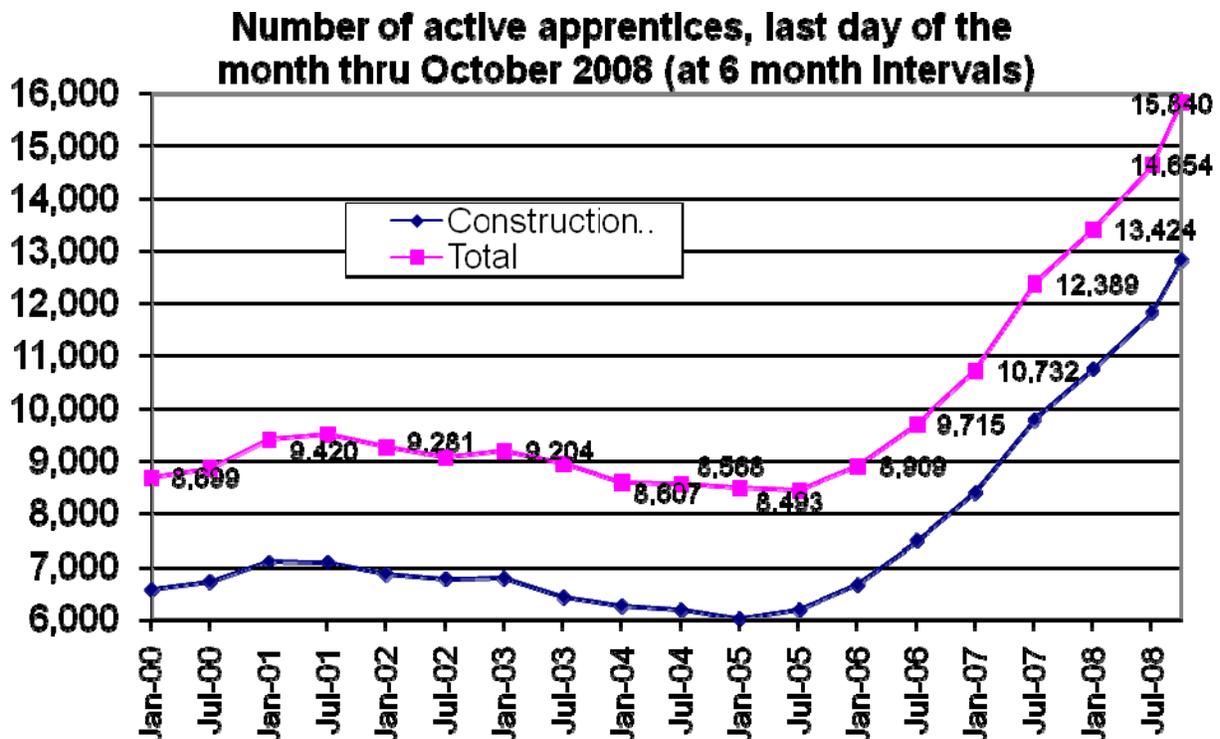
*During the 2007-08 school year*, the Running Start for the Trades grant initiatives impacted thirteen school districts including a total of fourteen schools, two skill centers, and one tech-prep consortium. A total of 2,036 students were impacted by grant activities and/or programs generated from the four pilot grants and ten incentive grants.<sup>2</sup>

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<sup>2</sup> source: OSPI phone survey of grantees - June 2008

## Industry Collaboration

The demand for registered apprentices in the State of Washington has risen sharply in recent years (See graph below), driven by increases in the number of apprentices in the construction workforce. Given the high demand for skilled construction workers, the excellent wage and employment outcomes related to apprenticeship programs, and the increasing demand being placed on apprenticeship programs to produce skilled craft workers, many apprenticeship program sponsors have prioritized efforts to strengthen connections between K-12 schools, community & technical colleges and workforce development system partners.



The Governor's Running Start for the Trades initiative promotes opportunities for close collaboration benefiting students, school districts and apprenticeship programs. This legislative initiative is inspiring teamwork and coordination between key entities toward the goal of a more coordinated approach connecting secondary students to high wage, high skill apprenticeship training opportunities in the building and construction trades. This goal is being realized across the state in the form of clear, articulated pathways for high school students to access registered

apprenticeships upon graduation (Appendix C). This important effort is intended to expand the pipeline of workers needed to fulfill the high demand for skilled construction workers in Washington State in the next decade.

### **Pre-Apprenticeship Program Guidelines**

Pre-apprenticeship program guidelines have advanced to a point of formalization as OSPI representatives are currently seeking WSATC approval for an apprenticeship preparation framework. This framework contains the essential elements for schools seeking to conduct pre-apprenticeship education at the secondary level. The elements contained in the framework are a product of best practices from across the state and input from apprenticeship stakeholders in the business, labor, government and education communities. In May 2008, the Department of Labor & Industries and OSPI co-sponsored a second annual “Running Start for the Trades” Symposium to build on the momentum of grantee schools and to highlight best practices regarding pre-apprenticeship program design.

**2008 Running Start for the Trades Symposium** showcased secondary pre-apprenticeship program successes in Washington State. For the second consecutive year, educators from across the state came together to share their best practices for connecting K-12 students with apprenticeship opportunities in the building and construction trades. The second annual Running Start for the Trades symposium took place in a packed conference room at the Puget Sound Skills Center on May 8, 2008. Over 60 participating educators were treated to presentations by their peers highlighting best practices for pre-apprenticeship programs and outreach efforts. While the focus was on how school districts are using the incentive and pilot grants to build pre-apprenticeship connections for their students, the approaches varied as widely as the geographic diversity of the participants.

Lisa White from Spokane schools emphasized the importance of active partners over funding concerns. Spokane is a leader for linking pre-apprenticeship education in the high school to direct entry slots for students into registered apprenticeship programs. Spokane has tied the school districts capital projects to guaranteed apprenticeship entry slots for limited numbers of

students. Seattle Public Schools representative, Nan Johnson, spoke of a similar program for their students and trouble filling all of the direct entry apprentice slots available.

Also highlighted at the symposium were pre-apprenticeship programs through New Market Vocational Skills Center, Edmonds School District, Whatcom Tech Prep Consortium, and Puget Sound Skills Center. In addition to the school district programs on display, Mary Miller from the Employment Standards division at the Department of Labor and Industries presented. Mary focused on the rules for engaging teenagers in work-based learning programs. She reminded everyone of the importance for properly preparing young people for the world of construction work.



*Participants at the 2008 Running Start for the Trades Symposium network (Left) during a lunch prepared by the Puget Sound Skill Center Culinary Arts students (Right)*

The sponsors for the event included the Office of Superintendent of Public Instruction, the Department of Labor and Industries, Puget Sound Skills Center and the Construction Center of Excellence at Renton Technical College. Planning is already underway for the third annual Running Start for the Trades symposium to be hosted by the Spokane Schools. The symposium is proving to be an effective venue to highlight the truly innovative ways that schools throughout the state are establishing clear, articulated pathways for high school students to access registered apprenticeship programs upon graduation.

## 2007-08 Running Start for the Trades Grantee Reports

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Governor Gregoire's Running Start for the Trades initiative is now a phrase that describes the comprehensive effort statewide to highlight the many positive things happening to provide high school youth with pre-apprenticeship and trade exploration activities. The school reports detail ties to apprenticeship programs and represent a multitude of efforts linking students to career exploration activities and pre-apprenticeship programs. Especially encouraging is the development of informal and formal articulation agreements ranging from "Direct Entry" to "Preferred Consideration", which moves a student from secondary school to a registered apprenticeship program.

