



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

“Running Start for the Trades”  
2010 Update

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

January 1, 2011

<b>Contents</b>	<b>Page</b>
2006-09 Running Start for the Trades Summary . . . . .	2
Industry Collaboration . . . . .	3
Apprenticeship Events . . . . .	4
Apprenticeship Preparation Program Guidelines . . . . .	5
2009-10 Running Start for the Trades Report . . . . .	5
Running Start for the Trades Next Steps . . . . .	6
Appendix A: 2009-10 Pilot Grant School Reports . . . . .	8
Appendix B: 2009-10 Incentive Grant School Reports . . . . .	14
Appendix C: 2009 Running Start for the Trades Symposium Agenda . .	21

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## **2006-09 Running Start for the Trades Summary**

[RCW 49.04.190](#), enacted into law in 2006, expands opportunities for graduating secondary school students to enter registered apprenticeship programs. To meet the intent, the legislation established several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) and The Office of the Superintendent of Public Instruction (OSPI), including:

- Awarding incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs.
- Awarding pilot grants for secondary pre-apprenticeship program development.
- Developing pre-apprenticeship program guidelines.
- Providing reports to the Legislature.

During the first school year (2006-07) of Running Start for the Trades (RSTT), ten \$7,500 incentive grants were awarded:

- Spokane School District (2 grants)
- Clark County Skills Center
- Seattle Public Schools
- Spokane's East Valley High School
- Raymond High School
- South Bend High School
- Toppenish High School
- Spokane's West Valley High School
- Whatcom Tech Prep Consortium.

Four pilot grants were also awarded in 2006-07 and were funded at \$25,000 each. The four recipients were South Seattle Community College, Lynnwood School District, Seattle Vocational Institute, and the New Market Skills Center in Tumwater.

In November 2007, Governor Gregoire included reauthorization of the RSTT grants for the 2007-09 biennium in her budget. 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, were divided into four pilot programs and ten incentive grant recipients and were dispersed in two equal installments over the biennium. The recipients for the 2007-08 and 2008-09 school years are as follows:

### *\$40,000 (\$20,000/Year) Apprenticeship Pilot Grants*

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

### *\$19,000 (\$9,500/Year) Apprenticeship Incentive Grant*

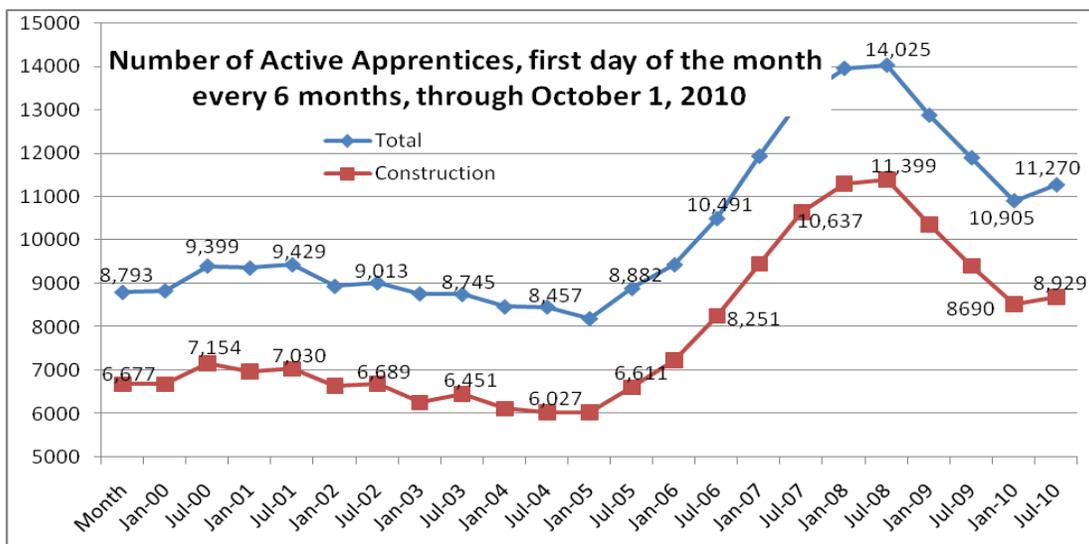
- Evergreen School District
- Kelso School District
- Lynden School District
- Marysville School District
- Mount Adams School District
- Omak School District
- SeaTac Occupational Skills Center
- Seattle Public Schools
- Selkirk School District
- Trout Lake School District

As noted above, RSTT grant initiatives impacted thirteen school districts including a total of 14 schools, two skills centers, and one tech prep consortium during the two-year grant cycle. A total of 2,036 students were impacted by grant activities and programs during the first year.<sup>1</sup>

## Industry Collaboration

The demand for registered apprentices in the State of Washington after rising sharply for a number of years has declined in recent months (See graph below). The sharp increases were driven by demand for apprentices in the construction workforce. In 2009, the construction industry was severely impacted by the economic downturn. As a result, the number of apprentices declined significantly. The number of apprentices has recently begun to level off. Despite the current economic downturn, skilled labor demand in the construction industry is expected to outpace supply in the next five to ten years as unprecedented numbers of workers retire. Given the long term need for skilled construction workers, the excellent wage and employment outcomes related to apprenticeship programs, and the widespread application of Apprentice Utilization provisions on public works contracting, many apprenticeship program sponsors have prioritized efforts to strengthen connections between K-12 schools, community & technical colleges and workforce development system partners.

It is against this backdrop that the WSATC’s strategic plan includes expansion of apprenticeship opportunities for the citizens of Washington State into occupations not traditionally included in apprenticeship. One of the key challenges for the registered apprenticeship system in this state and across the country is to create significant numbers of apprenticeship opportunities in industries other than construction. There are some encouraging apprenticeship initiatives in health care, cosmetology, early childhood education and aerospace manufacturing that have the potential to expand apprenticeship opportunities significantly beyond the building trades.



<sup>1</sup> source: OSPI phone survey of grantees - June 2008

## Apprenticeship Events

In May 2009, the Department of Labor & Industries and OSPI co-sponsored the third annual “Running Start for the Trades” Symposium to build on the momentum of grantee schools and to highlight best practices regarding apprenticeship preparation program design. The Spokane School District hosted the event and showcased their innovative pre-apprenticeship program that has successfully negotiated direct entry slots for its’ students into area building and construction trade apprenticeship programs. (see Appendix C for the agenda).

In May 2010, over 400 attendees from 216 different organizations packed the Greater Tacoma Convention and Trade Center to learn about and promote registered apprenticeship as a workforce education and training model. This premiere event assembled experts from Washington, Oregon, Idaho, Alaska, Montana, Arizona, Guam, and Canada for two days of partnership expansion and networking around best practices in registered apprenticeship education. The attendees included a diverse group of education professionals, business and industry leaders, and apprenticeship representatives.

Forty-six representatives from RSTT grant recipient schools attended the two day conference. The representatives were able to make connections with apprenticeship programs across industries, including construction trades, aerospace, health care, and cosmetology. These educators, along with the rest of the conference attendees, were treated to a special event as part of the apprenticeship conference, the Industry Innovation Competition & Showcase. This event showcased five high school teams that developed sustainable projects for the Centers of Excellence in Construction, Energy, Homeland Security and Marine Manufacturing & Technology.

The participating teams were as follows:

- *Central Kitsap High School* – Flying Boat Design
- *Central Kitsap High School* – Storm Drain Energy Generator
- *Centralia High School* – Off-the-Grid Sustainable Food Production Using Passive and Active Solar Technology
- *Hudson’s Bay High School* – Alternative Energy & Waste Water Treatment Plant
- *New Market Skills Center* – Construction Trades Green Building Project

These talented high school students presented their projects to a team of VIP judges, at the Pacific Northwest Apprenticeship Education Conference. Judges included:

- Sue Ambler, CEO of the Workforce Development Council of Snohomish County
- Dr. Robert Lerman, Institute Fellow at the Urban Institute and Professor of Economics at American University
- Lee Newgent, Executive Secretary of the Seattle-King County Building and Construction Trades Council
- Yancy Wright, Sustainability Manager for Sellen Construction.

The judges awarded the top prize to the Central Kitsap High School – Storm Drain Energy Generator. Each student on the team was awarded a \$500 scholarship to use toward post-secondary education and training.

### **Apprenticeship Preparation Program Guidelines**

OSPI representatives continue to work with apprenticeship program representatives to refine the apprenticeship preparation framework. This framework contains the essential elements for schools seeking to conduct apprenticeship preparation 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 business, labor, government and education.

Based on input from the 2009 RSTT Symposium and the Pacific Northwest Apprenticeship Education Conference, OSPI expects to deliver a completed apprenticeship preparation framework for WSATC’s review, at a regularly scheduled Apprenticeship Council meeting next year. OSPI will present this information to the WSATC in its capacity as an ex-officio member.

### **2009-10 Running Start for the Trades Report**

The 2009-10 school year expanded the Running Start for the Trades program to include all registered apprenticeship occupational opportunities in the state. The WSATC considered the expansion proposal in light of the worst economic climate for the building and construction trade apprenticeship programs in decades. Reports from building trade program sponsors suggested unemployment rates hovering around 25 percent for apprentices in these occupations. The Council’s decision to expand the outreach efforts afforded under this grant program allowed for the inclusion of some non-traditional or non-building trade apprenticeship opportunities including early childhood education, culinary arts and firefighting.

The 2009/10 Pilot and incentive grant recipients are as follows:

#### **2009-10 Pilot Grants**

<i>Organization Name</i>	<i>Allocations</i>
Yakima School District	\$23,000.00
Clark County Skills Center	\$9,500.00
Vancouver School District	\$20,000.00
New Market Skills Center	\$9,500.00
Richland School District	\$24,500.00
West Sound Technical SC	\$20,000.00
Puget Sound Skills Center	\$9,500.00

## 2009-10 Incentive Grants

<i>Organization Name</i>	<i>Allocations</i>
Vancouver School District	\$9,500.00
Olympia School District	\$9,500.00
Tri-Tech Skills Center	\$9,500.00
Bremerton High School	\$11,500.00
Puget Sound Skills Center Firefighting	\$9,500.00
White River School District	\$9,500.00

## 2009-10 Running Start for the Trades Grant Reports

- Pilot Grant Schools  
*See Reporting Matrix Appendix A*
- Incentive Grant Schools  
*See Reporting Matrix Appendix B*

## Running Start for the Trades Next Steps

While all grantee schools support clear pathways for high school students to access registered apprenticeships, there are many challenges. The primary challenges are meshing the needs of the educational and apprenticeship systems, ensuring sufficient program funding, and resolving 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 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.”

Even with the difficulties encountered meshing the two very different systems, 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 efforts attest to the relationships created or strengthened due to the Governor’s RSTT initiative. When taken together, these relationships illustrate the breadth of activity taking place throughout the state to benefit Washington’s graduating seniors.

As lawmakers continue to address concerns in Washington's educational delivery system, the stakeholders who have invested significant resources to RSTT pre-apprenticeship initiatives would like consideration regarding the impact of increased graduation and testing requirements. Mark Madison, from Edmonds School District during the 2007-09 school year addressed these concerns. He said, "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 WSATC and OSPI are committed to provide increased opportunities for secondary students to access registered apprenticeship programs upon graduation. Building on the success stories contained in this report and ongoing efforts throughout the state, the WSATC and OSPI can learn lessons on how to better provide graduating secondary students with the tools and skills they need to be successful in the trades.

**Appendix A**  
**2009-10 Pilot Grant Schools**

## Pilot Grant School Reports

Grant Report Questions/ Pilot Schools	Yakima School District \$23,000 Contact: Bruce Mortimer, Mortimer.Bruce@yakimaschools.org	Clark County Skills Center \$9,500 Contact: Dennis Kampe, dennis.kampe@evergreenps.org	Vancouver School District \$20,000 Contact: Wendi Russell, <a href="mailto:Wendi.Russell@vansd.org">Wendi.Russell@vansd.org</a>	New Market Skills Center, \$9,500 Contact: Mark Wagar, <a href="mailto:mark.wagar@newmarketskills.com">mark.wagar@newmarketskills.com</a>	Richland School District, \$24,500 Contact: Claudia Cooley, <a href="mailto:claudia.cooley@rsd.edu">claudia.cooley@rsd.edu</a>	West Sound Technical SC, \$20,000 Contact: Lillian Hunter, <a href="mailto:lillian.hunter@bremertonschools.org">lillian.hunter@bremertonschools.org</a>	Puget Sound Skills Center, \$9,500 Contact: Sue Shields , <a href="mailto:ShieldsSB@hsd401.org">ShieldsSB@hsd401.org</a>
<p>Provide a list of apprenticeship programs, postsecondary institutions and businesses that you have established partnerships with during the past year of your Apprenticeship and Training Council grant. Please provide the contact, e-mail and program or business listed above.</p>	<p><u><a href="#">Perry Technical Institute</a></u> Dan Steimetz Machinist Department Head <a href="mailto:Dans@perrytech.edu">Dans@perrytech.edu</a> 509-453-0374 (Perry Tech works closely with GE Aviation here in Yakima)</p> <p><u><a href="#">Renton Technical College</a></u> Francisco Martinez Instructor Machine Technology Programs <a href="mailto:fmartinez@RTC.edu">fmartinez@RTC.edu</a> 425-235-2335</p>	<p>We have apprenticeship agreement that allow Clark County Skills Center students/ graduates to receive advanced placement and/or additional points towards their acceptance into an apprenticeship training programs. Apprenticeship agreements have been established with the following apprenticeship training centers: Heat &amp; Frost insulators and Allied Crafts and Firestop/ Containment Apprenticeship HVAC &amp; Metals Institute NECA-IBEW Electrical Training Center Willamette Carpenters Training Center</p>	<p>Accurweld – Camas, Richard Lewis, <a href="mailto:accurweld@aol.com">accurweld@aol.com</a>; Airgas, Joe Bailey <a href="mailto:joe.bailey@airgas.com">joe.bailey@airgas.com</a>; Avos Inc, Surge, <a href="mailto:avosinc@yahoo.com">avosinc@yahoo.com</a>; BNSF - Maintenance Shop, Kem Hamik, <a href="mailto:Kem.Hamik@bnsf.com">Kem.Hamik@bnsf.com</a>; BNSF - Maintenance Shop, Scott Fredrick, <a href="mailto:scott.fredrick@bnsf.com">scott.fredrick@bnsf.com</a>; Bullet Proof Manufacturing, John Smith, <a href="mailto:bulletproofmfg@gmail.com">bulletproofmfg@gmail.com</a>; Clark/Hunt Air, Ed Neiger, <a href="mailto:neigeredward@gmail.com">neigeredward@gmail.com</a>; Davis &amp; Walker Fabrication, Jeff Davis; Hemphill Iron Works, Tom hemphill, <a href="mailto:Tom@hemphillironworks.com">Tom@hemphillironworks.com</a>; Insta Fab, Josh; M&amp;M Manufacturing, Marty Schoen, <a href="mailto:mmmfg@pacifier.com">mmmfg@pacifier.com</a>; NW Pipe Company, George Ackley, <a href="mailto:gackley@nwpipe.com">gackley@nwpipe.com</a>; Precision Weld Custom Jet Boats, Carl; Spare Parts MFG &amp; repair, Don Bensen, <a href="mailto:sparepartsmandr@aol.com">sparepartsmandr@aol.com</a>; Vancouver Roofing &amp; Sheet Metal, Rick Gardner; Architects Associative, Kathy Dietrich, <a href="mailto:kathyd@pacifier.com">kathyd@pacifier.com</a>; Berger Abam, Dave Sacamano, <a href="mailto:david.sacamano@abam.com">david.sacamano@abam.com</a>; City of Vancouver, Ahmad Qayoumi, <a href="mailto:Ahmad.Qayoumi@ci.vancouver.wa.us">Ahmad.Qayoumi@ci.vancouver.wa.us</a>; Emily Refi, Architect LLC, Emily Refi; Greenworks PC, Jim Figurski, <a href="mailto:JimF@greenworkspc.com">JimF@greenworkspc.com</a>; LSW Architects, Casey Wyckoff, <a href="mailto:casey@lsw-architects.com">casey@lsw-architects.com</a>; Manley Architects, Roch Manley, <a href="mailto:rmanley@manleyarchitects.com">rmanley@manleyarchitects.com</a>; Mark Garvey Architect , Mark Garvey, <a href="mailto:garveyarch@imagina.com">garveyarch@imagina.com</a>; PATH architecture, Scott, <a href="mailto:scott@architecturepath.com">scott@architecturepath.com</a>; Revent Architecture, John Froning, <a href="mailto:john@reventarch.com">john@reventarch.com</a>; Seed Architecture Studio, Darin Dougherty, <a href="mailto:darin@seed-architecture.com">darin@seed-architecture.com</a>; SGA Engineering, PLLC, Eric Golemo, <a href="mailto:EGolemo@sgaengineering.com">EGolemo@sgaengineering.com</a>; Western Design Group, Dave Hardister, <a href="mailto:dhardister@westerndesigngroup.net">dhardister@westerndesigngroup.net</a>; AKS Engineering and Forestry, John Meier, <a href="mailto:john@aks-eng.com">john@aks-eng.com</a>; Anderson Engineering, Anne Anderson; Bonneville Power Admin, Angela DeClerck, <a href="mailto:ardeclerck@bpa.gov">ardeclerck@bpa.gov</a>;</p>	<p>New Life Child Development Center, Mical Gaynor; Small Wonders Child Care Center, Benita McDonald; Sugar and Spice, Chris Rearden; Children’s Hands On Museum, Anna Sayre; Developmental Preschools Tumwater School District, Tami Stoutnar; Serendipity Child Care Center, Tammy Jenkins; South Sound YMCA, Jamie Card; St. Mikes Tikes child Development Center, Miho Wright; Sound to Harbor Head Start Program, Debi Beagle; Lacey Learning Center, Sherri Helton; Chehalis Tribal Head Start, Lloyd Commander; Capitol Campus Child Care Center, Tina Pearson; Eastside Coop, Ann Bowers; Capital Montessori, Merissa White.</p>	<p>LU 112-NECA Electrical JATC Dennis Williamson, Training Director <a href="mailto:d.williamson@jatc112.org">d.williamson@jatc112.org</a></p> <p>SE Washington/NE Oregon Sheet Metal Workers Apprenticeship, LU 55 John Merk, Training Coordinator <a href="mailto:johnm@bossig.com">johnm@bossig.com</a></p> <p>EA Washington/NE Oregon Pipe Trades Apprenticeship, UA Local 598 Pete Nicacio, Assistant Business Manager <a href="mailto:pete@ua598.org">pete@ua598.org</a> Marty Gregg, Training Director <a href="mailto:marty@ua.598.org">marty@ua.598.org</a></p> <p>Columbia Basin College Derek Brandes, Dean for Career/Technical Education <a href="mailto:dbrandes@columbiabasin.edu">dbrandes@columbiabasin.edu</a></p> <p>Dept of Labor &amp; Industries, Apprenticeship Division Julie Lindstrom, Apprenticeship Consultant <a href="mailto:Linz235@lni.wa.gov">Linz235@lni.wa.gov</a></p>	<p>Pierce County Careers Connection <a href="mailto:info@pc3connect.org">info@pc3connect.org</a> Ohana Youth Foundation, Brewer Hong, Founder / Director JATC Apprenticeship Programs – Washington Building Trades South Puget Sound Carpenters Training Center Olympic College, Machining Programs articulation and possible affiliation with Boeing Company, Dr. Richard Strand</p>	<p>Seattle Area Pipe Trades, Local 32 Dale Wentworth, Training Coordinator, 425.271.5900 Puget Sound Energy, Local 46 550 SW 7<sup>th</sup> St Renton, WA 98057 <b>William McCartan</b> Training Director 425-228-1777 Ext. 101 <a href="mailto:bill@psejatc.org">bill@psejatc.org</a></p>