### ***2007-08 Highlights***

The impact from the 2007-2008 Running Start for the Trades pilot and incentive grant efforts: Involved thirteen school districts including a total of fourteen schools, two skill centers, and one tech-prep consortium. Throughout the state 2,036 students were impacted by grant activities and/or programs generated from the four pilot grants at \$25,000 apiece and ten incentive grants at \$9,500 apiece. As we enter the final year of dedicated Running Start for the Trades grant funding, the thirteen districts will have the opportunity to continue their work with students in schools that were participating during 2007-08.

While all grantee schools support clear, articulated pathways for high school students to access registered apprenticeships, the primary challenges that came up were meshing the needs of the educational and apprenticeship systems, program funding and competing graduation requirements. School representatives discovered that they did not share the same definition with regard to "direct entry" as their apprenticeship program partners. While school representatives seek direct, articulated links for their kids into apprenticeship training programs, many apprenticeship program sponsors are hesitant to reserve specific slots each year for a particular preparatory program given the boom and bust nature of construction and the formal apprenticeship program rules under which they operate. Apprenticeship program sponsors are instead opting to formalize agreements that grant points on applications for graduates, offer guaranteed interviews or convey a status of "preferred consideration." The following section summarizes the grant initiatives through the incentive and pilot grantee 2007-08 reports.

## Pilot Grant Schools

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### ***Whatcom Tech Prep Consortium***

*Source: Linda Cowan, Whatcom Tech Prep Consortium, [lcowan@btc.ctc.edu](mailto:lcowan@btc.ctc.edu)*

Even though the Construction Careers Academy (CCA) program had a very successful first year, the enrollment numbers dropped for year two. We currently have 13 students enrolled in the program (year one had 16 graduates) and had hoped for 20. We found it's difficult to recruit students into a trades-based program that is housed at an off-campus location. In year two of our program we will be working with counselors and school administrators to review the schedule, marketing strategies, curriculum structure and transportation issues. We want to develop marketing strategies that specifically target parents -- better awareness about career opportunities and how construction-related employment helps fuel our local economy (especially commercial/industrial & public works projects). Based on input from our student internship worksite supervisors, we will review the "employability" skills and work assignment structure. We also need to do a better job preparing our worksite mentors for their student interns.

Based on career interests of students currently enrolled in the program, we plan to add apprenticeship training agreements in the areas of welding/ironworkers, sheet metal, and masonry. All of our current agreements will be reviewed and updated. The curriculum content was reviewed at the end of year one, revisions were suggested and modifications were incorporated in the program structure. After nearly two months with the new program structure, the instructor has indicated a significant improvement in student motivation and skill attainment.

Student numbers from 2007-08 Construction Careers Academy:

- 16 students completed the full program
- 15 received industrial CPR/First Aid certification
- 4 received Construction Safety Training Orientation Program (CSTOP) certification
- 4 received Occupational Safety & Health Administration (OSHA)-11 certification
- 16 received National Center for Construction Education & Research (NCCER) certification in the 6 core areas (Basic Safety, Construction Math, Intro to Hand Tools, Intro to Power Tools, Intro to Blueprints, Basic Rigging)
- 16 received NCCER certification in at least 4 level one carpentry modules

- 10 students will continue work with their internship employers over the summer
- 1 student earned over \$2,000 during his paid internship experience
- 1 student accepted full time position as Plumbers Apprentice (NCCER sponsored business partner)
- 1 student accepted full time employment with his internship company and will work on prevailing wage job in “road crew” position (starting salary is \$26 per hour!); business is also sponsoring student in Heavy Equipment Operators apprenticeship program (NCCER)

CCA has signed formal training agreements with 5 apprenticeship training organizations (note: JATC = Joint Apprenticeship Training Committee)

- Northwest Washington Pipe Trades JATC (Gary Peterson, Training Coordinator)
- Northwest Washington Electrical Industry JATC (Randy Ambuehl, Training Director)
- WA State United Brotherhood of Carpenters JATC (North Puget Sound Carpenters - Jim Metz, Training Coordinator)
- Northwest Laborers-Employers Training Trust Fund (Mike Warren, Training Director)
- Construction Industry Training Council of WA (CITC) covering 7 different training programs (Dave Perrin, VP for Education & Halene Sigmund, VP Apprenticeships)

Four of the 5 agreements are "preferred entry" rather than direct entry. Since our first year program was structured around carpentry, the Carpenters JATC and CITC's Carpenters apprenticeship were the only two providing direct entry opportunities.

### ***Kennewick School District***

*Source: Gerry Ringwood, Kennewick School District, [gerry.ringwood@ksd.org](mailto:gerry.ringwood@ksd.org)*

The Tri-Cities Area Educational Cooperative (TAEC), representing the seven school districts in the Tri-Cities and the Tri Tech Skills Center will continue to build upon our prior year's discussion and work with the local apprenticeship programs to finish formalizing articulation agreements to expand opportunities for students. The past year was spent working with the interested parties to formalize the procedures for students to develop a greater understanding of the apprenticeship opportunities, expand their knowledge through enhanced curriculum and have a means of enhanced entry toward acceptance

into an apprenticeship program. The TAEC and the local apprenticeships have a long standing positive working relationship which has made furthering the goals of this project easier to accomplish. The goals for our project remain the same: to develop and adopt a pre-apprenticeship preparation articulation agreement that will lead high school students to successful entry into apprenticeships in the Tri-Cities area and provide highly qualified candidates for consideration by the apprenticeship programs and to develop a series of marketing strategies and activities to inform students, parents, teachers, counselors and administrators of the opportunities through apprenticeship programs. Toward this end, this year will see the implementation of the student website as well as the calendar of monthly pre-apprenticeship educational opportunities. The classroom teachers remain fully committed and ready to assist their students to be successful.

We have been working with all of our local apprenticeship coordinators and together we have developed a calendar of events for the second year of this grant. Once the website is ready for full implementation, a kick off activity will be sponsored which will include the apprenticeship coordinators as well as the participating classroom teachers. The following apprenticeship liaisons have participated in this past year's activities: John Merk -Training Director SE WA/NE OR Sheet Metal Workers Apprenticeship Committee, Dennis Williamson-Training Director LU112-NECA Electrical JATC, Pete Nicacio- Training Coordinator Plumbers and Steamfitters Local 598, John Roberts-Columbia Basin Training Center Carpenters & Millwrights. Also involved has been Julie Lindstrom from the Dept of Labor and Industries as well as the Career and Technical Education Directors from the TAEC school districts and the administrators from Tri Tech Skills Center.

### ***New Market Skills Center***

Source: Joe Kinerk, New Market Vocational Skills Center, [joe.kinerk@newmarketskills.com](mailto:joe.kinerk@newmarketskills.com)  
Efforts this year have been concentrated in three areas: A) Diversifying our primary carpentry based Model Apprenticeship Instruction Program (MAIP) as our core curriculum by adding 2 new skill blocks – Residential Wiring and Residential Plumbing. B) Expanding working knowledge of apprenticeships by including a unit in our 5P's Senior Career Requirements by studying the benefits and obligations of Washington State Apprenticeship standards. C) Focus efforts to have students receive National Certifications. This year Homeland Security took eight days to train and certify New Market students in "Community Emergency Response Training".

An additional goal is to have all New Market students trained in the new OSHA 11 training. Instructors will train summer of 2008. Construction Trades Instructor has started Applied Math Certification and the consortium of superintendants are looking are looking at applied math credits for all students enrolled in Construction Trades.