			Consolidated Metco, Carlisle Daniel, <a href="mailto:carlisle.daniel@conmet.com">carlisle.daniel@conmet.com</a> ; HP, Ron Gompertz, <a href="mailto:ron.gompertz@hp.com">ron.gompertz@hp.com</a> ; Mackay Sposito, Damon Webster, <a href="mailto:DWebster@mackaysposito.com">DWebster@mackaysposito.com</a> ; Mickler and Associates, Russell Mickler, <a href="mailto:rmickler@micklerandassociates.com">rmickler@micklerandassociates.com</a> ; Underwriters Laboratories Inc., Karina Wagner, <a href="mailto:Karina.Wagner@us.ul.com">Karina.Wagner@us.ul.com</a> ; US Digital, Allen Harstine, <a href="mailto:allen.h@usdigital.com">allen.h@usdigital.com</a> ; Olson Engineering, Chad McMurry, <a href="mailto:chad@olsonengr.com">chad@olsonengr.com</a> .				
<b>Describe in detail</b> your plans to sustain the grant after the funding is over. How will you leverage all facilities/resources at your disposal to continue delivering the best program possible?	We are moving the program to Stanton Alternative High School, where we will not be paying rent. The Yakima School District is looking at building a new alternative high school and the Machinist Program will get an even larger area. With CTE funding the program now has adequate equipment. We have an industry instructor that is a kid magnet. Student numbers will drive the budget. In addition CTE gets levy money.	The Clark County Skills Center has a commitment to maintain a working relationship with the local apprenticeship training center that offer employment and apprenticeship training opportunities related to Skills Center CTE programs. Apprenticeship training center representatives also sit on Skills Center program advisory committees. In addition, the Skills Center hosts an annual forum with the SW WA Apprenticeship Coordinators. All of these endeavors keep a close and efficient operational structure with the apprenticeship training community.	VPS has dedicated funds to contract for services with nConnect again for the 2010-11 school year for students enrolled in magnet programs that have pre-apprenticeship and apprenticeship opportunities. After the 2010-11 school year the apprenticeship connections will be established such that the magnet coordinators for each high schools magnet program(s) will take the lead in coordinating pre-apprenticeship and apprenticeship activities.	2010-2011 NM ECE program funds will cover travel costs to visit apprentices at their training sites. Four students will be returning to New Market Skills Center in the fall of 2010. Three students have found training agents. These students will be supervised by trained mentors (with associate's degree or a CDA) at the apprenticeship training sites with regular visits by the New Market ECE instructor. The fourth returning student is still looking for an apprenticeship training agent. Additionally, arrangements have been made with other organizations to provide internships (pre-apprenticeships). It is expected that as students get the training and experience and as the need arises, the child care centers will hire some of these students as apprentices.	The grant provided our school district with the resources to purchase start-up supplies, training, curriculum, materials, and lab resources. Now that these are in place, our teaching staff, counselors, and administrators are at the ready to support sustainability. CTE apportionment is dedicated to account and provide for the future needs of the program and for related teacher training expenses, student field trips, and additional.	Using grant funds, equipment was upgraded in the Construction Trades, Sheet Metal, and Machining programs. Articulations with PC3 Connect and JATC were established. In conjunction with Olympic College, a possible partnership with the Boeing company is in development. All of these endeavors will be sustainable after the grant funding by student enrollment/FTE and support from the OC partnerships. The programs should be more inviting to students given the upgrades in equipment and the multiple opportunities established beyond West Sound Technical Skill Center.	We utilized the grant to develop relationships with Local 32 (Construction Trades) and currently have in place a "preferred consideration" agreement. See attached. Starting in October of last year, we began working with Puget Sound Energy on a 'preferred consideration' agreement for students graduating from our Construction Tech program. In addition, conversation have been started regarding starting a high school CTE program at the Puget Sound Energy site along the same lines as our current Welding Careers program being operated by Local 32. By coincidence, the two facilities are very close.
<b>List the number of students</b> participating in the program List all students that successfully entered postsecondary or apprenticeship training programs as a result of the grant activities. Please provide the student name, training program or postsecondary school. If the grant was used for planning of a startup program please provide a detailed description of the activities.	We started the program December 1, 2010, thus we have no graduates. We had two classes averaging 18 students per class. For the 2010-2011 school year machinist will increase another class. Perry Technical Institute is now offering scholarship to all out machinist graduates.	<i>Blaine Massie</i> - Plumbing apprenticeship; <i>Cody Chapman</i> - Carpenters apprenticeship; <i>Cody Johnson</i> - Carpenters apprenticeship; <i>Casey Mast</i> - Mechanic apprenticeship; <i>Brandon Melius</i> - Machinist apprenticeship/Clark College, Machine Tech; <i>Sam Guerin</i> - Clark College, Machine Tech; <i>Matthew Craig</i> - Clark College, Power Utilities Program; <i>Nicolas Pullman</i> - Clark College, Construction Tech; <i>Wesley Crandall</i> - Clark College, Construction Tech; <i>Arnoldo Perez</i> - Clark College, Construction Management; <i>Bradley Padilla</i> - Clark College, Construction Tech; <i>Gerald Roche</i> - Clark College,	The grant was used for planning of startup program activities. Please see attachment of Statement of Work (SOW) for contracted services (2nd attachment) and the summary of activities (3rd attachment) for the number of students who participated in the pre-apprenticeship activities.	Three (maybe four) students will be participating in the program in the fall of 2010: Sharleen Cruz; Lizbeth Lee; Abigail Strick; Kayona Rose (depending on job availability and transport); Meladee Resutek graduated from the program and found employment with Lacey Learning Center. Meladee was taking some time off from school and is completing her Child Development Associate as soon as she completes 480 hours of practicum experience this summer. Another graduating student, Kristina Howell, had three interviews with South Sound YMCA for a position. I had talked to the director, Jamie Card, in the importance of getting her an apprenticeship since Kristina was planning to go to South Puget	Initial planning required contact with our apprenticeship partners. The Richland School District worked with IBEW LU 112 apprenticeship coordinator to explore the option of training students to work in wind power generation and the photovoltaic fields. Although it is understood students do not have the opportunity to gain direct entry into this apprenticeship program, there is the shared commitment with our apprenticeship partners that students benefit through enrollment in the engineering-related career cluster. For this first year, four students are enrolled in the program.	There were a total of 78 students enrolled in the Construction Trades, Machining, and Sheet Metal classes. Each of these classes realized equipment upgrades as a result of the grant. Of those classes, the following students were listed as "Completers": Ryan Rodman; Garrett Eckert; Briana Haskel; Wiley Jones; Trisha Minihan; Tim Wright; Colt Lasnier; Jason Imus; Alex Arthur; Elysa Romans; Trevor Cable; Lucas Dorman; Trip Emeka; Matthew McMore; Sean Medak; Chris Hicks; Terry Norris; Teasha Aikins; George Lamphere; Cody Suttles; Jacob Valley; Shellsy Geyer; Ryan Eddy; Doug Ridgeway. New articulation agreements will be implemented beginning Fall 2010. We will then be able to accurately	45 students participated in the program last school year. Three were female. Currently to the best of our knowledge no apprenticeship programs are currently accepting applicants. We do have one student who is currently a welding apprentice who was a past student in our construction program. He started before the economic downturn. Our efforts towards starting a new post-secondary with Local 46 have been verbal to date and have not had associated costs.