The New Market Pilot Project grant will help fund, and support continued awareness of apprenticeships throughout the construction industry. Some of the local unions, including Carpenters, Laborers, Masons, Sheet Metal Workers, Electricians, Plumber & Pipefitters, Heating Ventilating & Air Conditioning, Acoustics & Plasters just to name a few. New Market will continue to use resources for staff/student development, and also to continue to update industry standard equipment. New Market will continue to collaborate with industry professionals, and higher education facilities to implement the goal of the Pilot Project Grant, which is to prepare skilled and knowledgeable students to the apprenticeship programs in the construction industry. The focus will continue in the area of direct enrollment of students in specific fields of their particular interest.

New Market has agreements for direct entry for students in the Carpenters, and Laborers, also students have gained direct entry with Cement Masons, Lathing Acoustical Drywall Systems, Millwrights, and Electrical apprenticeships. The collaboration with the industries listed below has provided information, and training to gain the necessary skills needed to prepare for apprenticeship, and/or college advancement:

Sound Electrical J.A.T.C., Northwest Laborers, Southwest Plumbing & Pipefitters J.A.T.C., Pacific Northwest Council of Carpenters, Labor & Industries-Division of Occupational Safety and Health, Lathing Acoustic & Drywall Systems, Department of Transportation, Labor & Industries Maritime & Crane Safety Specialist, Iron Workers, Pacific Mountain Workforce, Sprinkler Fitters, Global Contractors, Northwest Carpenters Compliance Investigators, Labor & Industries Apprenticeship, Operating Engineers, Washington Building Trades Council, Glaziers Arch, Metal & Glass, Pierce County Roofers, Seattle Boilermakers, Seattle Heat & Frost Insulators, Southwest WA Cement Masons, Western WA Millwrights, Western Washington Painters & Tapers, Western Washington Pile Drivers, Western Washington Plasters Apprenticeship, Western Washington Stationary Engineers, Labor and Industries OSHA 10-30

Instructors, Clover Park Technical College, Bates Technical College, South Puget Sound Community College, Miller Safety Training, Centralia Community College, Renton Technical College, United Rentals, Apprenticeship Advancement, Industrial Logging Safety, Snell Crane Service, Oilind Safety, Woodcraft, Associated General Contractors (AGC) Careers.

### ***Edmonds School District***

*Source: Mark Madison, Edmonds School District, [madisonm@edmonds.wednet.edu](mailto:madisonm@edmonds.wednet.edu)*

The Edmonds School District, Edmonds Community College, North Puget Sound Carpenters' JATC, King County Department of Natural Resources and Parks (The King County Brightwater Project), Seattle/King County Building and Construction Trades Council, Northwest Washington Building and Construction Trades Council, Washington State Building and Construction Trades Council, and Rotary Club of Lynnwood have collaborated to develop an integrated high school/college Construction Trades pre-apprenticeship program which will provide direct entry into apprenticeship training for program graduates. This program consists of 23 college credits of approved pre-apprenticeship training which are earned through a seamless pathway of coursework provided through both the school district and community college. Through the high school component of this program, students earn 19 college credits through the Lynnwood High School Carpentry program, a program which serves students throughout the Edmonds, Northshore, and Shoreline school districts. Students complete their remaining 4 college credits through courses Running Start, allowing students to obtain the college's Construction Industry Trades (CIT) certificate while completing their high school program of study. Upon attaining the CIT certificate, students will receive direct-entry into apprenticeship positions as part of established agreements with the Puget Sound Carpenters JATC as well as our newly formed partnerships with various Building and Construction Trades Councils through the King County Brightwater Project.

To date, we have in place two direct-entry agreements with apprenticeship programs for students completing our pre-apprenticeship program. Our first agreement was completed last year with the North Puget Sound Carpenters' JATC for direct entry into Carpentry apprenticeship training. Our second agreement was recently completed with the Seattle/King County Building and Construction Trades Council, Northwest Washington Building and Construction Trades Council, Washington State Building and Construction Trades Council, and King County Department of

Natural Resources and Parks for direct-entry for our students into apprenticeship training programs provided through the King County Brightwater Wastewater Treatment Facility project. Our project will continue to work on implementing these agreements while establishing additional direct-entry agreements to support our pre-apprenticeship graduates. To date we have placed 3 students in apprenticeship at Brightwater through our direct-entry agreement with an additional 3 student presently completing the interview process. Of our currently enrolled seniors, 9 have expressed a strong interest obtaining their CIT certificate and entering into an apprenticeship following completion of our program.

We have completed our first year of pilot implementation and direct-entry placements. Our continued focus for this second year will be on strengthening these articulated partnerships, collaborating on curriculum, increasing student interest and enrollment in the program, and supporting student transition and placement into direct-entry apprenticeship positions.

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## **Incentive Grant Schools**

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### ***Evergreen School District***

*Source: Dennis Kampe, Evergreen School District, [dkampe@egreen.wednet.edu](mailto:dkampe@egreen.wednet.edu)*

“The GEMS Project” - To link existing and develop new apprenticeship opportunities for students with Public Sector employers and their labor organizations in the crafts and trades for occupations in the fields of Grounds, Equipment, Maintenance and Support (GEMS). This project would define Career and Technical Education (CTE) pathway programs as “pre-apprenticeship” then educate public sector employers and their labor organizations on the skills student graduates of CTE program have. They would learn of advantages of involvement in Registered Apprenticeship and opportunities of becoming sponsors or training agents. The public sector and the community it maintains could offer an “Industry Scholarship” to a high school CTE graduate from their own community. The project would provide sponsors a pool of qualified applicants (CTE graduates), the ability to negotiate any creative “selection preference” the Washington State Apprenticeship and Training Council (WSATC) approves. These efforts could result in the creation of entry level employment and career opportunities as an apprentice culminating as a “home grown” journey level craft worker with industry credentials awarded by

the state and a career in the local community while maintaining that community at the same time. The GEMS project intends raise the prestige and increase the visibility of Career and Technical Education, Registered Apprenticeship and Public Service. Our motto is: "Public Sector Apprenticeship: of the community, by the community, for the community".

The Skills Center in partnership with a Grant Management Team with representatives from the Department of Labor and Industry, Clark College, SW WA Workforce Development Council, C-TRAN (management rep.), and Teamsters local 58, developed objectives, strategies, and a time schedule to carry out the grant objectives. This included an aggressive meeting schedule, discussion, and coordination with the City of Vancouver management and labor to create a GEMS apprenticeship agreement that will benefit six Skills Center programs as pre-apprenticeship programs. A writer was contracted to produce apprenticeship educational materials for students, parents, and teachers. In addition a marketing consultant contracted to produce apprenticeship educational materials for students, parents, and teachers AND to design and plan a press conference for the purpose of bringing attention to apprenticeships and the announcement by the City of Vancouver, labor and management to proceed with a GEMS apprenticeship agreement.

### ***Kelso School District***

*Source: Cindy Wardlow, Kelso School District, [cindy.wardlow@kelso.wednet.edu](mailto:cindy.wardlow@kelso.wednet.edu)*

- 1) Our Tech Ed teacher and Agriculture teacher met with Phil Dines, the director of United Association (UA), Rob Harris, Vice President of JH Kelly and John Krause, the Tech Prep Coordinator at Lower Columbia College to discuss opportunities for students to learn about apprenticeships in our local area.
- 2) 25 Students and 2 CTE teachers went on field trips to the Carpenters and Electricians Training Centers in Portland.
- 3) 20 Students, teachers, and a local apprenticeship coordinator from UA Pipe Fitters and Plumbers went to Norpac to learn (teach) about jobs at the papermaking facility that start with apprenticeships. Jeff Washburn, the coordinator had help build the facility.
- 4) We added the two apprenticeship coordinator to two program advisories.

- 5) Jeff Washburn from Local UA came and evaluated our welding program and approved purchases of equipment using this grant.
- 6) We updated our welding lab with some equipment and organization to reflect industry standards.
- 7) We included apprenticeship programs with our "college night" to move to a "Beyond High School Night" and we had representatives from Lineman from our local Public Utility District, local AU and electrical.
- 8) For our Kelso Longview Chamber of Commerce Crystal Apple Award Night I invited Elizabeth Smith come from L & I and she was the Keynote Speaker apprenticeships and creating apprenticeship opportunities for staff training.

***Lynden School District***

Source: Randy Anderson, Lynden School District, [andersonr@lynden.wednet.edu](mailto:andersonr@lynden.wednet.edu)

In summary we spent a good portion of the first half of the Grant on supplies, tools, materials. The second half of the grant will be spent on travel to apprenticeships, and professional help to show the diversity of the industry. Example – reaching out to other non-traditional construction trades. The following table details the incentive grant activities for this past year:

Implement National Center for Construction Education & Research curriculum into construction class.
Notification of Receiving Pre- Apprenticeship Grant.
Dave Weidkamp attended National Conference for Auto-Desk
Visit from BIA – shared software “Building Program”
Students spent time with Andgar – on Heating Ventilating & Air Conditioning systems
Dale’s Electric – had to put in wiring because of Code /Law.
Northwest Insulation – Insulation done on portable.
Van Beek Drywall – installed Drywall
Guest Lecture Kristin Dayhiemi – Building Industry Association – “Green Building”
Randy Anderson & Dave Weidkamp attended Apprenticeship workshop in Renton
Met with Linda Cowen and Ted Goeres of Meridian about our program and how can we support the Construction Careers Academy
Running Start for the Trades workshop. Dave , Randy, Linda, Ted
We are in the process of getting supplies and tools to outfit our students for the fall construction portions of our classes.
Set forth plan to take students to Apprenticeship sites in 2008-2009

**Marysville School District**

Source: Carol Davis, Marysville School District, [Carol\\_Davis@msvl.k12.wa.us](mailto:Carol_Davis@msvl.k12.wa.us)

Activity Description	Comments/next steps	Deliverable Outcome (If Applicable)
Attended Shop Safety Conference	Shop hazards were discussed and relevant laws governing supervision and the management of risk to students, including special education students.	Teacher will be better able to keep students safe by understanding potential hazards and how to minimize risk to students and reduce the potential liability to the students.
Provided tour to 40 Cedarcrest Middle School students & their teachers	We will able to provide a tour of the shop. Tour guides were both male & female to encourage non-traditional enrollment. The teacher was able to explain the academic and technical skills involved in learning for entry into the construction trades and the opportunities within them.	The tour was more than half female students. Whether or not they choose to take this program in the future, it increased their understanding that this career pathway is open to them and that they can be successful in it. They then, can be vehicles of understanding to other female, minority or disadvantaged students.
Pathways to Apprenticeship Conference, Construction Center of Excellence.	This helped to increase the teacher's understanding of apprenticeship methodology, career pathways within the industry and opportunities within the industry	This information will be reflected in next year's teaching as well as increasing teacher's capacity to recruit future students.
40 students, teacher, counselor and administrators attended Construction Carnival sponsored by the Snohomish County Workforce Development Council	This was a wonderful opportunity to engage students in real-life hands-on experiences to help them "try on" skills to assess their interests. Journeyman apprentices gave hands-on demos & answered students' questions.	It gave students a "feel" for the industry; increased their excitement about opportunities in the field and the prospect of next year's program. It also helped to further educate their counselor and the high school administration.
Teacher attended Running Start for the Trades Conference	Teacher further increased understanding of apprenticeship; also employment standards for students in work-based learning experiences.	Teacher will be better able to design a program that will lead students to apprenticeship entry options.
Teacher researched possible textbooks. Teacher and advisory members reviewed textbooks. District adoption process was followed to allow purchase of text for next year's students.	A comprehensive textbook was adopted which will provide detailed information about materials, tools, and processes with many procedures having step-by-step instructions	In addition to learning proper technical skills, the textbook will reinforce their reading and understanding of key mathematical concepts which bridge the gap between abstract math and contextual learning
Curriculum planning & lesson development	Curriculum is developed to support students' acquisition of core competencies needed for entry into apprenticeship program	We are prepared for continuing next year's implementation plan.
Brochure developed	This will be used at this year's 2008-09 Open House	Information to parents to encourage their support of their student's completion of the sequence of construction trades courses

### ***Mount Adams School District***

*Source: Dana Jarnecke, Mount Adams School District, [danalj@mtadams.wednet.edu](mailto:danalj@mtadams.wednet.edu)*

We developed a Woods/Construction Advisory Committee and met twice during the 2007-2008 school year. Through the committee, we selected a pre-apprenticeship curriculum for our Woods/Construction classes, discussed necessary skills to be taught at the pre-apprenticeship level and began the process of developing articulation from White Swan High School into apprenticeship programs through the Yakama Nation Tribe and Yakima apprenticeship offices.

Student liability issues regarding woods/construction job shadows were discussed at the district making it possible for us to utilize our Yakima Business Compact through the Yakima Chamber of Commerce to offer students in our program job shadow experience.

First aid and OSHA 10 classes were held for all students in the woods/construction program.

Since our facilities had not been used for woods/construction for the past four years, the grant made it possible for us to update and replace missing equipment and tools making our shop ready for preparing students for construction trades.

### ***Omak School District***

*Source: Dennis Conger, Omak School District, [dconger@omaksd.wednet.edu](mailto:dconger@omaksd.wednet.edu)*

The log of activities does not include the phone calls made to Julie Lindstrom and Evie Lawry and apprenticeship organizations. We have made very good progress on the plan that was approved. I have learned much and have found this to be a valuable and enjoyable journey. Our three main goals have been to establish an agreement with the various apprenticeship organizations, and to develop our pre-apprenticeship program curriculum, and create a marketing campaign to attract students. We have made progress on all three goals.

The first Goal of establishing a working relationship and formal agreement for enhanced entry with the various apprenticeship organizations was at first overwhelming. There are so many different apprenticeships around the state possible. Omak technically falls in Tri cities

coordinator's domain. (Julie Lindstrom). But we are right in the middle of the State, east and west, but near Canada, north and south. We are actually closer to Spokane than we are to the Tri-Cities. Our students traditionally migrate to Spokane or Seattle for further education or even work. My goal is to make the whole State an option. But to start after talking to both Julie and Evie and several of the trade's people, I had a meeting with Tim O'Halloran from Spokane schools. Tim and Spokane Schools were very generous. They have agreed to allow Omak students to log right on to their website to develop their student portfolio and to register for events. We will piggy back on all of Spokane agreements with the apprenticeship organizations. They will review or pre-apprenticeship curriculum and make sure our students are receiving equal training to the Spokane students. Omak students will participate in special Spokane pre-Apprenticeship events such as "Pizza, Pop, and Power Tools" and "Construction Cruise".

Goal two of establishing our curriculum is well under way. We have a construction trades program that is building a house each year with a partnership with a local non-profit organization. Our students are all being taught the National Center for Construction Education and Research (NCCER) Core Curriculum and the Carpentry Curriculum. We are also running a welding program that is following the NCCER standards. With the cooperative agreement with Spokane our students will be able to attend other special trainings as Spokane offers them.