		Construction Tech; <i>Jake Block</i> - Clark College, Construction Tech; <i>Natalia Mendoza</i> - Clark College, Construction Tech; <i>Ruslan Zalyashko</i> - Clark College, Electrical Engineering		Sound Community college this fall for her ECE degree. The status of employment and apprenticeship is not known. Arrangements were made with Miho Wright for a summer volunteer position for Jessica Zeutenhorst, a student with disabilities.	Students also were supported through their enrollment in pre-apprenticeship opportunities Such as SMARTMap Manufacturing Expo, Construction Career Day, MAGIC (Mentor a Girl in Construction), and many after-school events.	identify the students who hare moving into apprenticeship or a post secondary program.	
<b>List any Tech Prep agreements associated with your grant actives.</b>	We are working on Tech Prep with Francisco Martinez at Renton Tech and with Walla Walla Community College with Don Miller.	Construction Tech Program - Clark College; Electro-Digital Tech Program - Clark College and Heald College; Pre-Engineering Design Technology Program - Clark College and Lower Columbia College	Currently, we have one Tech Prep agreement for one of the three program areas that were supported by the grant (Welding/Machine Technology, Project Lead The Way, and Design Technology). Our 4781/2 Advanced Design Tech course is articulated with Clark College's CADD 150 - Basic SolidWorks (4 credits). In June 2010, Skyview High School, which houses our only Project Lead The Way program, became a certified PLTW school. As a result, students who take and pass PLTW courses with a B or better grade and who also pass the end of course assessments are eligible to earn transcribed college credit with over 30 colleges and universities across the country. We have begun conversations to reestablish an articulation agreement for our Welding/Machine Technology courses with Clark College.	Existing tech prep agreements with South Puget Sound Community College, Centralia College, Pierce Community College	There are no agreements in place as this course is the first in the area. Although the local community college has similar programs, the curriculum alignment is not complete enough to offer dual credit at this time. For students who complete Pre-Apprenticeship activities, they are eligible to receive one year of work experience when they apply to apprenticeship programs.	Pierce County Careers Connection (providing post-secondary credit for Pierce County programs) 1551 Broadway, Suite 400 • Tacoma, WA 98402 • Phone: (253) 692-4799 <a href="mailto:info@pc3connect.org">info@pc3connect.org</a> (completed this spring) JATC Apprenticeship Programs – Washington Building Trades (completed this spring.) Olympic College Machining (this program/curriculum is currently being revised and updated to increase the TechPrep credits which will allow WST students to receive the same certification afforded to the college students.	We did reach agreement with Puget Sound Career Consortium and Seattle Central Community College district (added Advanced Business BUS 230 and Applied Math 116).
<b>Describe the marketing, advertising, events and other communications efforts that were related or supported by grant funds.</b>	Our Graphics Program has made banners that advertise the program. The program has also been featured on two of our local television stations. In addition it will be in our high school course guide. We hired ESD 105 to match the curriculum with Geometry standards. Students can now have a choice between occupational education or math credit. Grant funds were not used.	We designed and mailed a large postcard to all Sophomore and Juniors (11,000) from the member districts. The postcard emphasized the opportunities available to students at the Skills Center, i.e., industry certification, college credit, and <u>apprenticeship opportunities</u> . In addition, we undated our school DVD to include apprenticeship information and opportunities.	See attached SOW (1st attachment). We were able to get some press in our local newspaper, The Columbian, about the speed mentoring activities. See 4th attachment.	<b>Networking and promotional activities:</b> <ul style="list-style-type: none"> <li>• Visited fourteen sites, met with directors of various child care centers and shared apprenticeship information</li> <li>• Attended apprenticeship meeting at OSPI</li> <li>• Presentation at the NM Counselor morning meeting</li> <li>• Attendance at the South Sound Advisory - family consumer science staff meeting at Timberline High School</li> <li>• Follow up email to all FACSE teachers with NM ECE info</li> <li>• Directors Network Meeting presentation with Dorothy Gibson, Mary Nagel –Thursday, March 11<sup>th</sup>.</li> <li>• Tumwater High School Electives and Community Fair –March 26, 2010</li> <li>• Lead Thurston County ECE meeting –March 31, 2010</li> <li>• Information sent to high school counselors</li> <li>• Thurston Early Childhood</li> </ul>	Although no communications were directly supported through grant funds, communication at the district level to provide this new course included board presentations and administrative meeting presentations and related discussions. At the building level, CTE teaching staff and counselors recruited students to register and to gain awareness of the new program. It is anticipated we will see enrollment increase yearly.	In conjunction with Central Kitsap School District CTE program, WST students participated in the “Pizza, Pop, and Power Tools” event. The target audience was eighth grade female students and the goal was to promote their participation in non-traditional careers.	These funds facilitated field trips to our apprenticeship provider sites which was a powerful exposure and recruitment tool. Our students functioned as ‘ambassadors’ at Building Trades career events for both King and Pierce counties. Ken Pierson presented at the WATS conference in October 2009 and International Building Trades Conference in Tacoma May 2010.