Our final goal of creating a marketing campaign is well underway. Our website with links to the Spokane site and the State apprentice, site is underdevelopment. It will be up and running before the start of the 08-09 school year. We have developed marketing brochures and postcards that are at the printers and will arrive shortly. In summary I believe we have made excellent progress this year.

As we move to next year, I will use the funding to help send students to the Spokane events, to send staff and counselors to State sponsored apprenticeship events such as the Running Start for the Trades, and to help buy some needed curriculum texts. We will also need to spend some money for meetings with apprenticeship organizations, and to continue to upgrade the marketing campaign. Thank you for your support this year and next. This work has a very positive impact on our students and staff and will result in more apprentices in your programs.

## ***Puget Sound Skills Center***

Source: Teresa Dapiaoen, Puget Sound Skills Center, [dapiaotg@hsd401.org](mailto:dapiaotg@hsd401.org)

The Puget Sound Skills Center has utilized these grant funds to develop and finalize a number of apprenticeship preparation agreements. Many are still a work in progress. Several agreements near completion include.

- Puget Sound Electrical , Michiko Sparks, Director of Training , JATC
- Carpentry, Renton Technical College
- Masonry, South Seattle Community College, Georgetown Training Center
- Seattle Area Pipe Trades, Dale Wentworth, Training Coordinator
- Ironworkers, Lee Nugent
- Metal Stud/Drywall, Renton Technical College, Steve Ignac
- Greater Puget Sound Area Automotive Machinist Apprenticeship Committee

Of course our most exciting initial creation “**Welding Careers**” is a huge success. The relationship with Seattle Area Pipe Trades apprenticeship has been fruitful, with offers of full apprenticeship being made to four of our first year graduates. Welding Careers students are instructed on-site at the Seattle Area Pipe Trades training center in Renton. Through a contractual agreement Puget Sound Skills Center buses students to the state of the art facility in Renton where they are taught by accomplished journey-level Pipe Fitters from the United Association of Plumbers and Pipe Fitters.

This is doubly impressive as we started the program at the start of second semester. Thank you for supplying resources that have enabled us to build strong apprenticeship relationships. The Governor initiative “Running Start for the Trades “ and these resulting grants, has shown the public and high school students that apprenticeship is high tech and has all the rigor of college standards. We have learned apprenticeship is alive and well in Washington!

## ***Seattle Public Schools***

The Apprenticeship Construction Education (ACE) Program and Career-Workplace Exploration in Skilled Trades (C-WEST) served 100 students in apprenticeship preparation programs. These students are immersed in the apprenticeship programs through internships and hands on visitations to the apprenticeship training programs.

We did outreach in the school district through the High School and Beyond Fair. We also did outreach in the community to interest students in ACE, C-WEST, and our Direct Hire Program.

Our Direct Hire Program had monthly orientation meetings to educate youth about apprenticeships. Once an individual attended an orientation they were given the opportunity to have their name placed on a Direct Hire List. They were given support services to become apprenticeship-ready. These services included but were not limited to drug testing, drivers license reinstatement or drivers training, physical assessment and training, math tutoring, and assistance in applying for the apprenticeship of their choice. We had weekly support service meetings. At this time we have 124 graduates on our Direct Hire List. Not all of the people on the list are ready for apprenticeships. We continue to work with these individuals as well as those who are apprenticeship-ready and those who have been placed in apprenticeships. When the graduates become apprentices we track them through their apprenticeship. We provide support services to the apprentices as well. We also refer people to other programs such as Seattle Vocational Institutes Pre-Apprenticeship Construction Training program (SVI-PACT), Apprenticeship and Non-Traditional Employment for Women and Men (ANEW) and the Apprenticeship Opportunities Project (AOP).

We continue to develop relations with the contractors on our school district projects and the apprenticeship coordinators. We are formalizing two articulation agreements with the laborers and the carpenters. This is an on-going effort and includes a network of contacts and relationships as outlined in the table below:

Seattle City Light	Bridgett Bascomb
Port of Seattle Seaport Maintenance	Tom Berg
Office of Port Jobs	Lynnette Consego
Office of Port Jobs	Susan Crane
Parks	Chris Grady
Seattle City Light	Beverly Lewis
Carpenters Union	John Little
Seattle Vocational Institute	Bob Markholt
City of Seattle	Kellie Nakano

SPS - Facilities	Mark Pflueger
Port of Seattle	Lindsay Pulsifer
City of Seattle Parks and Recreation	Willie Rogers
City Facilities	John Sheldon
Port Jobs	Heather Wortuley
South Seattle Community College	Pinky Dale & Betsy Guitterez-McConnell
King County Carpenters/LADS	Steve Ignac
Seattle Area Roofers	Greg Gibeau
King County Laborers	Tawny Sawyers
Seattle City Light Apprenticeship	Alice Lockridge
Brick Mason Apprenticeship	Randy Johnson
Painters Apprenticeship	Don Olson
Cement Masons	Mark Maher
UA Local 69 Sprinkler Fitters	Chip Brooks
Puget Sound Electrical Apprenticeship	
UA Local 32 Plumbers and Pipefitters	

### ***Selkirk School District***

Source: Nancy Lotze, Selkirk School District, [nlotze@selkirk.k12.wa.us](mailto:nlotze@selkirk.k12.wa.us)

During the first year of the grant we collaborated with the local industries to create a pre-apprenticeship program for students in grades 9-12 that focused on the in-demand industrial trades. The 18 week course covers thirteen different units which include:

1. OSHA 11 Safety Training for Teens
2. Ohm's Law
3. Carpentry
4. Electrical Line Worker
5. Motor Control
6. Forestry/DNR
7. Welding
8. Hydraulics
9. Basic Electrical
10. Machine/Lathe
11. Rigging
12. Civil Engineer/Mechanical Engineer
13. Masonry

We have been working closely with Jay Pickett and Lonnie Johnson from Seattle City Light to develop an apprenticeship program in conjunction with the Community Colleges of Spokane. This is an on-going process and we are in the developing stages of the program at this time.

### ***Trout Lake School District***

The activities and outcomes for the first year of our Incentive Grant included trade related tours and connections for students in what craft areas are available in the trades and an introduction to all CTE students of what the trades have to offer. Supplies and tooling for student class project work. Professional development for NCCER training and related math, science, and technology workshops. Integration of science/technology/engineering/math courses and support courses for CTE trade related classes in construction and manufacturing.

The following contacts have given tours and talked with students about the trades and apprenticeships. In addition each center participated in the Oregon Building Congress Math in the Trades Summer Teacher in-service:

- Bob Calwhite- Willamette Carpenters Training Center (WCTC)
- Laura Jenkins, Allen Keser, John Mccamish-NECA-IBEW Electrical Training Center
- Ric Olander-President Local 16 Sheet Metal Workers, Student Tour and Discussion/Summer Oregon Building Congress (OBC) Applied Math Participant-Sponsor
- Northwest College of Construction (NWCC)

### **Running Start for the Trades Next Steps**

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Even with the difficulties encountered meshing the two very different systems, involved apprenticeship program sponsors and school districts throughout the state are formalizing agreements to better connect graduating secondary students to building and construction trade apprenticeship opportunities. The grantee reports from 2007-08 speak to the relationships created or strengthened due to the Governor's Running Start for the Trades initiative. When taken together, these relationships illustrate the breadth of activity taking place throughout the state to benefit Washington's graduating seniors.

OSPI is working to expand the Running Start for the Trades pre-apprenticeship model through its' High Demand grant program. Twenty-one school districts (listed below) have been awarded construction-related high-demand grants for the 2008-2009 school year. The Career and Technical Education department at OSPI is working with these districts to incorporate lessons learned through the "Running Start for the Trades" grant to give them the tools to start building relationships with local and regional apprenticeship training centers. The next step is for these districts to transition to the "Running Start for the Trades" program model.

2008-2009 Constriction Trades High-Demand Grant Awardees:

Arlington School District	Renton School District
Chehalis School District	Seattle Public Schools
Clark County Skill Center	Spokane School District
Eastmont School District	Stevenson-Carson School District
Enumclaw School District	Trout Lake School District
Freeman School District	Tumwater School District
Granger School District	Walla Walla School District
Meridian School District	White Pass School District
Oak Harbor School District	Willapa Valley School District
Port Angeles School District	Wishkah Valley School District
Quincy School District	

As Lawmakers continue to address concerns in Washington State's educational delivery system, the stakeholders who have invested significant resources to Running Start for the Trades pre-apprenticeship initiatives would like consideration regarding the impact of increased graduation and testing requirements. Mark Madison, from Edmonds School District addressed these concerns: "With increasing credit requirements and pull-out intervention strategies for students struggling in math, reading, and writing, students are finding it increasingly more difficult, if not impossible, to access or remain in CTE (Career & Technical Education) preparatory programs of study such as this. We have been successful in having our program serve as a Math Equivalency

if schools so choose which has helped to a point. However, despite these efforts students still have been removed from the program for placement into remedial/segmented math courses as replacement for their elective option. This is a growing concern.”

The Washington State Apprenticeship & Training Council and Office of Superintendent of Public Instruction are committed to provide increased opportunities for secondary students to access registered apprenticeship programs upon graduation. Building on the success stories contained herein and ongoing throughout the state, lessons can be learned on how to better provide graduating secondary students with the tools and skills they need to be successful in the trades.

**APPENDIX – A**

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Washington State Apprenticeship & Training Council  
 Office of Superintendant of Public Instruction  
 2007-09 Running Start for the Trades

<b>2007-09 Running Start to Trades Incentive Grants</b>				
<b>Organization</b>	<b>Last Name</b>	<b>First Name</b>	<b>Phone</b>	<b>EMail</b>
Kelso School District	Wardlow	Cindy	360-501-1839	<a href="mailto:cindy.wardlow@kelso.wednet.edu">cindy.wardlow@kelso.wednet.edu</a>
Lynden School District	Anderson	Randy	360-354-4401 x5205	<a href="mailto:andersonr@lynden.wednet.edu">andersonr@lynden.wednet.edu</a>
Marysville School District	Davis	Carol	360 657-6130	<a href="mailto:Carol_Davis@msvl.k12.wa.us">Carol_Davis@msvl.k12.wa.us</a>
Omak School District	Conger	Dennis	509-826-8363	<a href="mailto:dconger@omaksd.wednet.edu">dconger@omaksd.wednet.edu</a>
Seattle Public Schools	Siegel	Shepherd	206-252-0730	<a href="mailto:ssiegel@seattleschools.org">ssiegel@seattleschools.org</a>
Selkirk School District	Lotze	Nancy	509.446.3505	<a href="mailto:nlotze@selkirk@k12.wa.us">nlotze@selkirk@k12.wa.us</a>
Trout Lake School District	Dearden	Doug	509 395-2571	<a href="mailto:ddearden@esd112.wednet.edu">ddearden@esd112.wednet.edu</a>
Evergreen School District (Clark)	Kampe	Dennis	360-604-1050	<a href="mailto:dkampe@egreen.wednet.edu">dkampe@egreen.wednet.edu</a>
Mount Adams School District	Jarnecke	Dana	509.874.8643	<a href="mailto:danalj@mtadams.wednet.edu">danalj@mtadams.wednet.edu</a>
Puget Sound Skills Center	Dapiaoen	Teresa	206.431.5100	<a href="mailto:dapiaotg@hsd401.org">dapiaotg@hsd401.org</a>

<b>2007-09 Running Start to Trades Pilot Grants</b>				
<b>Organization</b>	<b>Last Name</b>	<b>First Name</b>	<b>Phone</b>	<b>EMail</b>
Bellingham Technical College	Cowan	Linda	360-752-8458	<a href="mailto:lcowan@btc.ctc.edu">lcowan@btc.ctc.edu</a>
Edmonds School District	Madison	Mark	425-431-7124	<a href="mailto:madisonm@edmonds.wednet.edu">madisonm@edmonds.wednet.edu</a>
Kennewick School District	Ringwood	Gerry	509-222-7300	<a href="mailto:gerry.ringwood@ksd.org">gerry.ringwood@ksd.org</a>
New Market Skills Center	Downes	Gina	360.570.4437	<a href="mailto:gina.downes@newmarketskills.com">gina.downes@newmarketskills.com</a>

# Running Start for the Trades

## Symposium for Incentive and Demonstration Grant Partners

Thursday, May 8, 2008 9:00am to 3:00pm

Puget Sound Skills Center, Burien

8:30 – 9:00 am

**Check In & Register for Clock Hours - Lobby**

9:00 am – 9:30 am

Yormark Room

**Welcome:** *Dr. Sue Shields, Principal, Puget Sound Skills Center*

**Running Start to Trades Statewide Update**

*John Aultman, Assistant Superintendent of Public Instruction*

**Puget Sound Skills Center, Welding Trades Program**

*Ken Pierson, Construction Technology Instructor*

9:30 am – 10:00 am

**Apprenticeship 101**

**Key details you need to know to be successful.**

*Liz Smith, Apprenticeship Section, WA State Department of Labor and Industries*

10:00 am – 10:15 pm

**Morning Break**

10:15 am – 11:30 am

**Best Practices: Designing Programs That Lead to Apprenticeship Entry Options**

**Presentations by programs making it work.**

*Edmonds SD – Carpentry/Construction Trades Program*

*Whatcom Tech Prep – Construction Careers Academy*

*Spokane Schools – Pre-Apprenticeship Program*

11:30 am – 11:45 am

**Break – Get Your Lunch**

*Brief break while people get their food and our lunch speaker sets up.*

11:45 am – 12:45 pm

**Putting Students to Work:**

**What are the rules for Teenage students doing “work based learning”?**

*Mary Miller, Employment Standards( youth employment)*

12:45 pm – 2:00 pm

**Best Practices: Continued . . .**

**Presentations by programs making it work.**

*New Market Skills Center – MAIP Construction program*

*Seattle Schools – ACE Academy & Direct Hire Program*

**Q&A Session with panel presenters (Time Remaining)**

2:00 pm – 2:15 pm

**Afternoon Break**

2:15 pm – 3:00 pm

**Running Starts and Next Steps**

**Update on projects, progress, challenges and next steps...**

*Liz Smith, Julia Cordero - facilitators*

## APPENDIX – C



**NORTHWEST WASHINGTON ELECTRICAL INDUSTRY J.A.T.C.**  
306 Anderson Road  
Mt. Vernon, WA 98273

### APPRENTICESHIP PREPARATION ARTICULATION AGREEMENT

#### PURPOSE

This agreement provides the linkage between the *Construction Careers Academy* program and the *Northwest Washington Electrical Industry JATC (NWEJATC)*. The NWEJATC, and its sponsoring organizations - Cascade Chapter, NECA and IBEW Local 191, are committed to providing training opportunities to future electrical workers and the mentoring of new apprentices. The parties acknowledged in this agreement will work together to provide current and recent graduates of the CCA program an opportunity to enter the NWEJATC apprenticeship program.