				Coalition membership • Thurston Community Network meeting attendance. Plan to invite two ECE apprentices to be part of TCN board			
<b>Describe tutoring</b> and other academic support services that were supported by grant funds.	Grant funds were not used for support services.	We provide academic classes and services to our students, but it was not supported by the grant.	Mentoring/networking were the key support services provided through the grant. All three programs had students participate in speed mentoring sessions. See highlighted text in attached press release (4th attachment) for more detail on speed mentoring.	Students completed STARS training, got their first aid/CPR cards, and completed 120hrs of instruction toward the Child Development Associate credential. Students had a variety of experiences in reading, writing, presenting and leadership opportunities.	As the program is new this year, no grant expenditures were in support of academic support services.	Computers were purchased for purpose of providing additional math tutorials and support. The computers were also used by students for resume writing: several sheet metal students secured summer employment at PSNS as a result.	No additional tutoring has been required beyond what is already supplied by the skills center budget.
<b>Describe counseling</b> and career center support services that were supported by grant funds.	No grant funds were used for counseling services.	We do not have a career center, but our Dean of Students work with students and instructors regarding apprenticeship opportunities.	While there were no direct counseling and career center support services funded by the grant, the career specialists assisted with the speed mentoring sessions if they were held in their respective high schools.	Students completed NAV 101, they learned about the different career opportunities where they can work with children and families, met with various guest speakers from the field, were introduced to the college faculty and college students and learned about the associate's degree and they started working on the Child Development associate credential. Many students received tech prep credits.	Although no grant expenditures were directed toward counseling and career center services, there was support provided to help students access pre-apprenticeship activities. Counselors were provided with descriptions of the activities and helped to recruit students to participate.	The bulk of the funds were used to upgrade and purchase equipment.	PSSC heavily markets its programs within the consortium school districts. The increased Tech Prep agreements added to our construction program are an integral part of our marketing efforts. We have a number of yearly meetings with our sending school counselors, administrators, and career center staff and they have been informed of these new opportunities. Several industry professionals have taken an active role in mentoring our students. These mentorship opportunities are individually arranged by PSSC Instructor Ken Pierson and his industry contacts. These contacts include Cass Prindle, NW Carpenters Executive Director, Ed Holmes, Director of Training, Seattle Area Pipe Trades, and Eric Peterson, Director of Training, Sheet Metal Trades.
Describe how the district recruited and retained <b>under-represented</b> (female, minority and low-income) student populations.	About 95% of the students in the machinist Program were Hispanic with about 5% female students. Since this program was taught at an alternative school most students were low income from minority populations.	All of our marketing materials and DVD's have information and advantages for students that are from under-represented populations.	There were no direct efforts to recruit and retain under-represented students. However, many of the business and industry members participating in the contracted services themselves were representative of these non-traditional populations. Specifically, there was a good representation of women who participated in the speed mentoring sessions for Project Lead The Way and Design Technology program areas. A	All students entering the program were females. Under-represented students including students from diverse ethnic backgrounds (African-American, Latino students) and students with disabilities and low-income students were admitted to the program. Volunteering opportunity was set up for a student exiting the program with St. Mikes Tikes Child Development center.	All students are invited to participate. Females were encouraged to participate in the construction career day and in the apprenticeship activities. Of special interest is the MAGIC event (Mentor a Girl in Construction). Low-income and minority populations are a focus of these events, as their exposure	In conjunction with Central Kitsap School District CTE program, WST students participated in the "Pizza, Pop, and Power Tools" event. The target audience was eighth grade female students and the goal was to promote their participation in non-traditional careers.	We very actively remind students of the advantages that can be realized by being a member of an underrepresented group in all of our programs. We recruit students by visiting their sending schools, direct mailing to the homes, and as part of our new school marketing

			good number of students who participated in the pre-apprenticeship activities from Hudson's Bay Design Technology and Fort Vancouver High School's Welding programs were minority and/or low income students.	The program was marketed to high school counselors and family consumer science teachers who currently teach the child development class. Additionally the program was marketed to Chehalis Tribal Head Start program.	to career paths is not as evident in their family lives. All CTE programs support enrollment in these under-represented populations.		CD. Open Houses include a targeted effort in this area. It remains a challenge in schools and industry. Ms Terry Tilton, Asst. Executive Director Washington State Building Trades, also takes an active role by visiting the program.
What lessons have you learned that might lead to improvements in the development and implementation of additional apprenticeship preparation programs?	Start the program earlier.	First, we have learned that parents are generally misinformed or uninformed about apprenticeship opportunities. Second, we learned that our own instructors were also naive about apprenticeship opportunities for their students. Finally, we have found the apprenticeship training centers and coordinator to be very available and willing to work with us to develop partnerships and apprenticeship agreements; this also includes the local Labor and Industry Apprenticeship Coordinator.	We learned that it takes a great deal of time and energy to understand the complexities of apprenticeship programs and to fully appreciate the processes and regulations involved in starting a new registered apprenticeship. We found much more success in partnering with an existing apprenticeship program. It takes times to establish relationships with local companies for developing entry level apprenticeship programs. Many companies are reluctant to participate given the state of our economy.	Transport is an issue for most students in the New Market ECE program. This limits where they can go for their apprenticeships. Child care center directors are reluctant to hire high school students with pay unless they have worked at the center before and are known by the director. The students who have got apprenticeships for fall 2010 were working or had worked at the centers. Child care centers are willing to be internship or pre-apprenticeship sites where the students can volunteer. Using child care center as pre-apprenticeship sites will help build relationships with New Market and the students going through the internships there. This will bring credibility to the program and training agents will be more comfortable hiring the students.	One of the lessons relevant to the Tri-City area is to continue support to help students access courses that can connect them to Pre-Apprenticeship and also to post-secondary options in preparation of apprenticeship direct entry. Those of us in career preparation administrative careers want our students to be entering apprenticeship programs with high levels of training and skill. The funds made available through these grants enable us to begin the development of those programs and to provide ongoing support to get our students ready for these high demand careers.	Any endeavor takes more than one year to fully implement. While WST made great strides in establishing a relationship with PC3 Connect, the JATC, as well as enhancing articulations with Olympic College, the sustainability of this effort will not be known for some time. If the grant could have been presented as a two year endeavor (one year for planning and launch – which we have done; and a second year to sustain/maintain/reinforce efforts) then there would have a greater probability of program success and sustainability. While we will actively continue to “work the work” we have begun, we are painfully aware of the restrictions of our operating budget.	Two years is several cases were not enough time to complete agreements. Many of our efforts were met with enthusiasm from individuals representing our industry partners, but at a certain level within these entities, efforts were complicated to the point where results were poor. Several of these efforts have been ongoing for more than 6 years, with the results being a disappointment.