It is recognized that the *Construction Careers Academy* is an interdistrict program serving 12 high schools in Whatcom County: Bellingham, Blaine, Ferndale, Lynden, Lynden Christian, Meridian, Mt. Baker, Nooksack Valley, Options, Sehome, Squalicum and Windward High Schools. The high schools are members of the Whatcom Tech Prep Consortium which provides administrative oversight for the program. Meridian High School serves as the “host” site for the instructional part of the program. Working in partnership, the School Districts and local construction community through their commitment to education and job ready preparation for students created the *Construction Careers Academy* program. The participating Districts and program Advisory Committee wish to provide CCA graduates with advanced education and career opportunities through

- ◆ Access (preferred entry) to apprenticeship training programs
- ◆ Entry level jobs on construction-related worksites
- ◆ Mentorships for student trainees
- ◆ Opportunities to earn college credit while completing the high school program

#### NORTHWEST WASHINGTON ELECTRICAL INDUSTRY JATC AGREEMENT

Successful graduates of the CCA program shall be entitled to preferred consideration for entry into the NWEJATC apprenticeship program as allowed in the State approved Standards. Students who meet the qualifications as stipulated below, will be guaranteed an interview with the Training Committee.

The following stipulations are hereby agreed to:

1. Students must meet the minimum qualifications established for entrance to the electrical industry apprenticeship (see below).
2. Students must have successfully completed one full year/2 semesters of the CCA program with a C or better grade.
3. At time of application, students must provide CCA *Certificate of Completion* and letter of recommendation from the instructor.
4. Student must provide letter of recommendation from worksite mentor documenting hours worked and level of performance for work assigned.
5. Student must apply for acceptance to electrical training program within one year of successful completion of the CCA program.

Minimum Qualifications for Electrical Industry Apprenticeship:

- Age: Be at least 18 years of age – verified with birth certificate or drivers license.  
Education: High school diploma or transcripts showing date of graduation or GED.  
Residence: Proof of residency in the geographic area – local mailing address.  
Math: Evidence of successful completion, with a grade of C or better, of one full credit of high school algebra, or its equivalent (official transcript).  
Physical: Be physically able to perform the work of the trade.

In addition, NWEJATC agrees to

- Inform union electrical contractors (training agents) and union members about the goals and activities of the CCA and encourage their support and involvement in the program.
- Provide a representative member to serve on the CCA Program Advisory Committee.
- Initiate at least one co-curricular activity each school year (any cooperative learning experience which benefits the students enrolled in the CCA program -- such as providing guest speakers, mentors for student projects, tours of the apprenticeship training program or NWEJATC instructors able to provide certification workshops, ie: OSHA 10).
- Work with member Training Agents to identify 1-3 paid internship/entry-level worksite opportunities plus appropriate mentorship experiences for CCA students. Students must apply and will be hired by the employer for 12 weeks as a “material handler” at the entry-level wage for this position. Students will be employed for a minimum of 10 hours per week (1-3pm daily) – additional hours may be negotiated between the student and employer (all internship experiences will be scheduled between March – June).
- Meet at least one time each year with representatives of CCA to review all aspects of this agreement. Revisions made upon unanimous consent of all parties to the agreement.

This agreement will remain in effect unless canceled by either party. This agreement shall not conflict with the Standards of Apprenticeship of this JATC as approved by the Washington State Apprenticeship and Training Council.

**SIGNATURES**

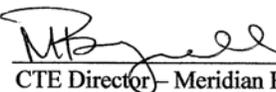
  
\_\_\_\_\_  
NW WA Electrical Industry JATC  
Training Director

  
\_\_\_\_\_  
Director – Whatcom Tech Prep Consortium

  
\_\_\_\_\_  
NW WA Electrical Industry JATC  
Chairman, JATC

  
\_\_\_\_\_  
Instructor – Construction Careers Academy

  
\_\_\_\_\_  
NW WA Electrical Industry JATC  
Secretary, JATC

  
\_\_\_\_\_  
CTE Director – Meridian High School

Dated: July 23, 2007

# Spokane Area Pre-Apprenticeship Program Information for Teachers

## 1. Introduction

### *What is the Pre-Apprenticeship Program?*

The Pre-Apprenticeship program is a perfect way for students to explore and learn about various skilled trades careers that are available in the Spokane area. Through a partnership with local apprenticeship organizations, students learn skills that will give them an advantage when they apply for an actual apprenticeship.

### *Why are the Apprenticeship Programs reaching Out to High School Students?*

The apprenticeship organizations are being proactive in front of a huge labor shortage. Over the next five to ten years, 50% of the current journeypersons will be eligible for retire and there are new openings projected to be about one million. This will leave a significant labor shortage, which means great opportunity for your students.

### *Why Should My Students be interested in the Pre-Apprenticeship Program?*

There are many reasons your students will want to participate in this program and become an apprentice:

**Great Opportunity** – An apprenticeship can lead to almost unlimited career opportunities after completion of the program. They will become a journeyperson and work at a career they enjoy. Later they could move into move to a supervisory position with many companies and organizations, start their own business, work for the government, and become an instructor or hundreds of other careers. The opportunities are endless.

**Respect** – A career in the skills trades is valued and fills vital needs in our economy. Imagine what would happen if these careers were eliminated. An apprenticeship is similar to a university four-year degree!

**Great Pay** – Apprentices earn a good wage from the time they start...they earn while they learn. They start between \$9.00 – 17.00 per hour depending on the apprenticeship program they have chosen. Apprentices get regular pay advances depending on the hours worked and their performance. An apprentices starting pay is equal to roughly 60% of what a journeypersons starting pay is!

**Passion** – All of the above combined with doing what your student loves add up to a fantastic career opportunity. Skills learned and experiences in the Pre-Apprenticeship Program may lead to career opportunities outside of the Apprenticeship area.

### *What type of Student Would Make a Successful Apprentice?*

An apprenticeship is not for everybody. These are skilled trades, which mean a student must be able to put theory into practice while continually learning new concepts. Students must have good grades and good attendance. If they are able to demonstrate a good work ethic, they will do well in an apprenticeship. The Student Expectations section later in this booklet will provide more information.

### *What types of Apprenticeships are available after the student completes the Pre-Apprenticeship program?*

Brick Masons

Laborers

Commercial Carpenters

Painter & Allied Trades

Commercial Roofers

Plumbers

Cement Finishers

Residential Carpenters

Dry Wallers

Sheet metal Workers

Electricians (Commercial and Residential)

Tile Setters

Iron Workers

Operating Engineers

## **2. How Can I Help My Students to Succeed?**

### *Instructor's role in the program*

1. Understand your role
2. Communicate
  - a. Serve as a liaison between the student and the Training Coordinators
  - b. Monitor, respond to and pass on communications in a timely manner
3. Identify, coach, mentor and guide young people who would benefit from an apprenticeship and who would be good for an apprenticeship
4. Help the student sign up for the program by going to the Spokane Schools website at <http://www.spokaneschools.org/Pre-Apprenticeship/default.stm>
5. Help to monitor the student's progress
  - a. Check on student progress
  - b. Verify when necessary
6. Assist with Work Based learning
7. Verify all information on the Pre-Apprenticeship Training Record

## **3. What are the Student Requirements?**

### *How is a student accepted into the Apprenticeship Program?*

A student may enter into an apprenticeship after completing the Pre-Apprenticeship Program two ways:

#### **1. Enhanced Entry**

Students who complete the Pre-Apprenticeship Program will receive points towards their Apprenticeship application process. This can give them an advantage over other applicants.

The point structure will vary between each Apprenticeship Program.

Note: No student is guaranteed entrance into an Apprenticeship by virtue of being in the Pre-Apprenticeship Program. This is a very competitive process.

#### **2. Direct Entry**

Some schools will receive one or more "Direct Entry" slots. Students who enroll in the Pre-Apprenticeship Program and attend such schools may have an opportunity for Direct Entry. The student must complete all requirements. If a student does not meet requirements, they will not qualify for a direct entry. It is the responsibility of the school district to choose the student for the direct entry.

If more than one student applies for Direct Entry from a school district but there is only one Direct Entry slot, only one student will be chosen for the apprenticeship. The other student may still apply through the "Enhanced Entry" method.

A district receives one Direct Entry slot for a specific amount of money spent on construction. This will vary between districts.

# **MEMORANDUM OF AGREEMENT**

**Between**  
**King County**  
**Department of Natural Resources and Parks**  
**And**  
**Edmonds School District**  
**And**  
**Edmonds Community College**  
**And**  
**Seattle/King County Building and Construction Trades Council**  
**Northwest Washington Building and Construction Trades Council**  
**Washington State Building and Construction Trades Council**

## **I. Purpose**

The purpose of this memorandum of agreement is to identify the roles, responsibilities and a working agreement established by King County –Department of Natural Resources and Parks hereafter “King County”, the Edmonds School District and Edmonds Community College ( the District and College), the Seattle/King County Building and Construction Trades Council, the Northwest Washington Building and Construction Trades Council and the Washington State Building and Construction Trades Council (Councils). Acknowledging the District and College’s Construction Industry Training programs, the parties will work to provide current and recent District and College students access to apprenticeship opportunities generated by the Brightwater project.

King County is committed to the employment of Washington State Apprenticeship Council (SAC) registered apprentices and the utilization of SAC approved apprenticeship programs for the Brightwater project. King County also makes a commitment to “Pre-apprenticeship Efforts” and “Direct Entry” programs through the Project Labor Agreement (PLA) that was negotiated for the Brightwater project. King County has established a project-wide goal of fifteen percent of the project work hours to be comprised of SAC registered apprentices.

The Edmonds School District and Edmonds Community College through their commitment to education and job ready preparation for students have created the two

construction industry training programs, one at the high school and one at the college with a seamless transition from the high school program to the college program. The District and College wish to provide career opportunities in the construction industry through the training that students receive by completing the District and College curriculum and earning a Construction Industry Training (CIT) certificate from the College. Through a partnership with King County the District and College are committed to providing students with career opportunities on the Brightwater project.

The Councils through their affiliated construction unions are committed to providing training opportunities to future construction workers. Through the affiliate's participation in SAC programs training opportunities are provided to newly indentured apprentices. The Council's affiliates are also committed to apprenticeship programs and the mentoring of new apprentices.

## II. Definitions

**Project Labor Agreement:** Is the contract document that governs the labor standards, wages and working conditions on the Brightwater project.

**Washington State Apprenticeship Council (SAC):** Is the Washington State Department of Labor and Industries body that regulates apprenticeship training within the State of Washington.

**SAC approved programs:** Are recognized Washington State Department of Labor and Industries training programs that provided apprenticeship indenturement into construction training programs.

**Pre-apprenticeship programs:** Are organizations that prepare individuals through training and orientation for careers in the construction industry.

**Direct entry programs:** Are SAC approved programs that allow direct indenturement into apprenticeship programs and direct dispatch of these apprentices to specific projects.

**Apprenticeship Mentoring Program:** Is the program that is developed for the mentoring of apprentices by journey level workers on the Brightwater project.

### **III. Apprenticeship Utilization – Direct Entry Plan**

King County, Edmonds School District and Edmonds Community College (District and College) and the Building Trades Councils (Councils) through the Project Labor Agreement’s Project Administrative Committee (PAC), agree to “Direct Entry” hiring provisions for new apprentices as follows:

- Candidates will come through the District and College’s Construction Industry Training programs and have obtained the college’s CIT certificate.
- The contractors and sub contractors with the Brightwater project will identify apprentice hiring opportunities with a minimum goal of 1000 hours employment for each position.
- The Washington State Apprenticeship Council’s approved apprenticeship programs that have “Direct Entry” selection procedures agree to register and dispatch new apprentices from the District and College’s Construction Industry Training programs to contractors on the Brightwater project.
- The list of qualified applicants for “Direct Entry” will be developed and maintained by the PAC and the District and College
- To the largest extent possible, each newly registered apprentice will be employed a minimum of 1000 hours before lay-off. Any issues related to an apprentice’s employment status prior to 1000 hours will be brought immediately to the PAC by the appropriate contractor and union representative.
- All new apprentices working under this agreement will participate in the Apprentice Mentoring Program to assure the highest rate of retention.

### **IV. Roles and Responsibilities**

King County will:

- Facilitate meetings of the PLA’s Project Administrative Committee (PAC) to address the commitment to this Memorandum of Agreement (MOA). Brightwater will work with the PAC to implement the commitment to “Direct Entry” as contained in the PLA.
- Facilitate the work of the PAC in identifying opportunities for District and College Construction Industry Training students to be used as apprentices within individual contract packages. Brightwater will work to encourage contractors and sub contractors to participate with this MOA and their commitment through the PLA to support “Pre Apprenticeship Efforts”.
- Develop a program for monitoring the use of District and College Construction Industry Training program students on the Brightwater project. Such monitoring will include the collecting of data on the use of

District and College Construction Industry Training program students and the mentoring of the students through the Apprentice Mentoring Program.

- Facilitate discussions with appropriate parties to address the use of student interns from the District and College Construction Industry Training programs on the Brightwater project during the school year.

Edmonds School District and Edmonds Community College will:

- Coordinate recruitment and referral of District and College students who have completed the CIT Certificate to PAC responsible for oversight of this MOA.
- Work with the PAC to refer eligible candidates to the appropriate apprenticeship program.
- Develop a program in conjunction with the parties to help acclimate District and College students into the Brightwater project. Such a program should address issues related to safety and job preparedness and familiarization with the Brightwater project.

The Building Trades Councils (Councils) will:

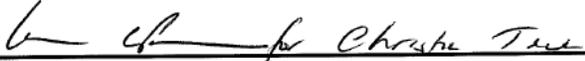
- Provide information to the parties for use with contractors on apprenticeship opportunities services and assistance.
- Assist in the development of a monitoring system to document the use of District and College Construction Industry Training program students on the Brightwater project.
- Work with the SAC approved or recognized apprenticeship and training programs and other organizations to actively assist current and recent District and College Construction Industry Training program students gain entrance to and successfully complete apprenticeships.
- The Councils will help inform apprenticeship and training program coordinators and union representatives of the goals and activities covered by this agreement, and will provide advocacy and assistance to encourage support and involvement of apprenticeship program coordinators in meeting the goals of this MOA.
- Work with general contractors and sub contractors as appropriate to assist in meeting the overall participation goals and requirement for new apprenticeship opportunities for current and recent District and College Construction Industry Training program students.

Termination:

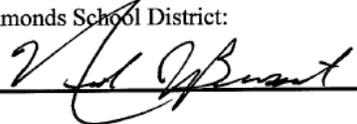
This agreement may be terminated by any of the parties to this agreement, upon 30 days written notice.

Signatures:

For King County:

  
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For Edmonds School District:

  
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For Edmonds Community College:

  
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For Seattle/King County Building and Construction Trades Council:

  
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For Northwest Washington Building and Construction Trades Council

  
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For Washington State Building and Construction Trades Council

  
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