**Appendix B**  
**2009-10 Incentive Grant Schools**

Grant Report Questions/ Incentive Schools	Olympia School District \$9,500 Contact: Brad Hooper, <a href="mailto:bhooper@osd.wednet.edu">bhooper@osd.wednet.edu</a>	Vancouver School District \$9,500 Contact: Wendi Russell, <a href="mailto:Wendi.Russell@vansd.org">Wendi.Russell@vansd.org</a>	Tri-Tech Skills Center, \$9,500 Contact: Gerry Ringwood, <a href="mailto:gerry.ringwood@ksd.org">gerry.ringwood@ksd.org</a>	Bremerton High School, \$11,500 Contact: Linda Hupka, <a href="mailto:linda.hupka@bremertonschools.org">linda.hupka@bremertonschools.org</a>	White River School District, \$9,500 Contact: Greg Borerding, <a href="mailto:gborgerd@whiteriver.wednet.edu">gborgerd@whiteriver.wednet.edu</a>	Puget Sound Skills Center, \$9,500 Contact: Sue Shields , <a href="mailto:ShieldsSB@hsd401.org">ShieldsSB@hsd401.org</a>
<p><b>Provide a list of</b> apprenticeship programs, postsecondary institutions and businesses that you have established partnerships with during the past year of your Apprenticeship and Training Council grant. Please provide the contact, e-mail and program or business listed above.</p>	<p>We didn't do this piece, with our teacher turnover we couldn't do all what we set out to do, we did get our before school child care setup at our onsite facility, and will work to get the apprenticeship piece completed. We had the students work last year, all of the design completed with use of the funds last year. And now we are able to continue this program with no more grant funds available.</p>	<p>ESD 112 Early Childhood Education (ECE) Apprenticeships: Child Care Assistant/Associate I and Child Care Site Coordinator/Associate II Jada Rupley Associate Superintendent, Children, Youth, &amp; Family Services, ESD 112 <a href="mailto:jada.rupley@esd112.org">jada.rupley@esd112.org</a> (360) 750-7514 Carol Sasse Human Resources Coordinator Children Northwest/ESD 112 (360)750-7503 fax (360)750-9706 <a href="mailto:carol.sasse@esd112.org">carol.sasse@esd112.org</a> Children Northwest/Southwest Washington Child Care Consortium (SWCCC) 2500 NE 65th Avenue, Vancouver, WA 98661 Jada Rupley Associate Superintendent, Children, Youth, &amp; Family Services, ESD 112 <a href="mailto:jada.rupley@esd112.org">jada.rupley@esd112.org</a> (360) 750-7514 Kristi Baker Executive Director, Southwest Washington Child Care Consortium, 360.750.7501 ext. 233, <a href="mailto:kristi.baker@esd112.org">kristi.baker@esd112.org</a> Kristin Johnson, Program Coordinator, Southwest Washington Child Care Consortium, (360) 750-7501 ext. 103, <a href="mailto:kristin.johnson@esd112.org">kristin.johnson@esd112.org</a></p>	<p>Columbia Basin Carpenters Apprentice Program-Carpenters Local 1849, John Roberts, Training Director <a href="mailto:Cbct01@yahoo.com">Cbct01@yahoo.com</a> LU 112-NECA Electrical JATC Dennis Williamson, Training Director <a href="mailto:d.williamson@jatc112.org">d.williamson@jatc112.org</a> Pacific NW Ironworkers JATC #114, Andy Phillipson, Training Director <a href="mailto:Andy10@ptera.net">Andy10@ptera.net</a> NW Laborers Apprenticeship – LiUNA Local 348, Dave Castle, Apprenticeship Coordinator <a href="mailto:dcastle@nwlettf.org">dcastle@nwlettf.org</a> EA Washington/N Idaho Cement Masons Apprenticeship OPCMIA 72 &amp; 478, Jim Geren, Training and Apprenticeship Representative <a href="mailto:jimjatc@yahoo.com">jimjatc@yahoo.com</a> EA Washington/NE Oregon Pipe Trades Apprenticeship, UA Local 598 Pete Nicacio, Assistant Business Manager <a href="mailto:pete@ua598.org">pete@ua598.org</a> Marty Gregg, Training Director <a href="mailto:marty@ua.598.org">marty@ua.598.org</a> Road Sprinkler Fitters, UA Local 669 Rick Toland/ Mike DeMattia <a href="mailto:TwoDeMattia2@msn.com">TwoDeMattia2@msn.com</a> SE Washington/NE Oregon Sheet Metal Workers Apprenticeship, LU 55 John Merk, Training Coordinator <a href="mailto:johnm@bossig.com">johnm@bossig.com</a> Puget Sound Naval Shipyard &amp; IMF Bryan Watland, Apprentice Program Coordinator <a href="mailto:Bryan.Watland@navy.mil">Bryan.Watland@navy.mil</a></p> <p><b>Educational Institutions</b> Columbia Basin College Derek Brandes, Dean for Career/Technical Education <a href="mailto:dbrandes@columbiabasin.edu">dbrandes@columbiabasin.edu</a> Dept of Labor &amp; Industries, Apprenticeship Division, Julie Lindstrom, Apprenticeship Consultant, <a href="mailto:Linz235@lni.wa.gov">Linz235@lni.wa.gov</a> NAWIC, Cathy Brady, Region 9 Director, Past TC President <a href="mailto:cathy@americnrockproducts.com">cathy@americnrockproducts.com</a></p> <p><b>Local Business Partners</b></p>	<p>The focus of Bremerton's CTE Apprenticeship grant has intentionally been to work with the Puget Sound Naval Shipyard, which is a Federal installation. The idea behind this is to create opportunities for our students to be prepared to qualify for entry into the PSNS Helper and/or Apprenticeship program. We have been meeting with representatives from the Apprenticeship school as well as the Engineering shop and Outreach coordinators.</p> <p>Watland, Bryan, Apprentice Prog Administrator <a href="mailto:bryan.watland@navy.mil">bryan.watland@navy.mil</a> Beach, Corinne, Nuclear Engineer <a href="mailto:corinne.beach@navy.mil">corinne.beach@navy.mil</a> Elizabeth Kelley, GAC Chair <a href="mailto:bbandb2@comcast.net">bbandb2@comcast.net</a> Dwight Otis, PSNS <a href="mailto:Dwight.otis@navy.mil">Dwight.otis@navy.mil</a> Tom Butler, Deputy Apprentice Program Admin <a href="mailto:Robert.t.butler@navy.mil">Robert.t.butler@navy.mil</a> Ryan Nickels, CTE Teacher/CTE Director Inter <a href="mailto:ryan.nickels@bremertonschools.org">ryan.nickels@bremertonschools.org</a></p>	<p>We were only successful in establishing a partnership with the White River School District Child Care Center. We worked with an outside consultant to create cooperating partnerships with local training agents. As we navigated through the process of establishing these contacts much was lost in our ability to properly communicate the value and intent of the apprenticeship program to these potential training agents. It is our hope that if we were to receive these funds in the future that we would create a stronger connection by creating specific appointments with these sponsors and attending as a team to explain the value of the program.</p> <p>White River School District Child Care Center Mischele Mininger <a href="mailto:mmininge@whiteriver.wednet.edu">mmininge@whiteriver.wednet.edu</a></p>	<p>Washington State Firefighters Joint Apprenticeship and Training Committee Dave Myers: 253-318-1638 Bates Technical College Chief James Anderson: <a href="mailto:janderson@bates.ctc.edu">janderson@bates.ctc.edu</a> University of Alaska Fairbanks John George: <a href="mailto:jgeorge@alaska.edu">jgeorge@alaska.edu</a> King County Emergency Medical Services Tracey White: 206-427-7913 King County Fire District #44 Chief Robert Young: 253-735-0284 King County Fire District #20 Tracy Wycoff: 206-772-1430</p>

			<p>Bechtel National, Inc, River Protection/Waste Treatment Plant, Jeff Evan, Safety and Health Coordinator <a href="mailto:jbevans@bechtel.com">jbevans@bechtel.com</a></p> <p>Pacific Northwest National Laboratory – operated by Battelle Memorial Institute, Mike Moran, Operations Director <a href="mailto:Mike.moran@pnl.gov">Mike.moran@pnl.gov</a></p> <p>Infinia Corporation (develop and produce solar poweredstirling engines –green, renewable energy source), Rick Cameron, PhD, PE, Program Manager <a href="mailto:Rcameron@infiniacorp.com">Rcameron@infiniacorp.com</a></p>			
<p><b>Describe in detail</b> your plans to sustain the grant actives after the funding is over. How will you leverage all facilities/resources at your disposal to continue delivering the best program possible?</p>	<p>We already have it active; the grant just got the ball rolling for us. We had some teacher turnover during the grant period that took us back, but we have the program up and running for the 2010-2011 school year.</p>	<p>Our district is committed to providing exposure and preparation to a variety of post-secondary opportunities for our Career and Technical Education students and will continue to expand upon the apprenticeship partnership with SWCCC that was created as a result of this grant. We will continue to work with the program coordinator and executive director at SWCCC to provide pre-apprenticeship opportunities for our Family and Consumer Sciences students, such as those described in the response to question 3 below.</p>	<p>This grant provided funding for .1FTE of a position at Tri Tech Skills Center that included program coordinator for the Pre-Apprenticeship program. In addition to the pre-apprentice program, the coordinator serves as the CTE Director for four small local school districts and provides grant and other program support for Tri Tech Skills Center. In her daily activities the coordinator works directly with the CTE teachers in all 4 districts, the CTE Directors of Richland, Pasco, and Kennewick as well as numerous interactions with all local CTE teachers in the agriculture, construction, engineering and design areas. In this position, the coordinator is on the steering committees of Tri Cities Construction Career Day, SMART Map Manufacturing Expo, MAGIC Construction Camp for Girls, and Craft Career Day at the Pacific Northwest National Laboratory. Tri Tech Skills Center and the Tri Cities Area Educational Co-Op will continue to seek funding for this position because of the valuable opportunities provided to area students. OSPI grant opportunities will be explored as well possible funding through the local apprentice training programs.</p>	<p>It is our hope that the FTE generated by student enrollment will help to provide long term sustainability. The funds received during the 2009-2010 school allowed us to purchase curriculum for a Pre-Apprenticeship program. There will still be a need to purchase equipment and tools.</p>	<p>Now that the funding has been utilized we will continue to provide access and opportunities to students who have been enrolled. We will also identify an outside agency that will sponsor our remaining apprentices. Because our local program offers a unique opportunity, we are capable of attending to all students to some degree every day. Our goal is to identify alternative opportunities for students to receive additional hours towards their end goal.</p>	<p>Textbooks purchased will align our curriculum with Bates Technical College allowing our cadets to obtain Tech Prep credits with them. Also it will be an easier transition from our high school setting to the college workplace since we are using the same textbook.</p> <p>Textbooks purchased will allow students the opportunity to prepare and pass the pretest for a King County Emergency Medical Technician class which is held twice a year.</p> <p>Equipment purchased for Wildland fires have allowed us to put in service a brush engine which is now used during State Fire mobilizations for wildland fires. Our engine will be reimbursed by the state allowing for future training by our cadets and other necessary equipment such as personal protective equipment, fire shelters, etc.</p>
<p>List the <b>number of students</b> participating in the program List all students that successfully entered postsecondary or apprenticeship training programs as a result of the grant actives. Please provide the student name, training program or postsecondary</p>	<p>We do not have any current ones, but the result of the program has enabled us to continue the program into the 2010-2011 school year. And most likely will have 2 students enter into the apprenticeship program. We have it ready to enact during this school year.</p>	<p>A Mini ECE Academy event was held for Vancouver Public Schools FACSE teachers and students wherein ESD 112 provided training/Work-Based Learning experiences to eighty Child Development students (20 from each comprehensive high school). The event included exploration and</p>	<p>For the 2009-2010 school year there were 104 students signed up for the pre-apprentice program. There were 28 minority participants (27%) and 7 females (7%). There were 10 after school and evening learning opportunities provided to the students, which were very well attended, averaging between 15-20 students per session. There were 2</p>	<p>The grant was used to purchase textbooks and related curriculum. There will be a focus on Construction Math skills, therefore the grant provided the funds to purchase Math curriculum as well. There is further planning necessary in order to implement the program. The Puget Sound Naval Shipyard has a partnership with Olympic College to provide the Apprenticeship training. However, the</p>	<p>We have seven (7) students registered for the apprenticeship:          Madeline Spoon – Not yet placed          Jessica Jackson – Not yet placed          Carley Hayes – Not yet placed          Sarah McDaniel – White River Child Care Center          Stephanie Pierce – Not yet placed          Cassidy Dowling – Not yet placed          Nicole Zimmerman – White River Child</p>	<p>Ryan Lamb: Bates Technical College and Red Card class for wildland fires          Bogusluv Derkach: Red card class for wildland fires          Roberto Munoz: Bates Technical College          Lillian Hampton: University of Alaska Fairbanks, Fire Services program          Blake Regan: University of Alaska</p>

<p>school. If the grant was used for planning of a startup program please provide a detailed description of the actives.</p>		<p>awareness of the ECE field, potential job shadows and child care center tours and specific information about the benefits of a career within SWCCC and the ESD 112 ECE apprenticeship opportunity.</p> <p>From the 80 who attended the Mini-ECE Academy, 10 students were accepted into a paid pre-apprenticeship opportunity over the summer. This opportunity further prepared students for entry into the ECE career field and gave them invaluable experience and on-the-job training that could give them the upper advantage in obtaining a part-time or full-time position at one of SWCCC's 26 child care facilities in the Vancouver area; which would in-turn make them eligible for entry into the ECE Child Care Associate I or ECE Child Care Supervisor II apprenticeship program.</p> <p>We had one student (a junior at Hudson's Bay High School) obtain a part-time position in one of SWCCC's child care facilities which makes her eligible for entry into one of the apprenticeship programs. While she has not enrolled yet, she has expressed an interest in doing so in the future.</p>	<p>sessions with the iron workers, 2 sheet metal, 2 pipe trades, 3 laborers (HAZMAT, DOE Soil Conservation and crane hoisting/rigging), 2 industrial and nuclear safety (Bechtel National) and the Craft Career Day (Pacific Northwest National Laboratory. There was also the Construction Career Day with over 400 students, the SMART Map Manufacturing Expo with over 150 students and 23 girls who attended the weeklong MAGIC-Mentor A Girl in Construction camp. Students for these events came from every local district and every local high school as well as some from as far away as Walla Walla, Dayton, and Irrigon, Oregon. These areas were added at the request of the apprentice training coordinators as they are part of their service areas.</p> <p>Many students have gone on to local apprentice programs in the past two years. Several students from 2008-2009 have moved into the programs after waiting for a year. From the Tri Tech Skills Center Construction Trades program there are 5 laborers apprentices, 5 carpenter apprentices, 1 operating engineer, 1 sheet metal and 1 electrical apprentice. Fifteen other students are working in the construction industry, four are attending university or technical school and 3 have joined the military. In the Tri Tech Welding Technology program of the 2010 graduates, 5 have gone to work for Genie Industries in Moses Lake ( 3 plan to join pipe trades apprentice eventually), 16 will attend Columbia Basin College welding program, and 2 joined the military. Of the 2008/2009 graduates the majority attended CBC to complete their certification and several are in sheet metal and others are applying to the pipe trades apprenticeship. Of the outside high school pre-apprentice participants, one applied to Puget Sound Naval Ship Yard as an apprentice helper in welding and one is applying to both the electrical and sheet metal apprentice programs.</p>	<p>training is done at PSNS where students are paid a wage while they are enrolled in the Apprenticeship Training program. While the Shipyard cannot provide a Direct Entry Agreement, they have indicated that students that score satisfactorily on the Accuplacer exam at Olympic College, will be given careful consideration when making application to the Apprenticeship program. The plan is to obtain approval this Fall to run the program and the class will be advertised in the Course Catalog this Spring for next school year. The number of sections we offer will depend upon the interest of students.</p>	<p>Care Center</p>	<p>Fairbanks, Fire Services program  Bobby Grady: University of Alaska  Fairbanks, Fire Services program  Micah Niederkrome: University of Alaska Fairbanks, Fire Services program  Alicia McAlvey: Bates Technical School</p>
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<p><b>List any Tech Prep</b> agreements associated with your grant actives.</p>	<p>We have tech prep agreements with SPSCC, and are continuing to work with the college to create more agreements. But, no agreements came from the grant.</p>	<p>We don't have any new Tech Prep agreements as a result of the grant, but do have an articulation agreement associated with Early Childhood Education.</p> <p>Each of our four comprehensive high schools has an articulation agreement with Clark College ECE 111, STARS course (2 credits).</p>	<p>Tech Prep agreements are in place with Columbia Basin College for the Tri Tech Welding Technology program. Tech Prep articulations are in process for the Ag Mechanics/Ag Carpentry programs in Kiona Benton, North Franklin, Columbia and Finley School Districts with Yakima Valley Community College. The local apprentice programs are recognizing participation in the Pre-Apprentice activities to be one year worth of work experience when the students apply to the programs.</p>	<p>None</p>	<p>Child Development I, II, and III</p>	<p>Bates Technical College Washington State Firefighters Joint Apprenticeship and Training Committee</p>
<p><b>Describe the marketing,</b> advertising, events and other communications efforts that were related or supported by grant funds.</p>	<p>We marketed within our school and our preschool, and met with local preschools around our local area trying to setup a partnership. But, with our staff turnaround a lot got put on hold.</p>	<p>No extensive marketing or advertising was needed for our grant activities.</p>	<p>A website is currently under construction by the ESD 123 web design division to provide a centralized location for pre-apprentice program information and to links to outside information regarding apprenticeships and careers in the construction industry. It was decided to use the ESD due to the reduced expenses for both the design and long term maintenance of the website.</p>	<p>This program will be advertised in our Course Catalog as well as on the website. Furthermore, representatives from the PSNS Apprenticeship program will be invited into our school to talk to students about the program.</p>	<p>Parents were handed advertisements during Parent Conferences which discussed the opportunities of the Apprenticeship. A newsletter went home which detailed the grant and the benefit provided to students. The grant and apprenticeship were highlighted in a school board meeting. The local newspaper attended the school board meeting and did an article on the day care facility and the apprenticeship grant. We invited parents and students to an Apprenticeship Evening where students and parents learned about the program and were toured through the facilities.</p>	<p>Continued marketing efforts during lunchtime to students at high schools in the Puget Sound Skills Center consortium.</p> <p>Tour of Bates Technical College's Fire Service program by our cadets. They were able to work alongside their cadets gaining valuable insight to their program. Also, cadets learned valuable information on how to apply to college.</p> <p>Tour of the Washington State Fire Training Center in North Bend. Cadets were able to see where new firefighters are trained.</p> <p>We had a firefighter bring in a brush engine used for wildland fires and our cadets were able to see demonstrations and used various tools. Also, cadets were given an orientation class of the various aspects of wildland firefighting.</p>
<p><b>Describe tutoring</b> and other academic support services that were supported by grant funds.</p>	<p>We had tuition pay for the support services and tutoring, but the grant funds enabled us to pay for the teacher to set it up and monitor it during the child care time and after the child staff trainings.</p>	<p>None</p>	<p>Although no grant funds were used to provide academic support, there is ample support provided at Tri Tech Skills Center and at the home high schools to help insure student success. Both learning support services as well as online credit retrieval options are available to all students attending the skills center to facilitate on-time graduation or assist in progress toward graduation or GED. Participation in pre-apprentice activities reinforced the importance of math and communication skills as the training coordinators, instructors and apprentices talked to the students about what they needed in order to be a successful apprentice.</p>	<p>None</p>	<p>Day care employees were trained in STARS training and worked hand in hand with students from the Child Development class. They mentored and provided assistance with activities and responsibilities as they pertain to working with infants and toddlers. Equipment, resources and instructional materials were purchased to support the learning activities in the day care and in the child development program.</p>	<p>We were able to purchase textbooks that will tutor and prepare cadets for the Emergency Medical Technician pretest. Also, we had a supervisor for King County Emergency Medical Services come to the school and administer the actual pretest for the EMT course to our cadets again giving them valuable insight to the process.</p>
<p><b>Describe counseling</b> and career center support services that were supported by grant</p>	<p>I didn't use any funds on our career our counseling center, but I do use my Perkin's Funds on this. We did</p>	<p>None were supported by grant funds.</p>	<p>Although no grant funds were used to support any career counseling services, the program coordinator</p>	<p>None</p>	<p>No counseling or career support services were supported by grant funds this year.</p>	<p>Cadets were counseled by professional firefighters at the Fire Training Center in North Bend on</p>

funds.	use the center to help in this, but just didn't use this funding source.		worked with the counselors and career centers at all area high schools to provide information to students about pre-apprentice activities. Counselors were briefed on the program highlights as well as encouraged to help younger students enroll in courses that would expose them to the skills needed for a construction industry career. Counselors also helped students get enrolled in the program if the teachers weren't available.			how to extinguish fires with fire extinguishers. Cadets were allowed to put out small Class B fires with firefighters supporting them. Also we have had numerous professional firefighters come to our classroom and counsel cadets on various subjects, such as how to conduct themselves during an interview. Also, we had a professional firefighter come to the classroom and give a class on the various aspects of wildland fires and how to become a wildland firefighter. Cadets were given the opportunity to get hands on experience with various tools used.
Describe how the district recruited and retained <b>under-represented</b> (female, minority and low-income) student populations.	We recruited in our Careers in Education Class for this, which has a majority of females in it. We are no looking at the minority and low income component. We are doing it for our Perkin's Grant as well. So, we are just looking at it from two areas.	No intentional efforts were made to recruit under-represented students; however, we had non-traditional (male) students participate from all four comprehensive high schools.	All students are encouraged to participate in all activities. Teachers worked extra hard to encourage interested female students to attend the various sessions. The training coordinators and apprentices took extra care to insure that the female students were comfortable, respected and successful. While all local programs do a great job of working with female students, the sheet metal and electrical apprentice programs were exceptional. Many of the students in our programs are minority and/or low income and they see the value in the career options being present to them. While their parents are sometimes hesitant to encourage their child to do something other than "college" so they have a better life, once they understand the high wage, long term career potential, they have become very supportive. The other large scale non-traditional initiative is MAGIC (mentor a girl in construction) Camp which was held for the second year. Twenty girls ages 8 <sup>th</sup> -12 <sup>th</sup> grade spent the week learning about the construction industry, future careers and having fun. They made stepping stones with the cement masons and laborers, welded and did tube bending with the pipe trades, wired light sockets and switches and made lamps with the electricians, and constructed and painted sheet metal bird houses. They also talked with engineers, accountants and visited a Habitat for Humanity house as well as learned about work site safety from a Bechtel National safety coordinator. The girls learned life skills as well	The under-represented population is a focus for our CTE program in the coming year. Intentional marketing and counseling of these students is planned. We also plan to use our website to disseminate information that may attract the underserved population. At least 50% of Bremerton's students qualify for free and reduced meals and we have a diverse population. Our continuing concern and goal for the upcoming school year is to intentionally pay close attention to our boys who, data shows, are part of the under-served population.	When we created a plan to develop the apprenticeship program at White River High School, we targeted male students in addition to female students. We made conscious efforts to invite and encourage male participation. All registered students are female. We were close to signing up one individual, regrettably we were unsuccessful. The two students that we have placed in the program currently are low income, one is Native American.	Thru marketing events, we recruited any and all students (female, minority, and low income) that were interested in our Fire Services class. We strongly encouraged student in our class to recruit their friends and other interested students.

			as had their eyes opened to the world of opportunities available to them in construction. As much as possible, female apprentices were used to work with the girls. Nontraditional and under-represented students continue to be a focus of all school CTE programs and will continue to be so.			
What <b>lessons</b> have you <b>learned</b> that might lead to improvements in the development and implementation of additional apprenticeship preparation programs?	For us it has to be clearer communication and expectations. We took two different roads to get to where we are, and are still working on the way we want it to look. And maybe some more complete guidelines from the apprenticeship people. It was a little fuzzy from the beginning.	We learned that it takes a great deal of time and energy to understand the complexities of apprenticeship programs and to fully appreciate the processes and regulations involved in starting a new registered apprenticeship. We found much more success in partnering with an existing apprenticeship program.	It's all about relationships and delivering on what you promise. The apprentice training coordinators in the Tri Cities are an outstanding group of individuals who are always ready to help in whatever way is needed. They provide extensive support for Construction Career Day, the pre-apprentice seminars and MAGIC camp. They will also provide job shadow opportunities as well as mock interview assistance when asked. The high school teachers have high expectations of their students and the students know that participation in the pre-apprentice program is a privilege that will be revoked if necessary. So far (knock on wood) all the students have been great, loved the activities and have gained valuable experience and knowledge that will help them make their career decisions. Most importantly we have learned that it doesn't take a lot of money or a full time position to have a huge impact on students and their opportunities. Although the assortment of responsibilities for the pre-apprentice program coordinator may at first seem unrelated, they provide unparalleled access to students and teachers from all area districts and high schools as well as a central point of contact for the training coordinators. The local Labor and Industries Apprenticeship Consultant, Julie Lindstrom, has also been very key to the successful implementation and support of the pre-apprentice program.	It is important to have good communication and a strong relationship with business & industry partners. Because the Naval Shipyard is one of our largest employers on the Kitsap Peninsula, we made the decision to partner with them. We also plan to work closely with our local Skills Center, West Sound Tech, to insure that there is a scope and sequence with this program. We foresee our students completing the Pre-Apprenticeship class and then moving on to programs at West Sound Tech and/or directly into the Olympic College program.	We learned that it is very important to have a solid plan for working with sponsors or training agents. We hired an individual to work with us to be the link/liaison between the child development program and the training agent. This person was not able to fulfill the job and subsequently we were left with several interested students and no placement for them. We are currently developing a new approach to this and will be working with a new site soon. As of this writing however, they are not a registered training agent. We also learned the importance of allocating funds early so as to avoid the end of the grant cycle requirement to have exhausted funds. This is my responsibility and will be handled differently in the future should we receive this grant again.	Some lessons that we have learned are to start early in the school year with Tech Prep agreements with apprenticeship programs and postsecondary institutions and to make sure you are following the rules correctly. Also we learned to coordinate with out of state universities and have them come to our classroom to have students apply instead of students spending time and money going there to apply.

## APPENDIX C

### RUNNING START FOR THE TRADES

*Symposium for Incentive and Demonstration Grant Partners*

Thursday, May 7, 2009

9:00am to 3:00pm

Libby Learning Center, Spokane School District

**8:30 – 9:00 am**

Libby Center

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

**9:00 am – 9:20 am**

Libby Center

**Welcome:**

*Tim O'Halloran, Pre-Apprenticeship Programs, Spokane SD*

**OSPI Career and Technical Education Update:**

*Kathleen Lopp, Assistant Superintendent of Public Instruction*

**9:20 am – 9:45 am**

**Apprenticeship Direct Entry – Contract Provisions**

*Tim O'Halloran, Pre-Apprenticeship Programs, Spokane SD*

**9:45 am – 10:00 pm**

**Morning Break**

**10:00 am – 12:00 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*

*Tri-Cities – Pre-Apprenticeship Program*

*Omak – Incentive Grant Activities*

**12:00 am – 12:15 am**

**Break – Get Your Lunch**

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

**12:15 am – 1:00 pm**

**Putting Students to Work:**

**Work Based Learning Protocols**

*Mary Miller, Employment Standards( youth employment)*

**1:00 pm – 1:45 pm**

**Running Start for Trades – Apprentice Panel**

**We have assembled a panel of young apprentices who received  
their running start through secondary pre-apprenticeship.**

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

**1:45 pm – 2:00 pm**

**Afternoon Break**

**2:00 pm – 3:00 pm**

**Running Starts and Next Steps**

**Progress, Challenges, Reporting and Next Steps...**

*Moe Broom, Jody Robbins-facilitators*